# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pond Union Elementary School District

CDS Code: 15637196009963

School Year: 2024-25

LEA contact information:
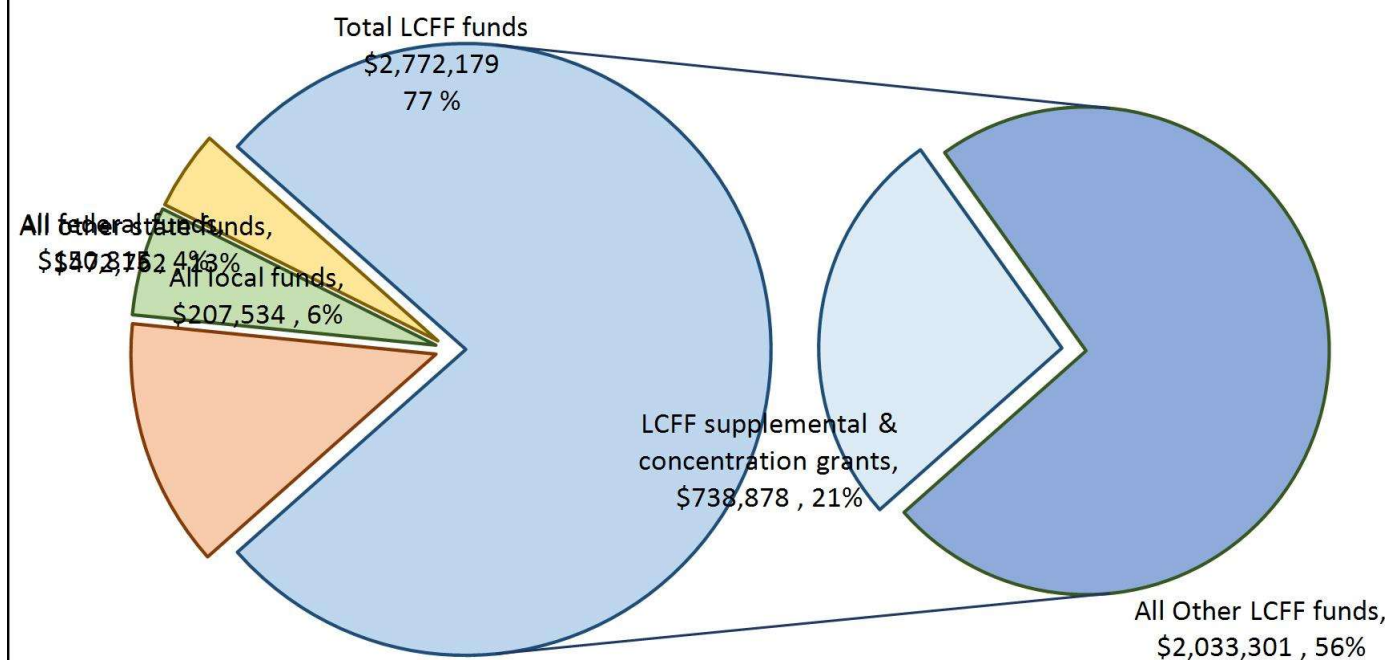
Alex Lopez

Superintendent/Principal

alopez@pond.k12.ca.us

(661) 792-2545

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

## Budget Overview for the 2024-25 School Year

# Projected Revenue by Fund Source

Total LCFF funds
$2,772,179
77 %

All other state funds,
$472,762 , 13%

All federal funds,
$150,815 , 4%

All local funds,
$207,534 , 6%

LCFF supplemental &
concentration grants,
$738,878 , 21%

All Other LCFF funds,
$2,033,301 , 56%

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

The text description for the above chart is as follows: The total revenue projected for Pond Union Elementary School District is $3,603,290, of which $2,772,179 is Local Control Funding Formula (LCFF), $472,762 is other state funds, $207,534 is local funds, and $150,815 is federal funds.  Of the $2,772,179 in LCFF Funds, $738,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP
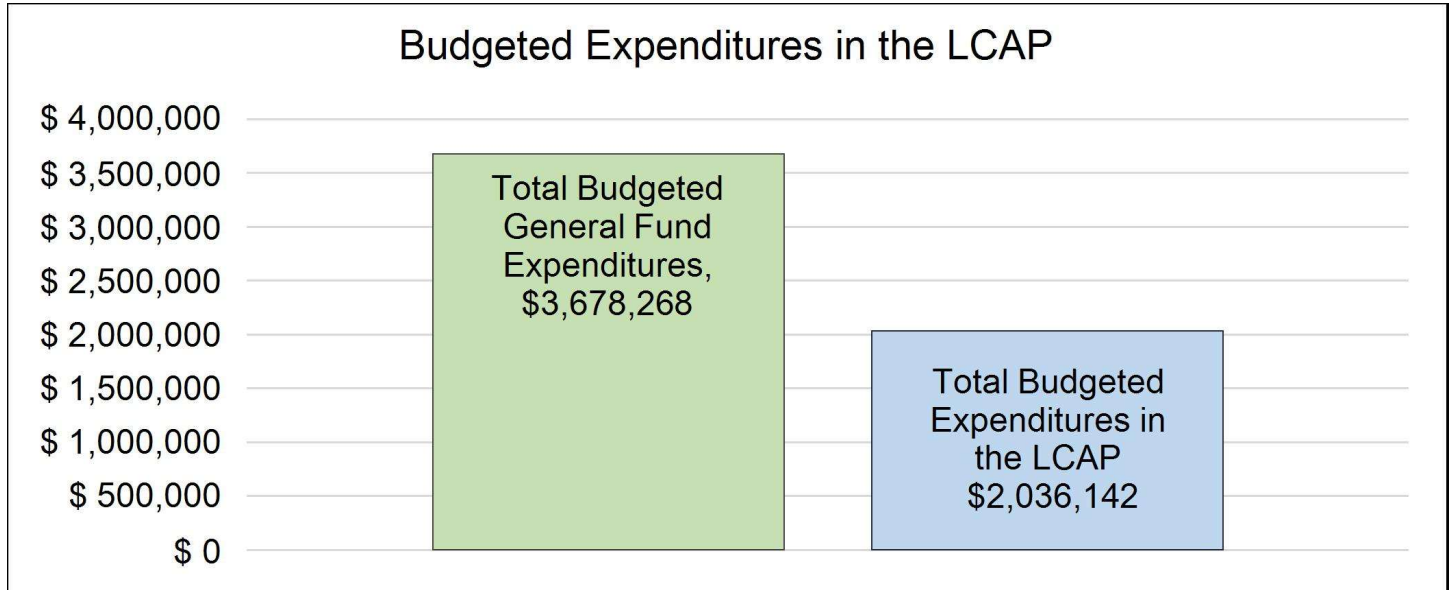


This chart provides a quick summary of how much Pond Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pond Union Elementary School District plans to spend $3,678,268 for the 2024-25 school year. Of that amount, $2,036,142 is tied to actions/services in the LCAP and $1,642,126 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational expenditures.

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

In 2024-25, Pond Union Elementary School District is projecting it will receive $738,878 based on the enrollment of foster youth, English learner, and low-income students. Pond Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pond Union Elementary School District plans to spend $1,068,511 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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



☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $974,582

☐ Actual Expenditures for High Needs Students in LCAP — $625,677
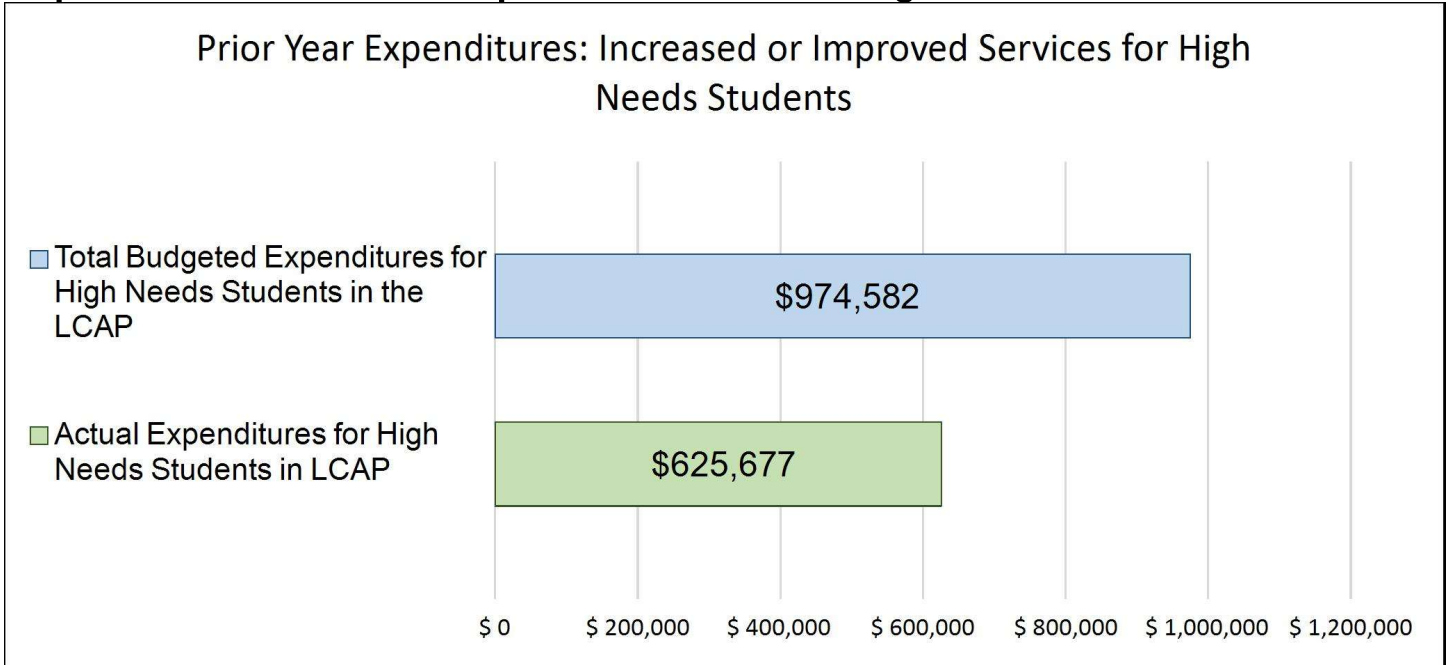
This chart compares what Pond Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pond Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Pond Union Elementary School District's LCAP budgeted $974,582 for planned actions to increase or improve services for high needs students. Pond Union Elementary School District actually spent $625,677 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-348,905 had the following impact on Pond Union Elementary School District's ability to increase or improve services for high needs students:

Actions were implemented using other funding.

# 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Pond Union Elementary School District | Alex Lopez<br>Superintendent/Principal | alopez@pond.k12.ca.us<br>(661) 792-2545 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Accelerate student learning and mastery of state standards by providing consistent, high quality, data driven teaching practices to ensure that the needs of all students are met, and all students can thrive and are prepared to be successful in high school. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 2A: Implementation of CA academic and performance standards as per administrative observations school wide in relation to the Implementation Rubric. | CCSS Implementation Status: "Fully" as per administrative observations school wide. | CCSS Implementation Status: "Fully" as per administrative observations school wide. | CCSS Implementation Status: "Fully" as per administrative observations school wide. | 2023-2024<br><br>CCSS Implementation Status: "Fully" as per administrative observations school wide. | Maintain CCSS Implementation Status of "Fully" as per administrative observations school wide. |
| Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative | 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD. | 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD. | 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD. | 2023-2024<br><br>100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through | Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| observations school wide. | | | | designated and integrated ELD. | |
| Priority 4A: Statewide Assessments (CAASPP) Percent Met/Exceeded % for All Students. | CAASPP ELA: 40.23% Met / Exceeded CAASPP Math: 29.37% Met / Exceeded CAASPP Science: 11.36 Met/Exceeded | 2021 CAASPP ELA: 42.2% Met / Exceeded 2021 CAASPP Math: 30.3% Met / Exceeded 2021 CAASPP Science: 12.5 % Met / Exceeded | 2022 CAASPP ELA: 27.05% Met / Exceeded 2022 CAASPP Math: 18.03% Met / Exceeded 2022 CAASPP Science: 16.67% Met / Exceeded | 2023 CAASPP ELA: 29.36 % Met / Exceeded 2023 CAASPP Math: 20.18% Met / Exceeded 2023 CAASPP Science: 6.67% Met / Exceeded | 4A: CAASPP ELA: 50% Met / Exceeded 4A: CAASPP Math: 40% Met / Exceeded 4A: CAASPP Science: 20% Met Exceeded |
| Priority 4B: % of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; | NA | NA | NA | NA | NA |
| Priority 4C: Percentage of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that | NA | NA | NA | NA | NA |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| align with SBE-approved career technical education standards and frameworks. | | | | | |
| Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C). | NA | NA | NA | NA | NA |
| Priority 4E: Percentage of EL pupils making progress toward English Proficiency as per the CA School Dashboard. | 53% of EL pupils making progress toward English Proficiency per 2019 CA School Dashboard<br><br>3.3% of EL tested Proficient per 2019 ELPAC Summative Scores (New Data Baseline; Added 2022) | No CA School Dashboard Data for 2022.<br><br>11.11% of EL tested Proficient per 2021 ELPAC Summative Scores | 58.1% of EL pupils making progress toward English Proficiency per 2022 CA School Dashboard<br><br>15.57% of EL tested Proficient per 2022 ELPAC Summative Scores | 2023 CA Dashboard<br><br>40% of EL pupils making progress toward English Proficiency per 2023 CA School Dashboard<br><br>16.67% of EL tested Proficient as per 2023 ELPAC Summative Scores | 60% of EL pupils will be making progress toward English Proficiency. |
| Priority 4F: English Learner Reclassification Rate as per local data. | 20% of students were reclassified. | 26% of students were reclassified | 45% of students were reclassified. | 2023-2024<br><br>19.3% of students were reclassified | 25% of students will be reclassified. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 4G: Percentage of pupils passing AP exam with 3 or higher. | NA | NA | NA | NA | NA |
| Priority 4H: Percentage of pupils who participate in and demonstrate college preparedness on EAP. | NA | NA | NA | NA | NA |
| Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per master schedule. | 100% of students have access to a broad course of study. | 100% of students have access to a broad course of study. | 100% of students have access to a broad course of study. | 2023-2024<br><br>100% of students have access to a broad course of study. | Maintain100% of students have access to a broad course of study. |
| Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per master schedule. | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | 2023-2024<br><br>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. | Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. |
| Priority 7C: Extent to which pupils have access to and are enrolled in | 100% students with special needs will participate in the regular programs with | 100% students with special needs will participate in the regular programs with | 100% students with special needs will participate in the regular programs with | 2023-2024<br><br>100% students with special needs will | Maintain 100% of students with special needs will participate in the regular |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| programs/services for pupils with exceptional needs as per master schedule. | support from special education teachers and aides. | support from special education teachers and aides. | support from special education teachers and aides. | participate in the regular programs with support from special education teachers and aides. | programs with support from special education teachers and aides. |
| Priority 8 Other Student Outcomes: Physical Fitness Testing(PFT) 5th graders in the Healthy Fitness Zone 7th graders in the Healthy Fitness Zone | Physical Fitness Testing: Aerobic Capacity 5th Grade: 34.6 % students in Healthy Fitness Zone 7th Grade: 36.4 % students in Healthy Fitness Zone | Physical Fitness Testing: Aerobic Capacity 5th Grade: 50% students in Healthy Fitness Zone 7th Grade: 55% students in Healthy Fitness Zone | Physical Fitness Testing: Aerobic Capacity 5th Grade: 61% student in Healthy Fitness Goal 7th Grade: 57% students in Healthy Fitness Zone | May 2024 Physical Fitness Testing: Aerobic Capacity 5th Grade: 83% students in Healthy Fitness Zone 7th Grade: 77% students in Healthy Fitness Zone | Physical Fitness Testing: Aerobic Capacity 5th Grade: 50 % students in Healthy Fitness Zone 7th Grade: 50 % students in Healthy Fitness Zone |

## Goal Analysis

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

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

Pond had substantive differences in planned actions and actual implementation of the following actions:

Action 1.4 Dr. Teisenger, our ELD consultant, did not offer professional development for our ELD curriculum for 2023-2024. Therefore, Pond was not able to implement the planned action at all.
Action 1.12 Piloted science curriculum during the summer, and District has yet to decide on the curriculum.
Action 1.13 Did not need supplementary academic tutoring since teachers provided the tutoring every Tuesday and Thursdays.


Pond had fully implemented the following actions:

Action 1.1 District provided 1:1 device to every student. New chromebooks were purchased for Kinder and 5th grade. Teacher desktops were also updated.

Action 1.2 Pond held summer school, STEAM academies, and homework club throughout the school year.
Action 1.3 Principal, reading intervention specialist, all K-8th teachers, and 2 full time para-professionals attended AVId Summer Institute in July 2024.
Action 1.5 Purchased new flexible seating, furniture, and books to re-engage our students' love of reading and usage of the library.
Action 1.6 Hired a full time 8th grade teacher to prevent a combo class within the 4-8 classrooms.
Action 1.7 Hired full time instructional aides for K-2, and part-time instructional aides to work in 3-8th.
Action 1.8 Retired
Action 1.9 Purchase ELD Curriculum for K-8th for 2024.
Action 1.10 Hired out a KCSOS Math Coordinator for K-8th students and purchased supplemental math programs (ALEKS and Reflex)
Action 1.11 Hired out a KCSOS ELA Coordinator for K-8th students and purchased supplemental ELA programs (Step-up-to-Writing, Phonics,
i-Ready, Grammar)
Action 1.14 Data Analyst worked on needs management for the school using KiDs platform and wrote the narrative of the LCAP. The original intention of the Data Analyst was to gather data and provide a needs management for the school. The role lended itself to being equipped to write the narrative based on the personnel's knowledge of Pond's student needs and personnel was also prepared to write the LCAP by attending the LCAP four day professional development offered by Kern Schools.
Action 1.15 Retired.
Action 1.16 A full time reading intervention teacher was hired using Title I. Technology was updated using Title IV. Teacher PD was given using Title II.
Action 1.17 Additional staff. A full time substitute teacher was hired for 2023-24. She worked as an emergency substitute teacher when we could not find a substitute. She provided opportunities for several of our teachers to receive more professional development during the school year. When not acting as an emergency substitute, she was a instructional aide for our upper elementary classroom.

Successes:

Action 1.2 There was good turnout in our STEAM Saturday academies. About 17% of our student population attended each week.
Action 1.3 Previously, only our teachers were able to attend the AVID Summer Institute, but this year two full-time paraprofessionals attended. Since paraprofessionals are crucial help during small group instruction, it was great to be able to give these personnels more professional development to help struggling students.
Action 1.5 Our students love and are enjoying the library with the updated furniture and seating. They are excited to visit the library every week.
Action 1.17 A full time substitute had made it so much easier for our teachers to meet with our Math and ELA coaches during the school year. Pond has had difficulties getting substitutes because our small school size and being in a rural area. So, a full time substitute has been such a great benefit in our flexibility to allow our teachers professional development during instructional hours.

Challenges:

Action 1.2 Our homework club has a large student attendance rate. Moreover, all grade levels K-8th are in the same group. This has made it difficult to attend to all of their needs during homework club.

Action 1.10 and 1.11 Teachers expressed their desire to meet with their PLC cohorts (Grades 3-5, 6-8) during some of their meetings with their Math/ELA coaches, so that they can work on grade level alignment and creating a universal language for Math and ELA across grade levels. However, because it was difficult to find 3 substitutes in one day, our teachers did not have as much opportunity as they wanted during the school year to work with their PLC.

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.

Pond had substantive material differences between budgeted expenditures and actual expenditure in the following actions:

Action 1.1 Pond spent $12,897 out of the $40,000 budgeted. The REAP grant was used for technology, and any expenditure that REAP was not able to cover came from Action 1.1. Therefore, Pond only spent a minimal amount of the budgeted expenditure for Action 1.1. However, the action was still 100% implemented.

Action 1.3 Pond spent more than 50% of our estimated expenditures. The $15,000 budget is usually used to send one teacher per grade span (K-2, 3-5, and 6-8) every year to AVID Summer Institute. However, because it had been such a long time since any of Pond's teachers have gone to AVID Summer Institute because COVID made it impossible to attend in-person for the past three years, all teachers were asked to attend Summer Institute. Thus, the increase in actual expenditure.

Action 1.4 Pond used 0% of the budgeted expenditures since Dr. Teisinger (our ELD consultant), did not offer any ELD professional development for 2023-24 school year. Therefore, we could not implement this action.

Action 1.5 Pond estimated that it needed to allocate $50,000 for new furniture and flexible seating in the library. However, all of expenditure was covered by ESSER funds. The $1,373 spent was to purchase new books for the library. The action was 100% implemented.

Action 1.6 Pond overestimated the salary cost of the personnel for the action. However, this action was also 100% implemented. Pond was able to hire a full-time 8th grade teacher, so that Pond has an additional teacher to preve combo classes.

Action 1.7 Two of Pond's full-time aides were not able to work due to medical and personal reasons. However, the action was still 100% implemented. By hiring substitutes, we were still able to have instructional aides in K-2 classrooms.

Action 1.9 Pond purchases ELD curriculum as needed. However, this past year, we still had an excess of the ELD consumable curriculum. Therefore, we did not have to purchase a whole class set for all of the grade levels. This action was still 100% implemented since all teachers had ELD curriculum for all their English learners.

Action 1.10/1.11 Pond overestimated the cost of the math and ELA coach. However, the action was 100% implemented. We were able to meet with a math coach for at least 40 days for 4-8th, and 20 days with our ELA coach.

Action 1.13 Pond used 0% of the budgeted expenditures. Pond did not implement this action. Instead of hiring a supplemental service company to tutor our students, Pond offered after school tutoring to all of our Pond Students on Tuesdays and Thursday during the academic year.

Action 1.14 Pond budgeted not only for our Data Analyst, but also for our Data System. However, Pond realized that we have already purchased the KiDS data platform for the next three years; therefore, we will not have to pay again until 2027.

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

Metric Priority 2A and 2B is maintained at 100%. Action 1.3, 1.5, 1.6, 1.10, 1.11, and 1.17 all contribute to our teachers' effectiveness in fully implementing CA academic and performance standards per classroom observation. These actions help build on the instructional capacity of our staff. Action 1.3, 1.10, and 1.11 all provide professional development in areas of need, so that each teacher is prepared and updated to implement instructional strategies that are research based and effective for our demographics that is largely made up of socioeconomically disadvantaged pupils and English learners. Action 1.17 provides an additional staff to act as a substitute when needed as staff attend professional development during instructional hours. Action 1.5 ensures that students have engaging books that provide our students a wealth of academic content; however, the role of the library isn't to explicitly provide our students materials aligned to CCSS or ELD standards. Therefore, Action 1.17 is ineffective within this metric. Finally, Action 1.6 makes it possible for us to separate our 7th and 8th grade students into separate classrooms. This makes it a more effective environment for both teachers to teach and implement academic standards since they do not have to learn two sets of grade standards.

Metric Priority 4A has made growth from Year 2 Outcome to Year 3 Outcome, but we did not meet our desired outcome for 2023-24. Our desired outcome for state assessments were 50% Met / Exceeded in ELA, 40% in Math, and 20% in Science. Pond had a major slide between our 2021 results to our 2022 results. In 2021, we were at 42.21% Met/Exceeded in ELA and 30.27% Met/Exceeded in Math, which was progressing towards a positive direction to meeting our desired three-year outcome. However, in 2022, Pond had a huge dip in scores. In 2022, Pond scored 27.05% Met / Exceeded in ELA, 18.03% Met / Exceeded in Math, and 16.67% in Science. The decline in scores from Year 1 Outcome to Year 2 Outcome indicated the academic challenges that our students were facing post-COVID, and our need to change and strengthen our teaching strategies to meet their unique needs post-COVID. Therefore, we added Action 1.10 and 1.11 in 2022 as a result of these low scores, and from our Year 3 Outcome, we have seen growth in Pond's statewide assessments. In 2023, Pond had 29.36% of ALL students who Met/Exceeded in ELA, which is a 2.31% increase in the number of ALL students who scored Met/Exceeded from our 2022 results. Also, Pond had 20.18% of ALL students who Met/Exceeded in Math, which is a 2.15% increase from our 2022 results. While the increase is marginal, Pond sees it as a positive growth towards more improvement in the future. Pond will also maintain Action 1.6, maintaining smaller classroom sizes in grades 4-8, so that teachers can continue to provided more targeted support to our unduplicated

pupils and other struggling students. Pond expects that this principally directed action will result in continued growth not only in local assessment outcomes, but also in our state assessment results in ELA and Math.

Metric Priority 4E declined from our Year 2 Outcome to Year 3 Outcome, and we did not meet our desired outcome for 2023-24. Our desired outcome was that 60% of our EL pupils will be making progress toward English proficiency. However, our Year 3 Outcome was 40%, which was a 18.1% declined from our 58.1% score from our Year 2 (2022-23) Outcome and 20% below our Year 3 desired outcome of 60%. According to our educations partners, Action 1.4 and 1.9 were contributing factors for the decline. For the last two years, Pond has not been able to implement Action 1.4, so our teachers did not have any ELD professional development in the last two years. For Action 1.9, our ELD supplemental curriculum, which Pond uses for our designated ELD block, has made a complete curriculum overhaul, and teachers have expressed that the curriculum is primarily geared towards reading intervention, and less on language development, vocabulary acquisition, and other ELD standards. We also did not meet Metric 4F for our Year 3 Outcome. Our goal was to reclassify 25% of our English Learners, but we only reclassified 19.3% for Year 3. This again affirms that Pond needs to increase our staff's capacity to teach English Learners, and we need more specific actions that target the needs of our English Learners beyond what is currently offered.

Metric Priority 7A, 7B, and 7C is maintained at 100%. Action 1.1, 1.2, 1.7, 1.14 and 1.16 all contribute to providing All students, unduplicated students, and students with special needs access to a broad course of study, enrollment in core subjects, and participation in regular programs with support from teachers, instructional aides, resource teachers, and special education teachers. Action 1.1 provides technology access to all students, so that all students, including our unduplicated students and students with special needs, have online access to our online-based curriculum. Action 1.2 and 1.16 provides small group instruction during instructional hours and after school hours for our unduplicated students and students with special needs in order to support them in accessing core subjects. Action 1.7 is especially important for out K-2 unduplicated students. Many of our English learners need extra practice after explicit whole class instruction; therefore, having a full time K-2 instructional aide helps ensure that our unduplicated students are daily meeting in small groups to meet their needs. However, there is not a metric that measures academic growth in K-2 since our CAASPP data is only for 3rd-8th. Therefore, Pond does not have data to support the effectiveness of Action 1.7 in the classroom. Finally, Action 1.14 provides a Data Analyst personnel in our school. Their position ensures that student data are being gathered from the KiDs platform and other points of data and distributed to teachers in order to help with instructional planning and provide insight to our Pond's Student Study team whether Tier 2 or 3 instruction are needed for specific students. Based on student data and outcomes, the Data Analyst collaborated with the superintendent to allocate resources in the LCAP that support the needs of unduplicated students.This action is currently ineffective since its main goal is to increase academic outcomes from K-8th, but Year 3 outcome results show that state assessments in ELA and Math have not improved. However, Pond knows the importance of data-led instruction; and so, Pond will still continue the action, but with adaptations to the action and a new metric to measure student outcome.

Action 1.8 and 1.15 have all been retired in 2022 and so, Pond cannot measure its effectiveness for 2023-2024 towards any metrics.

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

Pond made the following changes:

Metrics - Added new local metrics (STAR Early Literacy, STAR Reading, STAR Math) to measure academic growth in ELA and Math for Priority 8. Input from educational partners indicated that the state assessments should not be the ONLY source of data for ELA and Math. Also, state assessments are only available at the end of the year, and having a metric that can also be used at the beginning of the year will allow teachers more data to plan and guide instructional during the school year. These new local metrics will also help Pond better measure the effectiveness of Data Analyst (Action 1.14).

Actions:

Action 1.4 - Pond will remove this action for the coming year. Instead, all future supplemental ELD professional development will be part of our ELA Professional Development action. Action 1.4 currently encompasses professional development from Dr. Teisenger, our consultant for our current ELD curriculum. However, she no longer offers professional development. Educational partners agree that teachers need professional development for our English learners. However, our teachers stated that they want to learn more about the best instructional practices for English learners beyond professional development from our ELD curriculum. Therefore, Pond decided to group all professional development for English learners and our unduplicated students under the umbrella of "Ongoing Professional Development." This change in PD offering will also support Action 1.6 Maintain smaller class sizes. Providing targeted PD will support the effective implementation of standards in a way that meets the unique needs of our learners, resulting in improved student outcomes.

Action 1.5 - Pond will move this action to Goal #3. Educational partners agreed that the Pond library is an engagement tool for our students and families, and not a direct contributing action to increasing the academic success of our students (Goal #1).

Action 1.7 - Educational partners agreed to make this action more specific towards our primary grades in order to connect it more closely to a metric. We will measure the effectiveness of our full-time instructional aides in K-2 by measuring the ELA growth of our K-2 students through Star Early literacy, Star Reading, and Star Math

Action 1.10 - Pond will split this action into two separate actions, so that educational partners can have a clearer understanding of whether the Math supplemental programs or the Math professional development that is contributing to the effectiveness to a metric.

Action 1.11 - Pond will split this action into two separate actions, so that the educational partners can have a clearer understanding of whether the ELA supplemental programs or the ELA professional development that contributing to the effectiveness to a metric.

Action 1.13 - Pond expanded this action to make it more specific to our English learners. Instead of "Supplemental Academic Tutoring," Pond will have "Supplemental Academic Assistance for English Learners." As our lowest performing group, our educational partners agree that our English learners need more academic assistance, either during or after instructional hours.

Action 1.15 Action was retired in 2022-23 school year.

Action 1.17 Due to budget constraints and educational partner feedback, this action was the least crucial towards achieving our goal #1; therefore, Pond has decided to retire the action for the coming year.

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 2 | Ensure safe and well-maintained facilities and provide for a positive learning environment that supports the academic, social, emotional, relational, and physical needs of students. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as per local records and data. | 1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report. | 1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report. | 1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report. | 2023-2024<br><br>1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report. | Maintain 100 % of teachers appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report. |
| Priority 1B:<br>Pupil access to standards aligned materials as per local records. | 1B: 100% of students have access to standards aligned materials | 1B: 100% of students have access to standards aligned materials | 1B: 100% of students have access to standards aligned materials | 2023-2024<br><br>1B: 100% of students have access to standards aligned materials | Maintain 100% of students have access to standards aligned materials |
| Priority 1C:<br>School facilities maintained in good repair as per FIT Report. | 1C: School facilities are maintained in "good" repair as per FIT. | 1C: School facilities are maintained in "good" repair as per FIT. | 1C: School facilities are maintained in "good" repair as per FIT. | 2023-2024<br><br>1C: School facilities are maintained in | Maintain 100% of school facilities are maintained in "good" repair as per FIT. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | "good" repair as per FIT. | |
| Priority 2A: Implementation of CA academic and performance standards as per school wide administrative observations. | 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide. | 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide. | 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide. | 2023-2024<br><br>2A: CCSS Implementation Status: "Fully" as per administrative observations school wide. | Maintain "Fully Implementation" as per administrative observations school wide. |
| Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative observations school wide. | 2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations school wide. | 2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations school wide. | 2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations school wide. | 2023-2024<br><br>2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations school wide. | Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations school wide. |
| Priority 5A: | 97.3% attendance rate as per local data (2019-20). | 88.2% attendance rate as per local data (2021-2022) | 94.47% attendance rate as per local data (2022-2023) | April 2024 | Above 98% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School attendance rates as per local data. | | | | 95.14% attendance rate as per local data | |
| Priority 5B : Chronic Absenteeism rates as per CA School Dashboard. | Initial rate: 9.1% of students were Chronically Absent as per 2019 CA School Dashboard.<br><br>New rate: 14.84% of students were Chronically Absent as per 2020-2021 local data  (New Baseline Rate; added 2022) | 2021 CA School Dashboard not available. See local metric below.<br><br>16.50% of students were Chronically Absent as per 2021-2022 local data | 17.6% of students were Chronically Absent as per 2022 CA School Dashboard<br><br>17% of students were Chronically Absent as per 2022-2023 local data (April 2023) | 18.3% of students were Chronically Absent as per 2023 CA School Dashboard<br><br>12.3% of students were Chronically absent as per 2023-2024 local data (April 2024) | Lower than 4% |
| Priority 5C: Middle school dropout rates as per local data. | 0% as per local data. | 0% as per local data. | 0% as per local data. | 2023-2024<br><br>0% as per local data. | Maintain 0% |
| Priority 5D: High school dropout rates | NA | NA | NA | NA | NA |
| Priority 5E: High school graduation rates: | NA | NA | NA | NA | NA |
| Priority 6A: | 1% | NA | NA | NA | Less than 1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Pupil suspension rates | | | | | |
| Priority 6B: Pupil expulsion rates | 0% | 0% | 0% | 0% | Maintain 0% |
| Priority 6C: Other local measures on students sense of safety and school connectedness as per local student survey. | 80% of students feel a sense of safety and school connectedness at school as per student survey. | 74% of students feel a sense of safety and school connectedness at school as per student survey. | 80% of students feel a sense of safety and school connectedness as per student survey. | 2023-2024 CA Healthy Kids Survey<br><br>80.5% of students feel a sense of safety and school connectedness as per student survey. | At least 90% of students feel sense of safety and connectedness at school as per student survey. |

## Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions. Actions 2.1-2.5 were fully implemented this year.

Action 2.1 Pond has an Educational Specialist from School Psychology Services that provide individual support to student twice a week. She also taught SEL lessons to K-3 students once a week, to help our primary grades with behavior management.

Action 2.2 Currently at its beginning stages. Administration staff and school social worker attended an MTSS conference in the fall. PBIS posters are set to be ordered in Spring/Summer 2024 and an Eagle mascot purchased for future PBIS activities during school hours. A soft rollout is planned in the coming 2024-2025 school year.

Action 2.3/2.4 Pond's school facilities and emergency equipment and supplies are both up-to-date.

Action 2.5 Social worker meets with small groups of students from K-8th based on needs, from grief to behavior management. She teaches, as needed throughout the school year, SEL lessons to classrooms, especially with 5th-8th grade, who are facing more socioemotional

anxieties, traumas, and other social and emotional problems. The social worker has also incentivized attendance, improving attendance rate as a whole school and meeting with a small group of students who are chronically absent.

Successes:

Action 2.1 Our K-2 students really enjoy the weekly SEL lessons that our school psychologist provides in their classrooms and teachers have mentioned that the students do use the SEL practices they've learn in and out of the classroom.

Action 2.5 Our social worker has made good gains in increasing attendance awareness these last few months from our students and staff. Pond now celebrates perfect attendance every month, and our social worker has really cultivated a school culture where attendance is praiseworthy and desirable. She has also been having Tier 3 intervention with our truant students, and many of them have exited the program because of their increased attendance rate.

Challenges:

Action 2.2 It has been difficult to really get the ball rolling in our PBIS implementation. Pond has attended the MTSS conference this year and has put orders in place for the PBIS posters. It took longer than expected to come to a consensus on the behavior expectations for our posters during PBIS team meetings. Therefore, Pond was not able to print the posters this year. Pond desires that PBIS begins to be implemented in the classroom for the following year.

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

There is some material difference between budgeted expenditures and estimated actual expenditures for Action 2.5. We had planned the cost of our social worker to be $217,291, which ended up to be an overestimate. Instead, our social worker ended costing $155,000.

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

Action 2.1 This action has had minimal effectiveness. We expected this action to improve Metric Priority 5A, 5B, and 6C. However, we did not meet our 3-year desired outcome for Metric Priority 5A and 5B. Our Year-3 Desired outcome for 98% attendance rate and lower than 4% chronic absenteeism rate. As students receive SEL lessons in their classroom, Pond expected students to improve their positive emotions towards school and their peers, which would also then result in higher attendance rate and a higher level of school connectedness. However, Action 2.1 focused primarily to K-3 students, while many socioemotional problems arose at 4th-8th grade level. We did not meet our Year 3 Outcome for Priority 6C. Our goal was for 90% of students feel safe and connected to the school. However, at year 3, only 80.5% of students feel a sense of safety and connectedness. Action 2.1 also did not directly instruct students about the importance of attendance, which is crucial for our K-2, which had the most attendance problems. This action will not continue for the next LCAP year.

Action 2.2 This action also has had some effectiveness toward Metric 5A and 5B, but we did not meet our Year-3 Desired outcome. In Year 2, Pond was at 94.47% attendance rate as per local data. In Year 3, Pond was at 95.14% attendance rate as per local data, but our Year-3 Desired Outcome was 98%. So, while there's a 0.67% increase in attendance, it was below the desired outcome of 98%. Furthermore, our chronic absenteeism rate for year 3 is 12.3%, but our desired outcome was to be lower than 4%. However, PBIS is not rolled out, yet, into the classroom. It is still in the pre-implementation stage: gathering knowledge and preparing materials/resources for the soft roll-out for next year. Pond expect to see a higher level of effectiveness as PBIS is rolled out to the classrooms in the next coming years, and so we will continue with the action in the next LCAP with adaptation to increase its effectiveness.

Action 2.5 This action was somewhat effective in making progress in Metric 2B Chronic Absenteeism. Based on educational partner input, Pond decided to have our Social Worker meet with our students who were truant or at risk of being truant to receive Tier 2/3 support for attendance. Students who were chronically absent met with our Social Worker on a weekly basis to talk about the importance of attendance and what steps they could do to improve their attendance. Home visits were also taken place when necessary. Based on these efforts, our chronically absent rate decreased from Year 2 to Year 3 per local data. We went from 17% chronically absent per local data in 2023, and we are now at 12.3% chronically absent per local data in 2024. Therefore, we have decreased our chronically absent rate by 4.7%. This is not reflected in our CA dashboard since Year 3 outcome is the chronic absenteeism rate for 2022-23 school year. Our social worker did not start meeting our chronically absent students until 2023-2024 school year. However, overall, we did not meet our Year 3 Outcome Goal, which was lower than 4%. Our baseline was 9.1% and post-Covid, chronically absenteeism rate increased exponentially to 17.6%. Therefore, while we did not meet our Year 3 Outcome Goal, Pond does see improvement from Year 2 to Year 3 Outcome. We will continue with Action 2.5 in the next LCAP with adaptations to increase effectiveness.

Action 2.3 and 2.4 has been effective in maintaining our Priority 1C Metric, ensuring that 100% of school facilities are maintained in "good" repair as per FIT report.

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

Pond will remove Priority 1A, 1B, 2A, and 2B from Goal #2 and move it to Goal #1. These metrics is linked more directly to our Goal #1, which focuses on our students' academic growth.

We will also be remove Action 2.1. Since our counseling/psychologist services are not effective in meeting any of the Priorities in Goal #2, Pond has decided to remove this action. We will continue to use the psychologist services as needed for IEPs; however, as a small, one-district school, Pond did not think it was necessary to have these services available every week.

We will add two actions. Based on educational partner feedback, and the need for more SEL services in and out of the classroom, Pond has decided to adopt an SEL curriculum and will host SEL activities throughout the school year to reinforce the SEL lessons that will happen in

the classroom. These new actions will help strengthened our current Action 2.5, since these SEL lessons and activities will be designed and modelled by our Social Worker. Through these two new actions, we expect that Priority 5A, 5B, and 6C will improve.

We are modifying our Action 2.2. While it will still be titled "PBIS/MTSS," the main focus will be focusing on promoting school-wide attendance and providing Tier 2/ Tier 3 support to our chronically absent students. We expect that this more laser focus will increase our attendance rate and lower our chronic absenteeism rate.

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 3 | Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all educational partners feel welcome to participate and contribute in school related events and activities. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site; | 3A: 90% of parents attend parent teacher conferences as measured by sign-in sheets. | 3A: Approximately 85% of parents attended parent teacher conferences each year as measured by sign-in sheets. | 3A: Approximately 90% of parents attended parent teacher conferences each year as measured by sign-in sheets. | 2023-2024<br><br>3A: Approximately 92% of parents attended parent teacher conferences each year as measured by sign-in sheets. | 3A: Maintain at least 95% of parents attend parent teacher conferences each year as measured by sign-in sheets. |
| Priority 3B: How the school district will promote participation in programs for parents of students for low income, English learner, and foster youth pupils; | 3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with | 3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with | 3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with | 2023-2024<br><br>3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to | 3B: Maintain 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. | mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. | mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. | School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. | Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. |
| Priority 3C: How the school district will promote participation in programs for parents of students with disabilities. | 3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. | 3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. | 3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. | 2023-3024<br><br>3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. | 3C: Maintain 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. |

## Goal Analysis

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

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

Action 3.1 Fully implemented. Provided transportation to students for Summer School and extracurricular activities, such as sports and field trips. No metric aligned with this action.

Action 3.2 Fully implemented. Students were provided access and opportunities to participate in extracurricular and engagement opportunities after school, such as homework club, sports, and folkloric dance. No metric aligned with this action.

Action 3.3 Partially implemented this school year. Only 45% of the students were involved in managing the School garden; therefore, less than 50% of the budget was spent on the school garden. No metric was aligned with this action.

Action 3.4 Partially implemented this school year. Based on educational partner feedback, our focus this school year was our attendance rate. Therefore, we have shifted our incentives to focus on attendance; rather than our normal A.R. field trips. We did incentivized our students learning Sight Words. No metric was aligned with this action.

Action 3.5 Was not implemented. We did not offer parent classes this year. We still held parent programs throughout the school year, such as Family Literacy night, Back To School Night, Open House, board meetings, Meet with the Principal, and etc. Metric Priority 3B was at 100% maintained. All parents were notified both in English and Spanish about the parent programs that were held at Pond throughout 2023-2024 school year.

Action 3.6 Partially implemented. Students participated in several extracurricular activities throughout the school year to enhance student learning and experiences. However, we took less field trips and activities this school year. No metrics connected with this action.

Success:

Action 3.1 This is the first year that we offered transportation for our Saturday Academies and the number of attendance has increased as compared to previous years. Having a bus transportation from and to the school has made our SED students able to attend more of these academies.

Action 3.2 Our attendance for homework club has been consistent throughout the school year with very good attendance rate.

Challenges:

Action 3.5 It has always been a challenge to increase parent attendance in our parent classes. This year, we did not offer parent classes because of lack of interest and attendance.

Action 3.6 We do not have a designated personnel who schedules our extracurricular activities for our students. This has made it difficult for our students to go to an extracurricular activity at least twice a year (our goal) since these field trips are sporadic, and Pond does not have a system in place to make the process easy and systematic to implement.

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

There are material difference in Action 3.3, 3.4, 3.5, and 3.6.

Action 3.3 was only partially implemented; therefore, Pond used less than 50% of the budgeted expenditures.

Action 3.5 Not implemented at all this year; therefore, none of the budget was spent this year.

Action 3.6 Many of these extracurricular activities ended up being funded through ELOP. Therefore, a minimal of the budgeted amount was spent this year.

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

Other than Action 3.5, none of the actions correlate with any of our metrics toward the goal. All of the metrics in our goal are maintained at 100%; therefore, we were able to maintain and achieve our goal for the three-year LCAP cycle. However, our educational partners have suggested changing the metric, so that there's a continuous improvement in our school practices. So, for the next LCAP, we will change the metrics to be more focused; rather than broad.

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

Based on educational partner feedback, Pond will change the metrics for this goal. The metrics will be more focused, so that our actions will aligned more to our actions. While all the metrics in the current goal were achieved, it does not picture how Pond has improved after Year 3 since the current metrics are all maintenance. Yet, educational partners agree that there are room for growth for Goal #3 in terms of student engagement. Therefore, educational partners have expressed including metrics that would measure growth towards student and parent engagement.

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

## *Instructions*

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

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

# Goals and Actions

## Goal(s)

**Description:**
Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**
- Copy and paste verbatim from the 2023–24 LCAP.

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

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

**Year 1 Outcome:**
- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**
- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**
- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**
- Copy and paste verbatim from the 2023–24 LCAP.

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

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

## Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Pond Union Elementary School District | Alex Lopez<br>Superintendent/Principal | alopez@pond.k12.ca.us<br>(661) 792-2545 |

# 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.

Pond Union Elementary School District's Local Control and Accountability Plan (LCAP) 2024-2027 is the blueprint for building a strong foundation and improving our services to the meet the needs of our unduplicated students and to decrease the learning opportunity gap between ALL students.

Pond Union Elementary School District is a one-school K-8th school district. As of February 2024, Pond has 173 students enrolled in the district. Our highest unduplicated group is our Socio-Economically Disadvantaged students, which is at 152 students (88%). The second largest unduplicated group is our English Learners which is at 31 students (18%). Roughly 50% of our enrollment are inter-district students from neighbouring districts. We currently have 11 Certificated Staff (K-8 teachers, 2 Resource Teachers)  and 10 Certified Staff in our employment.

Our school is predominantly Hispanic with 161 students (93%). The other remaining groups are White (3.47%), Filipino (0.58%), Asian (0.58%), and Two or More Races (0.58%). A community challenge is the lack of public resources at Pond. Pond is a small, rural community and does not have any public resources, such parks, technology labs, or libraries for families. Students and families that are in the district must drive 15-20 minutes to nearby communities to access these public resources. Another challenge is the lack of sidewalks or a public bus system, so families and students cannot easily access the school without transportation.

There are no school at Pond that have been identified to receive an Equity Multiplier funding. Pond also does not have a local bargaining unit. It also does not have its own Parent Advisory Committee. Because Pond is a small school district, its School Site Council acts in part as a Parent Advisory Committee.

## Reflections: Annual Performance

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

In terms of success, Pond is moving in an upward trend in academic performance based on the 2023 Dashboard for English Language Arts and Mathematics. In 2023, Pond scored a yellow in the California Dashboard both in ELA and Mathematics.  In ELA, "all" students were 36.4 points below standard, which is a 5.5 points increase from the 2022 dashboard scores. In terms of subgroups, English Learners scored 61.1

points below standard in 2023, which was a 4.9 points increase from 2022. Also, Socioeconomically Disadvantaged students scored 39.4 points below standard, a 4.3 points increase from 2022. Based on these scores, Pond does show academic growth. While there is growth, a specific challenge is increasing the performance of our English Learners. While English learners are showing growth within their own subgroup, there is a large disparity between "all" students and English Learners. Therefore, Pond and its educational partners agree that it does need to increase academic support to our English learners.

Furthermore, in 2023, Pond Elementary School scored a red in its performance level for English Learner Progress. In 2023, 40% of Pond's English Learners were making progress by at least one ELPI level. In contrast, 58.1% of English Learners were making progress in 2022, which was a 18.1% decline. In response to this low academic performance, Pond will be increasing its attention and focus to our English Learners in Goal 1 of our LCAP through Action 1.6 and Action 1.10 that targets the needs of our English Learners in Math, ELA, and Writing to increase their academic performances.

Another success for Pond is its attendance rate. In 2023, California School Dashboard indicated that 18.3% of Pond students were chronically absent. This percentage is very high in comparison to Pond's pre-COVID percentage, which was at 9.1% in 2019. However, post-COVID, the percentage of chronically absent students have increased exponentially as shown by the state data. In 2019, 10.1% of students in the state of California were chronically absent and in 2023, 24.3% were chronically absent. So, there has been a statewide increase of chronic absenteeism post COVID. It is not just Pond. Yet, Pond is scoring 6% lower in chronic absenteeism in comparison to the state, which Pond sees as a major success. However, while Pond is doing better than the state in chronic absenteeism, Pond did see that it is at an orange performance level in the California School Dashboard. Therefore, based on educational partner feedback, Pond will increase its attention and focus to decreasing its chronic absenteeism. Pond will also put more emphasis towards Socioeconomically Disadvantaged students, whose percentage is higher compared to all students. In 2023, 20% of our Socioeconomically Disadvantaged students were chronically absent, which is higher than the 18.3 % of all our students. There is not a large disparity between the two, but Pond will still place more focus on its unduplicated students for the LCAP, while still benefiting all our students.

# Reflections: Technical Assistance

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

Not applicable.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

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

Not applicable.

### Support for Identified Schools

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

Not applicable.

### Monitoring and Evaluating Effectiveness

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

Not applicable.

# Engaging Educational Partners

| Educational Partner(s) | Process for Engagement |
|---|---|
| Staff and faculty, including teachers, the principal/ superintendent, and other school personnel (i.e. custodial and secretary) | Several times during our weekly, early out dismissals on Wednesdays, teachers and faculty members discuss the effectiveness and implementation of our LCAP through collaborative discussions and reflections on current actions. |
| Teachers, faculty, parents, and community members; School Site Council (Pond School does not have a local, bargaining unit) | Members of the Pond community in our School Site Council meet and discuss on a monthly basis on the development of the LCAP and its implementation. |
| ELAC | Parents of English Learners meet on a monthly basis to discuss the needs and strengths of our English Learners and how these needs can be met through the development of the LCAP. |
| Pond Board Members and community members | February 13, 2024 Presented a Mid-year Report to our Board Members and attendee during a board meeting and received feedback and affirmations on the development and implementation of the LCAP.

June 11, 2024 Held a public hearing to the board members and community members at Pond on the LCAP draft.

June 25, 2024 Held a board meeting for the adoption of the LCAP. |
| SELPA Meeting | On May 8, 2024 Admin met with our SELPA to discuss how we can continue to provide support to our SWD population, including how the LCAP can be developed to provide equity in the classroom and |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | ensure that our SWD population will be successful in and out of the classroom. |
| Students | Students were asked through student surveys throughout the year about their interests and other pertinent questions, such as school connectedness and student engagement and academic motivations, that help towards the development of the LCAP. |

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

Based on the feedback provided by education partners, we made the following broad changes to our adopted LCAP.

+ Teachers expressed their desire and need for ongoing professional development beyond what is currently offered (AVID Summer Institute and our Math/ELA Coaches) by the school. They want to increase their capacity to teach English Learners, Response to Intervention, and Classroom Management. Based on this feedback, Pond has created a broad action for Ongoing Professional Development that encompasses not only our current PD from our Math/ELA Coaches, but other future professional development.

+ All educational partners (teachers, faculty, and parents/community members) expressed that some of the actions are too big in scope and it is unclear which part of the action is effective or ineffective. Therefore, Pond has divide some of the broader actions into two smaller actions.

+ Pond also added new metrics based on feedback that some actions do not align with any of the present metrics. Pond has also deleted metrics because some metrics do not have an action that aligns with said metric. Educational partner have expressed that they want to see a better and clearer correlation between actions and metrics, so that it'll be clearer to see whether an action is effective or ineffective.

+ Pond has strengthened and adapted certain actions to increase their effectiveness. Educational partners agreed that many of the actions are good, but will need some strengthening and more focus, so that it can be more effective.

+ Pond has moved some actions into other goal areas because educational partners expressed that some actions align more to a different goal than the current goal that is currently on.

+ Based on educational partner feedback, parents, students, and faculty express a higher emphasis in increasing parent engagement, student engagement, and community engagement. In response to that, we have decided to expand our Library action to include hiring a full-time librarian, who can run reading engagement programs for both students and families. Next, Pond has also decided to hire a full time art teacher to increase student engagement during instruction hours.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Accelerate student learning and mastery of state standards by providing consistent, high quality, data driven teaching practices to ensure that the needs of all students are met, and all students can thrive and are prepared to be successful in high school. | 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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 was carried over from our 2021-2024 LCAP goal. While Pond has made academic improvements according to our CAASPP scores in the last three years, Pond's performance color for 2023 in Math and English Language Arts is both at yellow, which is still below standard. In 2019, which is the baseline year for POnd's 2021-2024 LCAP, Pond's performance color for English Language Arts and Mathematics was orange. Therefore, for the 2024-2027 LCAP, Pond is starting at a higher academic baseline, but the goal remains the same: academic improvement towards mastery of state standards. Since a yellow performance level is not mastery, Pond's educational partners all expressed the desire to grow more in student academics.

According to Pond's 2023 ELA CAASPP scores, "All" students were 36.4 points below standards. In terms of our unduplicated students, English Learners scored 61.1 points below standard and our Socioeconomically Disadvantaged students scored 39.4 points below standard. Additionally, according to Pond's 2023 Math CAASPP scores, "All" students scored 60 points below standard. However, in terms of our unduplicated students, English Learners scored 76.1 points below standard and our Socioeconomically Disadvantaged students scored 63.5 points below standard. Based on these scores and our educational partner feedback, we all agreed that our lowest performing group is our English Learners. Therefore, English Learners are Pond's targeted unduplicated groups in our actions, and Pond has also created an individual action within this group to specifically target our English Learners.

This need to focus on our English Learners is also supported by our low ELPI scores. In 2023, Pond's ELPI scores were at a red performance level. Pond's ELPI scores declined 18.1% from the previous year (2022). In 2022, 58.1% of our English Learners progressed at least one ELPI level according to our Summative ELPAC scores. In contrast, in 2023, only 40% of our English Learners progressed at least one ELPI level. These declining progress scores was a major concern for our educational partners, and our actions will reflect a more focused attention in improving the academic and language needs of our English Learners.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Percent of teachers who are fully credentialed in the subject for the pupils they are teaching.<br><br>Source: CALPADS<br>State Priority: 1A | 2023-2024<br><br>100% | | | Maintain 100% | |
| 1.2 | Percent of pupils who have access to standards-aligned materials<br><br>Source: Local records<br>State Priority: 1B | 2023-2024<br><br>100% | | | Maintain 100% | |
| 1.3 | Implementation of CA academic and performance standards as per administration classroom observations.<br><br>Source: Administration's Classroom Yearly Evaluation Form<br>State Priority: 2A<br><br>Rating system: | 2023-2024<br><br>Average "3" rating | | | Average "4" rating | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 1 - Practice Not Consistent<br>2 - Practice Developing<br>3 - Practice Consistent<br>4 - Practice Distinguished | | | | | |
| 1.4 | Percent of English Learners who have access to CCSS and ELD standards<br><br>Source: Classroom walkthrough<br>State Priority: 2B | 2023-2024<br><br>100% | | | Maintain 100% | |
| 1.5 | Students' distance from standard on CAASPP<br><br>Source: CA Dashboard<br>State Priority: 4A | CAASPP 2023 ELA:<br><br>All: 36.4 points below standard<br>EL: 61.1 points below standard<br>SED: 39.4 points below standard<br><br>CAASPP 2023 Math:<br><br>All: 60 points below standard<br>EL: 76.1 points below standard<br>SED: 63.5 points below standard | | | CAASPP ELA:<br><br>All: 24.4 points below standard<br>EL: 40.1 points below standard<br>SD: 24.4 points below standard<br><br>CAASPP Math:<br><br>All: 48 points below standard<br>EL: 52 points below standard<br>SD: 48 points below standard | |
| 1.6 | Percent of pupils who have successfully | NA | | | NA | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | complete courses that satisfy the requirement for entrance to the University of California and the California State University<br><br>State Priority: 4B | | | | | |
| 1.7 | Percent of of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with SBE-approved career technical education standards and frameworks.<br><br>State Priority: 4C | NA | | | NA | |
| 1.8 | Percent of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).<br><br>State Priority: 4D | NA | | | NA | |
| 1.9 | Percent of EL pupils making progress toward English Proficiency as per the CA School Dashboard. | 2022-2023 CA Dashboard<br><br>40% | | | 55% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: CA School Dashboard<br>State Priority: 4E | | | | | |
| 1.10 | English learner reclassification rate<br><br>Source: Local data<br>State Priority: 4F | 2023-2024<br><br>19.3% | | | 25% | |
| 1.11 | Percentage of pupils passing AP exam with 3 or higher<br><br>State Priority: 4G | NA | | | NA | |
| 1.12 | Percentage of pupils who participate in and demonstrate college preparedness on EAP<br><br>State Priority: 4H | NA | | | NA | |
| 1.13 | Extent to which unduplicated students who receive Tier 2/3 intervention.<br><br>Source:Local Data<br>State Priority: 7A | 2023-2024<br><br>LI: 12%<br>EL: 39% | | | LI: 20%<br>EL: 50% | |
| 1.14 | | | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.15 | Percent of students with special needs that participate in the regular programs with support from special education teachers and aides.<br><br>Source: Master Schedule<br>State Priority: 7C | 100% | | | Maintain 100% | |
| 1.16 | Percent of students who are at/above benchmark in K-2<br><br>Source:<br>STAR Early Literacy (K)<br>STAR Reading<br>STAR Math<br><br>State Priority: 8 | 2023-2024: Percent at/above benchmark<br><br>STAR Early Literacy (K):  ALL 57%, EL 50%, SED 55%<br>STAR Reading (1st) : ALL 47%, EL 67%, SED 44%<br>STAR Reading (2nd): ALL 54%, EL 20%, SED 52%<br><br><br>STAR Math<br>K: ALL 64%, EL 25% , SED 45%<br>1st: ALL 79%, EL 100%, SED 75%<br>2nd: ALL 58%, EL 25%, SED 42% | | | STAR Early Literacy (K):<br>ALL 67%, EL 65%, SED 65%<br><br>STAR Reading (1st) :<br>ALL 57%, EL 70%, SED 57%<br><br>STAR Reading (2nd):<br>ALL 64%, EL 40%, SED 62%<br><br><br>STAR Math<br>K: ALL 74%, EL 50%, SED 60%<br>1st: ALL 89%, EL 100%, SED 80%<br>2nd: ALL 68%, EL 50%, SED 60% | |

# 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 | Technology Infrastructure | Pond will create a comprehensive technology infrastructure by ensuring that students and staff have high-speed internet access, robust network infrastructure, updated hardware, educational software, and digital literacy training for both students and staff. Pond Elementary will also provide technical support services as needed to assist with any technology-related issues, and data security measures must be implemented to protect sensitive information. Pond will also ensure accessibility for all students, including those with disabilities. This may involve providing assistive technologies, such as screen readers or alternative input devices. For our ELs and LI, access to technology allows them access to interactive learning platforms that integrate visual and auditory learning methods to help reinforce language acquisition and foundational literacy skills. Moreover, it gives access to digital libraries that allows student to read along with audio support, enhancing comprehension and pronunciation. In addition, multimedia resources, such as educational videos provide ELs | $40,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and LI visual and auditory context, making abstract concepts more understandable. Finally, Pond will design the technology with scalability for future growth in order to accommodate future growth and changes in technology needs.By addressing these aspects, Pond Elementary can establish an environment conducive to effective teaching and learning in the digital age. | | |
| **1.2** | AVID | Teachers, instructional aides, and other personnel will attend AVID Summer Institute for professional development and training. Through AVID Elementary, students receive academic support in the form of tutoring, study groups, and strategies for success in rigorous coursework. This support is especially valuable for English learners who may need additional assistance with language acquisition and comprehension, as well as for low-income students who may not have access to private tutors or other academic resources outside of school. Additionally, through AVID, teachers are given instructional practices that emphasizes college readiness skills such as critical thinking, organization, and time management. For English learners and low-income students, who may face additional barriers to higher education, the AVID program provides essential guidance and support in developing the necessary skills for success in post-secondary education. Finally, through AVID, our staff are equipped to  promote cultural relevance by incorporating students' backgrounds and experiences into the curriculum. For English learners and low-income students, who may come from diverse cultural and socioeconomic backgrounds, this approach helps to validate their identities and create a supportive learning environment where they feel valued and understood. | $30,000.00 | Yes |
| **1.3** | Ongoing Professional Development | Classroom teachers will receive professional development in areas of need. In Math, Pond will contract with KCSOS to hire a Math Consultant. Grades 4-8th will meet with a Math Consultant for at least 30 days during the school year to help with math implementation in the classroom.   Pond will pay consultants throughout the year to offer the entire teaching staff professional development in teaching English Learners, classroom implementation in writing and  ELA and providing intervention to struggling students, principally directed to our ELs, LI, and FY. Ongoing, professional | $204,913.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | development will focus on building the capacity of our teaching staff to implement whole class Math and ELA instruction and establishing a multi-tiered system of support for our students. Substitutes will be hired as needed, so that teachers can collaborate with one another and also to attend any professional development that are offered during instructional hours. | | |
| **1.4** | RTI Programs | Pond Elementary will purchase RTI programs that will help with the specific needs of our students and provide multi-tiered support. Pond Elementary will purchase STAR Early Literacy, STAR Reading, and Star Math to conduct universal screening and identify students who may need additional support in areas such as literacy and mathematical practices, so that teachers can differentiate instruction to meet the diverse needs of learners, including small-group instruction, flexible grouping, and varied instructional strategies. Pond Elementary will also purchase other RTI programs, both physical and online resources, so that teachers can implement multi-tiered support in their classroom. For Math, Pond will purchase ALEKS and Reflex Math as an adaptive, online RTI program to provide differentiated and targeted math instruction for our students. These math programs will be implemented with fidelity for the next three years. For ELA, Pond is still in the process of looking and piloting an ELA RTI program. Pond will monitor progress for English learners and for all students using District universal screen tool (STAR Reading/Math) and CAASPP Language Arts and Mathematics in grades 3-8th to measure proficiency in grade level standards. | $10,000.00 | Yes |
| **1.6** | ELD Program | Pond's English Learners are our lowest performing group in Math and ELA according to the 2023 CAASPP Language Arts and Mathematics. Input from our ELAC community, SSC, and teachers identified that many English learners may not have the language proficiency needed to understand and respond to complex questions. English learners are still developing their English language skills and struggle to comprehend academic content and demonstrate their knowledge effectively. English learners also encounter academic content and references that are culturally specific, which can pose challenges for English learners who come from different cultural backgrounds. Pond will purchase a supplemental ELD curriculum for | $6,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | designated ELD block. This supplemental ELD curriculum will be replacing the ELD curriculum that was provided with our core ELA program because educational partner feedback has stated that it was not meeting the needs of our students. Then, the reading specialist and classroom teachers will work together to develop ELD lesson plans to increase explicit instruction in academic vocabulary, grammar, language structures and provide skills practices that develop all four language skills -- listening, speaking, reading, and writing -- in an integrated manner. Pond will monitor progress by using CA Dashboard ELPI scores. | | |
| 1.7 | Supplemental Instructional Programs | Pond will provide extended learning time after instructional hours and provide supplemental supplies and materials for these extended after school programs. Extended instructional programs, such as Saturday academics, after school Homework Club, after school tutoring, and Summer school, provides students more individual attention for academic growth and social emotional supports for low income, forster. youth, and English learners in order to mitigate learning loss and reengage students Unduplicated students are given priority for supplemental and extended instructional program registration.<br><br>Funded by ELOP | $200,000.00 | No |
| 1.8 | Smaller class sizes in Middle School | Pond Elementary will hire one additional full-time teacher in our middle school in order to reduce class sizes and prevent a combo class in grades 6th-8th. Middle school curriculum tends to be more complex and demanding, requiring a higher level of language proficiency to understand and engage with academic content effectively. English learners may struggle to keep up with the academic demands of a combo class, particularly if they are still developing their English language skills. Furthermore, in a combo class, English learners may have limited opportunities for peer interaction and collaboration, which are essential for language development. Interacting with peers who are at similar language proficiency levels can provide valuable language practice and support. By hiring one additional full-time teacher, Pond will have three middle school teachers who will be responsible for only one grade span; therefore, each | $115,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | grade level teacher will be able to differentiate instruction effectively to meet the needs of their students, especially their English learners. We will monitor progress for English learners and all students by using STAR Math/ELA data in grades 6th-8th, and CASSPP Language Arts assessment in grades 6th-8th. | | |
| 1.9 | Instructional Aides | Pond will hire four full-time instructional aides for our K-2nd classrooms. Instructional aides will help our primary and special education classroom by providing individualized support to our students, principally our English learners and low income students who enter the classroom with minimal, childhood education and development. Instructional aides will provide instruction that include one-on-one assistance with academic tasks, reinforcement of concepts, and targeted interventions for struggling learners. Instructional aides will work with small groups of students to provide focused instruction on specific skills or concepts. This allows teachers to differentiate instruction and meet the diverse needs of students within the classroom. In early elementary classrooms, students are still developing social and emotional skills, and behavioral issues may arise. Instructional aides will assist with behavior management strategies, providing guidance, encouragement, and redirection to help students stay on task and maintain a positive learning environment. Finally, instructional aides will assist early elementary teachers with assessing student progress and monitoring learning outcomes. We will monitor progress and effectiveness of this action by measuring Star Early Literacy, Star Reading, and Star Math for K-2 classrooms. | $194,500.00 | Yes |
| 1.10 | Supplemental Academic Tutoring for English Learners | English learners will receive supplemental academic tutoring during extended, instructional hour for our English learners. A small group of English learners will meet after school with their tutor to relearn key skills in ELA, focusing on language development, vocabulary acquisition, reading, writing, and speaking skills. Pond will pay extra time for teachers to work with English Learners and will also purchase any supplemental materials needed throughout the year. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.11** | Data Analyst and Needs Manager | Pond understands the importance of having a data warehouse for needs management and data analysis. This action will be used for the KiDS platform, a unique data warehouse that was specifically created for schools in Kern, This action will also allow Pond to pay a personnel extra time to work on data analysis and needs management. The data analyst and needs manager will improve student outcomes and support the overall functioning of Pond Elementary. The personnel will analyze data to identify trends, patterns, and areas for improvement, principally targeting our lowest performing group (English Learners). This may include analyzing standardized test scores, attendance records, discipline data, and demographic information. The data analyst will evaluate the effectiveness of educational programs and interventions by analyzing data on program outcomes and impact. This information will help inform decision-making about which programs and actions within the LCAP to continue, modify, or discontinue. Finally, the data analyst and needs manager will support strategic planning initiatives by providing data-driven insights into areas of need, potential growth opportunities, and areas of success. Pond will measure the effectiveness of this action by K-5th STAR Reading/Math outcomes. | $6,000.00 | Yes |
| **1.12** | Reading Intervention | Pond Elementary will hire one reading interventionist personnel to improve the reading skills of those who are struggling with literacy. The reading interventionist will be responsible for conducting assessments to students who are identified as Tier 2 or Tier 3 in reading. After assessment, the reading interventionist will develop and implement personalized reading intervention plans on each student's needs. The reading specialist will meet with students at a 6 week interval and provide one-on-one or small group instruction to give targeted support. The reading interventionist will prioritize unduplicated students who are struggling readers, before considering other students. The reading interventions will regularly monitor and track students' progress through formal and informal assessments, and adjust intervention strategies as needed based on ongoing assessment data.<br><br>Funding source: Title I, II, and IV | $108,853.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.13** | Additional Staff | Pond Elementary will hire one additional staff to be a permanent substitute for the year. Pond will be working on building the capacity of our staff through professional development and ongoing Math and ELA in-person coaching. An additional staff will provide immediate availability, so that there is always someone available to cover classes at a moment's notice, so that teachers can attend these professional development trainings and coachings. When the additional staff is not acting as a substitute, she will be working with our primary elementary teacher to provide additional support to targeted students who might need individualized support. | $100,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide a positive learning environment that supports the academic, social, emotional, relational, and physical needs of our students by creating a safe and well-maintained facilities and providing socioemotional support to all students. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

There is a large connection between a student's social, emotional, physical and mental health with their academic performance and development. A student's academic success and positive life outcomes are dependent on their access to a safe and welcoming environment. Based on Maslow's hierarchy of needs, students need to meet their basic needs and psychological needs before they focus in achieving their full potential. Based on these facts and research, Pond's educational partners agree that it is important that Pond focuses on providing students their basic needs and psychological needs. This is especially important at Pond because 87% of our student population are socioeconomically disadvantaged and 1% are homeless. Therefore, many of our students at Pond are struggling to meet their basic needs at home and do experience some level of emotional trauma within the home because of their environment. Because of these reasons, educational partners agree that Pond needs to support the students emotional and mental health, alongside providing a learning environment where they feel safe and welcomed.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | School facilities maintained in good repair<br><br>Source: FIT report<br>State Priority: 1C | 2023-2024<br><br>100% | | | Maintain 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | School attendance rate<br><br>Source: Local data<br>State Priority: 5A | May 2023<br><br>ALL 95.35%<br>SD: 95.4%<br>EL: 95% | | | ALL: 96.5%<br>LI: 96.5%<br>EL: 96% | |
| 2.3 | Chronic absenteeism<br><br>Source: CA School Dashboard<br>State Priority: 5B | 2022-2023 CA Dashboard<br><br>ALL: 18.3% Chronically absent<br>SD: 20%<br>EL: 17.8% | | | All: 12%<br>SD: 15%<br>EL: 10% | |
| 2.4 | Middle school dropout rates as per local data<br><br>State Priority: 5C | 0% | | | Maintain 0% | |
| 2.5 | High school dropout rate<br><br>State Priority: 5D | 2023-2024<br><br>0% | | | Maintain 0% | |
| 2.6 | High school graduation rates<br><br>State Priority: 5E | NA | | | NA | |
| 2.7 | Pupil suspension rate<br><br>Source: CA Dashboard<br>State Priority: 6A | 2022-2023<br><br>ALL: 2.6%<br><br>EL: 4.3%<br>SED: 2.8% | | | 1%<br><br>LI: 1%<br>EL: 2% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.8 | Pupil expulsion rate<br><br>Source: Local data from SIS platform<br>State Priority: 6B | 2023-2024<br><br>0% | | | Maintain 0% | |
| 2.9 | Percent of students who strongly agree or agree with the following statements:<br><br>Q1: I feel like it is easy to talk with teachers/staff at this school<br><br>Q2: I feel like my teachers and school staff care about me.<br><br>Q6: I feel like I belong when I am at school.<br><br>Source: KernKiDS Student Connectedness Survey<br>State Priority: 6C | 2023-2024<br><br>Q1: 77%<br>Q2: 75%<br>Q6: 66% | | | Q1: 85%<br>Q2: 85%<br>Q6: 80% | |

# 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 | School Social Worker | Pond Elementary will hire a full-time, onsite school social worker. The school social worker will develop individualized intervention plans to address attendance issues. These plans may include strategies such as family counseling, referrals to community resources, or behavior contracts.The school social worker will monitor students' attendance and progress, providing ongoing support and follow-up to ensure that intervention plans are effective. School social worker may adjust plans as needed and provide additional support as students work to improve their attendance. Additionally, the school social worker will collaborate with teachers, administrators, and other school staff to support students with attendance problems. They may provide training and consultation on strategies for improving attendance and creating a supportive school environment. Beyond attendance, the school social worker will provide social and emotional support to students, helping them navigate personal and interpersonal challenges, manage emotions, and develop coping skills. | $110,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | In order to provide these services, the social worker will offer individual and group counseling to address a variety of issues, including academic struggles, peer conflicts, and family dynamics. Finally, the school social worker will model and train teachers how to implement Pond's new SEL curriculum in their classrooms. Pond will monitor effectiveness through attendance rate and students' school connectedness. | | |
| **2.2** | MTSS | Pond Elementary will begin building the infrastructure for a Multi-Tiered System of Support. Pond will send teachers and staff to MTSS professional development, so that teachers and staff can provide Tier 1 support to all students, and Tier 2 Targeted Support for at-risk students. Pond will also send Support staff (Social Worker and Intervention Teachers) to professional development, so that they can more effectively provide Tier 3 intensive supports for students with high needs. Through these professional development, the leadership site team will be able to implement a positive behavior system of support to establish positive behavior expectations and provide proactive strategies to promote a positive school climate for all students. | $10,000.00 | Yes |
| **2.3** | Facilities Well Maintained and Safe | Continue to repair and improve facilities as needed including restrooms, playground, cafeteria, replace window and doors if necessary in order to obtain the highest score on the FIT report. These costs will insure a safe and healthy environment for students and staff. We will do so as long as we have the funds to continue. Students will be provided with a safe, clean, and well-maintained school facilities. | $100,000.00 | No |
| **2.4** | SEL Curriculum | Pond Elementary will purchase an SEL curriculum for all of K-8th. The social worker will model and train teachers and faculty on how to effectively implement the SEL curriculum in their classrooms. Teachers and faculty will teach students how to develop essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers and faculty, by implementing the | $50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | SEL curriculum will also help students develop positive relationships with peers, teachers, and other members of the school community. By learning empathy, communication skills, and conflict resolution strategies, students build strong interpersonal connections and create a positive classroom environment. Finally, teachers and faculty will use the SEL curriculum to provide students with tools to manage their emotions effectively, cope with stress, and develop resilience. By teaching emotional regulation and mindfulness techniques, SEL helps students navigate challenges and maintain their mental health and well-being. | | |
| **2.5** | SEL Activities | The leadership site team will also begin to implement awareness campaigns during and after instructional hours that support the SEL curriculum being taught in the classroom, reinforcing positive behavior expectations, and teaching students the importance of resilience and having a growth mindset. The leadership site team will purchase materials needed for these activities and will provide any assemblies or workshops as needed to students and parents. | $10,000.00 | Yes |
| **2.6** | Attendance Incentive Program | Pond Elementary will implement an attendance incentive program that is designed to encourage regular attendance among students by rewarding positive attendance behavior. Students who maintain perfect attendance or show significant improvement in attendance are recognized and rewarded on a regular basis. Rewards may include certificates, medals, and school-branded merchandise. Each month, Pond school will set a specific attendance goal for students to achieve. This could be based on overall school attendance rates, grade-level attendance, or individual classroom attendance. Throughout the school year, the program hosts special "incentive days" where students can participate in fun and educational activities as a reward for their attendance. These may include field trips, assemblies, guest speakers, or themed events that celebrate student achievement and attendance milestones. | $10,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all educational partners feel welcome to participate and contribute in school related events and activities. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students are more motivate, confident, and engaged in their learning when they see and experience that their families and community members are taking an active interest in their education. When families and communities are involved, students are more likely to receive additional support at home and in their communities, reinforcing what they learn in schools. Parents and guardians of ELs and LI students are often less involved in school due to language barriers and socioeconomic challenges, such as time constraints and lack of resources. Therefore, this goal is to address these challenges and increase parental and guardian involvement by providing outreach, education, a welcoming environment, flexible scheduling, and language support.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percent of parents who attend parent teacher conferences<br><br>Source: Attendance Log<br>State priority: 3A | 2023-2024<br><br>95% | | | 98% | |
| 3.2 | Average attendance rate of parents who attend parent education for LI, EL, and FY.<br><br>Source: Attendance Log | 2023-2024<br><br>0% | | | 3% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | State Priority: 3B | | | | | |
| 3.3 | Attendance rate of parents who attend IEP and 504 meetings<br><br>Source: Attendance log<br>State Priority: 3C | 2023-2024<br><br>100% | | | Maintain 100% of parents of SWD attend IEPs and 504 meetings | |
| 3.4 | Percent of unduplicated students who attend extracurricular services/programs<br><br>Source: Local data<br>State Priority: 7B | 2023-2024<br><br>26% | | | 32% | |
| 3.5 | Number of field trips offered to each grade level per year<br><br>Source: Local data<br>State Priority: 7B | 2023-2024<br><br>One field trip | | | Three field trips | |
| 3.6 | Number of unduplicated parents who check out books from Pond Elementary School<br><br>Source: Local Data<br>State Priority: 3B | 2023-2024<br><br>0% | | | 3% | |
| 3.7 | Chronic absenteeism<br><br>Source: CA School Dashboard | 2022-2023 CA Dashboard | | | All: 12%<br>SD: 15%<br>EL: 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | State Priority: 5B | ALL: 18.3% Chronically absent<br>SD: 20%<br>EL: 17.8% | | | | |

# 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 | Additional Transportation Services | Because transportation provided by parents has been revealed in surveys and interviews to be difficult, Pond will provide additional bussing service to support student engagement and attendance at summer school, extra-curricular activities etc. at the school and among school related events and activities. | $348,778.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Funded through ELOP | | |
| 3.3 | Academic Incentives | Academic incentives provide opportunities to recognize and celebrate student accomplishments, creating a positive and supportive school climate. When families, schools, and communities come together to celebrate students' academic achievements, it fosters a sense of pride and accomplishment among students and their families, strengthening their bond with the school and community. Pond will offer an incentive program for those students who are performing at/above benchmark in STAR Math and STAR Reading or have grown in a performance level in K-8th. Pond will also offer incentives for students who have grown a level in CAASPP ELA and Math for 3rd-8th. | $5,000.00 | Yes |
| 3.4 | Field Trips | Pond Elementary will provide at least one field trip experience for all grade levels every year. These real-world experiences allow students to apply what they've learned in the classroom to authentic settings, deepening their understanding of academic concepts and enhancing their learning outcomes. | $5,000.00 | Yes |
| 3.5 | Parent Education | Pond Elementary will provide at least one parent education per trimester that equips parents with the knowledge and skills to support their children's learning at home. When parents understand educational concepts, teaching strategies, and academic expectations, they can provide more effective assistance with homework, reinforce classroom learning, and engage in meaningful conversations about school. | $10,000.00 | Yes |
| 3.6 | School Garden | Grades K-8th will use the school garden throughout the school year to integrate hands-on learning with their curriculum. Pond will provide seeds, gardening tools and equipment, and other necessary materials needed for students and teachers to maintain and continue to flourish the school, community garden. | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.7** | School Library | Pond Elementary will purchase new books, both Spanish and English, each year to curate a diverse collection of books, magazines, graphic novels, and other high-interest books that reflect the interests, backgrounds, and reading levels of students. Pond Elementary will hire a full-time librarian. The librarian will maintain and manage the library collection, ensuring resources are current, relevant, and in good condition. The librarian will also promote reading by organizing book clubs, author visits, reading challenges, and other literacy activities. Finally, the librarian will engage with parents and guardians to promote library services and literacy at home. Pond community does not have its own public library for families to access free books. Therefore, with a full-time librarian, Pond Elementary can provide families access to the library after instructional hours and check out books for their children. The full time librarian will also collaborate with our after-school programs to provide literacy support for our after-school students. | $165,000.00 | Yes |
| **3.8** | Art Teacher | Pond Elementary will hire an art teacher. The budget will also provide the art teacher any supplies that the teacher will need to purchase for the classes. The Art teacher will work with students from TK-8th grade per a rotating schedule. The art teacher will see and interact with all students at the school and will play a crucial in supporting the holistic development of unduplicated students, addressing their academic, emotional, social, and cultural needs in ways that traditional subjects may not fully encompass. | $185,097.50 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $738,878 | $95,635 |

**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 |
|---|---|---|---|
| 40.730% | 18.154% | $329,331.29 | 58.884% |

**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:**<br>Technology Infrastructure<br><br>**Need:**<br>English learners have shown a negative growth in their academic success as suggested by the 40% 2023 ELPI score, a 18.1 decrease from 2022. Also, our EL are our lowest performing group in CAASPP Math and ELA. Teachers expressed that English learners need learning resources that can | Having a robust technology infrastructure at school will provide all students (including our English learners) access to engage with language learning resources, such as language learning apps and multimedia content. Additionally, technology allows students to access educational, adaptive online programs that provide all students tailored and targeted lessons that meet their needs. Next, technology can level the playing field for all students, so that students can access digital textbooks, online tutorials, and educational | 1.5 (EL/LI), 1.9 (EL) |

| 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 |
|---|---|---|---|
| | facilitate language acquisition and accelerate proficiency. Additionally, teachers also expressed that English Learners need personalized learning experiences tailored to their individual needs, so that they can progress at their own pace and receive targeted support. Finally, parents of LI pupils and other community members have expressed that their child do not have access to electronic devices at home to access online resources at home.<br><br>**Scope:**<br> LEA-wide | software that may not be available in traditional classroom settings. Moreover, technology can bridge the digital divide by providing connectivity to the internet, enabling students to explore educational content beyond the confines of the classroom and access resources for homework and research. This is provided LEA-wide because all students need technology access in order to increase their 21st century learning. | |
| **1.2** | **Action:**<br>AVID<br><br>**Need:**<br>CAASPP data indicate that our English learners have the lowest academic success in Math and ELA between them and their peers. Teachers and administration staff expressed that many of our English learners come into the classroom with a wide variety of learning deficits, such as academic vocabulary and other language development. Also, our ELPI scores shows that our English learners are not making appropriate progress each year. Teachers expressed that while English learners make growth in Speaking, many of them struggle to improve in writing, reading, and speaking within academic content.<br><br>**Scope:** | AVID prioritizes teaching W.I.C.O.R. strategies to our teachers, which stands for Writing, Iniquiry, Collaboration, Organization, and Reading. Based on teacher feedback, English learners will greatly benefit in improving their writing, reading, and academic inquiry and collaboration during instruction. The AVID program is school-wide in the Elementary level only. Therefore, we are doing AVID school-wide because that's what the AVID implementation program entails. | 1.9 (EL) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| 1.3 | **Action:**<br>Ongoing Professional Development<br><br>**Need:**<br>In contrast to our ELA academic performance (36.4 DFS) per CA Dashboard, our Mathematics score for ALL students is significantly lower with an average 60 DFS. Furthermore, our LI are farther from DFS with 63.5 points. Additionally, English learners are the lowest performing group in Math. Teachers and Principal/Superintendent expressed that Pond needs to build up the teachers' capacity in Math instruction for LI students and increasing their teaching capacity for effective instruction in word problems and academic vocabulary for our English learners. In terms of ELA, our English learners (61.1 DFS) are significantly farther away from standard compared to All students (36.4 DFS). Our teaching staff expressed that they need to learn more on the best practices for English learners, and implementing stronger small group instruction for differentiation during the ELA block to provide personalized instruction for English learners.<br><br>**Scope:**<br>LEA-wide | The action will build on the capacity of the teaching staff to implement better math practices for explicit instruction, increasing rigor during math instruction, and building effective instructional practices for word problems and academic, vocabulary acquisition in math for our EL and LI pupils. Next, the ELA and ELD professional development will focus on increasing our staff's capacity to teach English Learners in areas of language development, vocabulary acquisition, writing, and other specific needs for our English learners. Professional development will also focus on implementing a stronger, small group instruction during ELA to mitigate the learning gaps of our English learners. This action is LEA-wide because it targets the capacity of our teachers; therefore, the strategies and skills they gain from these professional development will not only benefit our English learners, but also all the students in their classrooms | 1.5 (EL/LI) |
| 1.4 | **Action:**<br>RTI Programs | RTI programs aim to mitigate the learning gaps between English Learners and all students by providing additional support and resources to help | 1.5 (EL/LI), 1.13 (EL/LI) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>2023 CAASPP ELA and Math results indicate that English learners are Pond's lowest performing group. In ELA, our English Learners are 61.1 points DFS and in Math, they are 76.1 points DFS. Teachers have noticed and expressed that English learners and low-income students enter their classroom with gaps in their foundational skills due to limited access to educational resources and language barriers. Therefore, teachers have expressed that English learners need additional instruction in language development and vocabulary building to fill their lack of academic background. Teachers and principal/superintendent have also indicated that English learners will need small group instruction in order to provide personalized intervention.<br><br><br>**Scope:**<br>  LEA-wide | students catch up academically and bridge the divide between them and their peers. RTI emphasizes individualized, small group instruction and support based on ongoing assessment data. This approach recognizes that every student learns differently and may require different levels or types of support to succeed academically. However, while these RTI programs are principally directed to our English learners, many of these programs are adaptive; therefore, it meets the needs of both at-risk students and those who need enrichment, thus, the reason why it is provided LEA-wide. | |
| **1.8** | **Action:**<br>Smaller class sizes in Middle School<br><br>**Need:**<br>English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Based on teacher feedback and Principal/Superintendent input,  English | By having only one grade level per classroom, the teacher will be able to have a smaller teacher to student ratio, and is better able to effectively provide differentiated support to English learners and to all of the students in the classroom. This is done LEA-wide since hiring an additional teacher affects all students in the classroom, not just English learners or specific unduplicated students, and affects the whole school since other teachers will not have to take on extra students. | 1.5 (EL/LI) |

| 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 |
|---|---|---|---|
| | learners and all students need effective, differentiated instruction to meet their diverse, instructional needs, such as targeted language support in complex and demanding middle-grade content areas.<br><br>**Scope:**<br>  LEA-wide | | |
| **1.9** | **Action:**<br>Instructional Aides<br><br>**Need:**<br>STAR data show that an average of 46% of EL in ELA and 50% of EL in Math are at/above benchmark for K-2 students. Additionally, an average of 50% of LI in ELA and 54% of LI in Math are at/above benchmark for K-2 students. Based on teacher and parent feedback, many K-2 students enter their primary, educational years with a large, academic gap due to minimal to no early childhood educational and development.<br><br>**Scope:**<br>  LEA-wide | Instructional aides will be provided for K-2 classroom to decrease the teacher to student ratio. This will allow more individualized attention to English Learners and Low Income students who have limited language proficiency or who lack early academic development. Having instructional aides in these classrooms will accelerate academic acquisition in literacy and mathematical concepts. This is provided on a schoolwide basis since it positively benefits all K-2, although the action is principally directed to English Learners and low income students. | 1.16 (EL/LI) |
| **1.11** | **Action:**<br>Data Analyst and Needs Manager<br><br>**Need:**<br>STAR data show that an average of 46% of EL in ELA and 50% of EL in Math are at/above benchmark for K-2 students. Additionally, an average of 50% of LI in ELA and 54% of LI in | The data analyst tracks the academic progress of English learners and Low Income over time to determine if interventions and supports are effective in closing achievement gaps between All and English learners. The data analyst use data to evaluate the impact of programs and initiatives aimed at improving outcomes for these students. This is provided schoolwide since the data analyst | 1.5 (EL), 1.16 (EL/LI) |

| 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 |
|---|---|---|---|
| | Math are at/above benchmark for K-2 students. As for our 3rd-8th grade pupils, 2023 CAASPP ELA and Math results indicate that English learners are Pond's lowest performing group. In ELA, our English Learners are 61.1 points DFS and in Math, they are 76.1 points DFS. Based on these results, teachers and parents expressed that the majority of our students, and especially our English Learners, need intervention or urgent interventions.<br><br>**Scope:**<br>  LEA-wide | will be analyzing all data, from all students, and not only data from Pond's English learners and Low Income pupils. | |
| 1.13 | **Action:**<br>Additional Staff<br><br>**Need:**<br>CAASPP data shows that ELs and LI students have a higher DFS compared to ALL students. Teacher feedback indicated that in order to mitigate the learning gap and increase academic success, ELs and LI pupils need teachers who are able to provide scaffolded instruction and other instructional strategies that target the specific needs of English Learners and Low Income pupils, such as vocabulary acquisition and help with background knowledge.<br><br>**Scope:**<br>  LEA-wide | An additional staff will ensure that there will be a substitute that can cover a teacher's class, so that teachers can learn and increase their capacity to provide instruction that are effective and beneficial for English learners and Low Income pupils. This is provided LEA-wide because the additional staff will benefit all students as she will provide individualized instruction not only to unduplicated students to all struggling students, and she will also interact with all students when she substitutes for teachers. | 1.5 (EL/LI), 1.16 (EL/LI) |
| 2.1 | **Action:**<br>School Social Worker | The social worker will be implementing multi-tiered system of support for Pond Elementary, which | 2.2 (LI/EL), 2.3 (LI/EL), 2.9 (LI) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:** Overall, Pond's attendance rate for EL and LI students are slightly better than all students with 95.6% and 95.4% respectively, compared to 95.35% for all students. However, 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Therefore, at least 50% of our EL and LI students are chronically absent or trending towards absence issues. Based on feedback from additional staff (Social Worker, administrative office, and Principal/Superintendent), many students who are at-risk or nearly at-risk in attendance lack motivation/desire because they do not feel they belong at school.<br><br>**Scope:**<br>  LEA-wide | targets not only our English learners and Low Income pupils, but also all students. The social worker will provide Tier 1 support for all students, including developing and implementing campaigns to raise awareness about the importance of regular attendance among students, families, and staff. This may include school-wide announcements, posters, and incentives for good attendance. The social worker will also provide Tier 2 for at-risk students, through early identification and intervention, attendance monitoring, case management, and working closely with families. Finally, the social worker will also provide Tier 3 support for students with severe attendance issues, that can include wraparound services, behavioral interventions, and re-engagement strategies. This is implemented LEA wide since the social worker will not only provide Tier 2/3 work with English Learners and LI, but will also help with implementation of Tier 1 instruction in SEL for all students. | |
| 2.2 | **Action:** MTSS<br><br>**Need:** Currently 66% of all students feel they belong at school. Therefore, at least 34% of students do not feel they belong at school. Since 86% of all students are LI, then we can estimate that at least 27% of those 34% are LI pupils. Based on feedback from teachers, instructional aides, and school school worker, all students, including Low Income pupils, need to feel that they belong at school to | MTSS allows schools to identify low income pupils who may be at risk of falling behind academically or experiencing behavioral difficulties early on. With early identification, schools can intervene promptly and provide support before problems escalate, preventing long-term academic struggles. MTSS is provided LEA wide because while Low Income pupils might have more at-risk qualities that make them susceptible to feeling disconnected from the school, other students also experience trauma and displacement and disconnectedness; therefore, Pond wants to ensure that all students are being served. | 2.9 (LI) |

| 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 |
|---|---|---|---|
| | succeed academically. This is especially important for Low Income pupils who might feel displaced in school because based on community members, many Low Income families face challenges such as homelessness and lack of access to resources. MTSS provides targeted support tailored to their specific needs, ensuring they receive the assistance necessary to overcome barriers to learning.<br><br>**Scope:**<br>  LEA-wide | | |
| 2.4 | **Action:**<br>SEL Curriculum<br><br>**Need:**<br>An average of 76% feel connected to teachers and staff at school; therefore, at least 24% of our students disagree that they feel they belong at school or that there is an adult whom they feel connected to at school. Based on parent, teachers, instructional aides, and social workers many of our English learners and Low Income students usually experience higher levels of stress, anxiety, and trauma due to their unique circumstance, such as displacement, family separation, or economic instability.<br><br>**Scope:**<br>  LEA-wide | The SEL curriculum will provide EL and LI students tools to manage their emotions, cope with stress, and build resilience, promoting their overall well-being and mental health. The program is provided LEA wide since all students would benefit to social-emotional learning, although the action might be more beneficial to unduplicated pupils. | 2.7 (LI/EL), 2.9 (LI) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 2.5 | **Action:**<br>SEL Activities<br><br>**Need:**<br>An average of 76% feel connected to teachers and staff at school; therefore, at least 24% of our students disagree that they feel they belong at school or that there is an adult whom they feel connected to at school. Based on teacher feedback,  Low Income students need reinforcement of the SEL strategies and tools that they've learned in the classroom through the SEL curriculum. Based on parent feedback, Low Income pupils  have had less exposure to SEL tools and strategies in their homes, and will need multiple exposure to these tools and strategies for internalization.<br><br>**Scope:**<br>  LEA-wide | These SEL activities provide extra exposure (outside of the classroom and SEL curriculum taught by the teachers) all students, including LI and EL pupils. These activities will supplement the social-emotional learning that is happening in the classrooms, and is crucial LI and EL who need multiple exposure to ideas and strategies before they can internalize these important strategies. These SEL activities are provided LEA wide since all students will be able to participate in these activities, and the invitation is not limited to  LI and EL pupils. | 2.7 (LI/EL),  2.9 (LI) |
| 2.6 | **Action:**<br>Attendance Incentive Program<br><br>**Need:**<br>Overall, Pond's attendance rate for EL and LI students are slightly better than all students with 95.6% and 95.4% respectively, compared to 95.35% for all students. However, 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Therefore, at least 50% of our EL and LI students are chronically absent or trending towards chronic. Based on student | The action will incentivized our EL and LI students to prioritize attendance, and encourage those who have attendance issues to come to class every day. This is provided on a LEA wide because all of our students need to come to school everyday to learn. | 2.2 (EL/LI), 2.3 (EL/LI) |

| 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 |
|---|---|---|---|
| | and teacher surveys, some of our students are not motivated to attend school because they find school not engaging and many teachers are not actively encouraging students to come to school.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.3 | **Action:**<br>Academic Incentives<br><br>**Need:**<br>13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Based on student, parent, and teacher feedback, EL and LI pupils face stigma or negative stereotypes related to their language proficiency or socioeconomic status. Also, parents of unduplicated students have expressed that may face barriers to engagement due to language barriers, work schedules, or other factors; and would benefit in attending parent education classes. Because they feel a disconnect between home and school, parents of EL and LI are less likely to attend parent education classes (0% 2024) and parent conferences (95%). Therefore, both students and parents need validation of their accomplishments to increase their confidence and motivation in school.<br><br>**Scope:** | Being recognized and rewarded for their academic accomplishments can help build confidence and a sense of belonging within the school community, which will in turn encourage them to attend school. Academic incentive programs can also help level the playing field by providing additional support and resources to these students, closing the opportunity gap and ensuring that all students have access to the tools and incentives they need to succeed academically, which again, can encourage them to attend school. Finally, by offering incentives for academic achievement, schools can encourage parents to become more involved in their child's education and create a stronger home-school partnership. This is provided LEA wide since all students will be awarded/rewarded for their academic accomplishments even if they are not EL or LI pupils. All students should feel celebrated for their accomplishments. | 3.7 (LI/EL) 3.2 (LI/EL/FY) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| 3.4 | **Action:**<br>Field Trips<br><br>**Need:**<br>13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic.  Based on parent, social worker, teacher, and administrative staff, many LI and EL pupils do not have access to resources and opportunities that their peers might have. Pond community does not have any access to resources and opportunities, such as museums, science centers, historical sites, nature reserves, and other educational destinations, which can broaden students' horizons and inspire them to pursue new interests and career paths. Therefore, unless families travel outside of the community,Low Income pupils will not have these experiences. By providing field trips, students are more motivated to attend school in order to experience these extracurricular activities.<br><br>**Scope:**<br>  LEA-wide | This action is provided LEA wide because all students are given the opportunity to the field trip. However, it is principally directed to our Low Income because these are the students who probably have not had these prior experiences. By providing field trips, more LI, EL, and FY will be able to participate in extracurricular activities/opportunities that they would not have had if Pond did not offer them; therefore, increasing their background knowledge and fostering their interests and increasing their interest to attend school. | 3.7 (EL/LI) 3.4 (EL, LI, FY) |
| 3.5 | **Action:**<br>Parent Education<br><br>**Need:** | Providing parent education programs can empower parents to take an active role in their child's academic success, which will in turn help parents understand the importance of attendance. Pond provides this LEA-wide because all parents | 3.7 (LI/EL), 3.2 (LI, EL, FY) |

| 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 |
|---|---|---|---|
| | 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, 0% of our parents of LI, E, and FY students attend the parent education classes offered by the school. Based on feedback from the school social worker, community members, and teachers, unduplicated pupils need an advocate in their home that can help them navigate barriers that affect their learning. However, based on home surveys, many parents of unduplicated pupils have limited formal education or familiarity with the educational system. By providing parent education, Pond seeks to impart the importance of school attendance to parents.<br><br>**Scope:**<br>  LEA-wide | would benefit in furthering and building up their parent capacity in supporting their child's education. | |
| 3.6 | **Action:**<br>School Garden<br><br>**Need:**<br>13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, only 26% of unduplicated students (LI/EL/FY) attend any extracurricular activities/programs at school. Based on teacher feedback, unduplicated students need hands-on learning to engage with educational concepts in concrete and | Hands-on activities, such as the school garden, offer alternative pathways to understanding and retention, and increase student engagement. By increasing engagement, student would be motivated to attend school and less likely to become chronically absent. This is offered LEA wide since all students will receive the benefit of cultivating a school garden, although the action is principally directed to unduplicated students. | 3.7 (LI, EL), 3.4 (LI, EL, FY) |

| 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 |
|---|---|---|---|
| | tangible ways, making learning more accessible and meaningful, especially for unduplicated students who may have limited English proficiency, lack economic resources, or lack prior educational experiences.<br><br>**Scope:**<br>  LEA-wide | | |
| 3.7 | **Action:**<br>School Library<br><br>**Need:**<br>13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, Unduplicated pupils (LI,EL,FY) need access to a diverse collection of books and other printed materials that help develop essential skills such as reading comprehension, vocabulary, and critical thinking. Currently, 0% of families of unduplicated pupils take advantage of the Pond library to check out books for their children. By increasing student and parent engagement through literacy, Pond expects to decrease student absenteeism.<br><br>**Scope:**<br>  Schoolwide | The Pond community does not have its own public library. Pond residents who attend Pond rely solely on the school library to access books. Pond expects to decrease student absenteeism as students and parents connect positive feelings towards school. This action is LEA-wide because all students would benefit in having access to a wide variety of high-interest books. | 3.7 (LI, EL), 3.6 (LI, EL, FY) |
| 3.8 | **Action:**<br>Art Teacher | Providing an art elective for our unduplicated pupils (LI/EL/FY) and all students  provides students opportunities to experiment with visual | 3.4 (LI/EL/FY) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, 26% of unduplicated students (LI/EL/FY) attend any extracurricular activities/programs at school. English Learners need other modes of modality, beyond verbal, to express their thoughts, feelings, and experiences. Furthermore, unduplicated students need creative and therapeutic ways to process trauma, stress, or emotional challenges that they may face due to their socioeconomic circumstances or unstable living situations. By increasing the number of unduplicated student<br><br>**Scope:**<br>  LEA-wide | and creative mediums that are not usually used in their classrooms. An art teacher will provide unduplicated pupils opportunities to explore and develop their talents that they might not have had opportunities to do because they lack access to materials, tools, and resources. This is LEA wide because the Art teacher will teach all classrooms, which includes not only unduplicated students but all students. | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.6 | **Action:**<br>ELD Program<br><br>**Need:** | Pond's ELD Program is designed to provide ELs with scaffolded instruction in order to support understanding. The ELD program will equip English learners, in a safe learning space, with the language skills necessary to thrive academically | 1.5 (EL), 1.9 (EL), 1.10 (EL) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Based on teacher feedback, English Learners need proficiency in English, including listening, speaking, reading, and writing skills. Teachers reported that English learners need to expand in both basic and academic vocabulary. ELs need teaching strategies that make academic instruction accessible and need integrated language instruction with academic content to develop language skills while learning subject matter.<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | through personalized instruction and development of four key skills: reading, listening, reading, and writing. | |
| **1.10** | **Action:**<br>Supplemental Academic Tutoring for English Learners<br><br>**Need:**<br>English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Educational partner feedback indicate that English learners need personalized attention, reinforcement of classroom learning, and accelerated language acquisition through more individualized tutoring sessions after instructional hours to mitigate the learning gap. | This action will provide academic tutoring specifically to English Learners. Tutors will focus on providing instruction tailored to the specific language proficiency levels and learning styles of ELs. The tutors will assist ELs by clarifying concepts and content that ELs might find challenging to understanding in a mainstream classroom setting, especially if there is a language barrier. | 1.5 (EL), 1.9 (EL), 1.10 (EL) |

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

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

NA

## *Additional Concentration Grant Funding*

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

Pond Union School District used the additional concentration grant funding at Pond School by retaining teachers to maintain smaller class sizes in middle school (Action 1.8). Additionally, we are maintaining our instructional aides in order to continue to provide supplemental individual and small groups targeted academic supports for K-2 pupils (Action 1.9). Pond will hire an additional staff that is qualified to be substitute in the classroom, so that teachers can attend professional development, create engaging lesson plans, do classroom observations, and collaborate with other teachers (Action 1.13).

| 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 | Not applicable | 1:19 |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable | 1:17 |

# 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 | 1,814,108 | 738,878 | 40.730% | 18.154% | 58.884% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,378,510.50 | $548,778.00 | $0.00 | $108,853.00 | $2,036,141.50 | $1,096,050.50 | $940,091.00 |

| 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 | Technology Infrastructure | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Years | $0.00 | $40,000.00 | $40,000.00 | | | | $40,000.00 | |
| 1 | 1.2 | AVID | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $3,600.00 | $26,400.00 | $30,000.00 | | | | $30,000.00 | |
| 1 | 1.3 | Ongoing Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $204,913.00 | $204,913.00 | | | | $204,913.00 | |
| 1 | 1.4 | RTI Programs | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 1 | 1.6 | ELD Program | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $0.00 | $6,000.00 | $6,000.00 | | | | $6,000.00 | |
| 1 | 1.7 | Supplemental Instructional Programs | All | No | | | All Schools | | $125,000.00 | $75,000.00 | | $200,000.00 | | | $200,000.00 | |
| 1 | 1.8 | Smaller class sizes in Middle School | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $115,000.00 | $0.00 | $115,000.00 | | | | $115,000.00 | |
| 1 | 1.9 | Instructional Aides | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $194,500.00 | $0.00 | $194,500.00 | | | | $194,500.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.10 | Supplemental Academic Tutoring for English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $5,000.00 | $5,000.00 | $10,000.00 | | | | $10,000.00 | |
| 1 | 1.11 | Data Analyst and Needs Manager | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $6,000.00 | $0.00 | $6,000.00 | | | | $6,000.00 | |
| 1 | 1.12 | Reading Intervention | All | No | | | All Schools | | $108,853.00 | $0.00 | | | | $108,853.00 | $108,853.00 | |
| 1 | 1.13 | Additional Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $100,000.00 | $0.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.1 | School Social Worker | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $110,000.00 | $0.00 | $110,000.00 | | | | $110,000.00 | |
| 2 | 2.2 | MTSS | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,000.00 | $7,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.3 | Facilities Well Maintained and Safe | All | No | | | All Schools | | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.4 | SEL Curriculum | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $50,000.00 | $50,000.00 | | | | $50,000.00 | |
| 2 | 2.5 | SEL Activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.6 | Attendance Incentive Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.1 | Additional Transportation Services | All | No | | | All Schools | | $0.00 | $348,778.00 | | $348,778.00 | | | $348,778.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.3 | Academic Incentives | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 3 | 3.4 | Field Trips | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 3 | 3.5 | Parent Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $5,000.00 | $5,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.6 | School Garden | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 3 | 3.7 | School Library | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | All Schools | | $160,000.00 | $5,000.00 | $165,000.00 | | | | $165,000.00 | |
| 3 | 3.8 | Art Teacher | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $160,097.50 | $25,000.00 | $185,097.50 | | | | $185,097.50 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 1,814,108 | 738,878 | 40.730% | 18.154% | 58.884% | $1,278,510.50 | 0.000% | 70.476 % | **Total:** | $1,278,510.50 |
| | | | | | | | | **LEA-wide Total:** | $1,097,510.50 |
| | | | | | | | | **Limited Total:** | $16,000.00 |
| | | | | | | | | **Schoolwide Total:** | $165,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Technology Infrastructure | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $40,000.00 | |
| 1 | 1.2 | AVID | Yes | LEA-wide | English Learners Low Income | All Schools | $30,000.00 | |
| 1 | 1.3 | Ongoing Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $204,913.00 | |
| 1 | 1.4 | RTI Programs | Yes | LEA-wide | English Learners Low Income | All Schools | $10,000.00 | |
| 1 | 1.6 | ELD Program | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $6,000.00 | |
| 1 | 1.7 | Supplemental Instructional Programs | | | | All Schools | | |
| 1 | 1.8 | Smaller class sizes in Middle School | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $115,000.00 | |
| 1 | 1.9 | Instructional Aides | Yes | LEA-wide | English Learners Foster Youth | All Schools | $194,500.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|------------------------------------------------------------|---------------------------------------------|
| | | | | | Low Income | | | |
| 1 | 1.10 | Supplemental Academic Tutoring for English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $10,000.00 | |
| 1 | 1.11 | Data Analyst and Needs Manager | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $6,000.00 | |
| 1 | 1.12 | Reading Intervention | | | | All Schools | | |
| 1 | 1.13 | Additional Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $100,000.00 | |
| 2 | 2.1 | School Social Worker | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $110,000.00 | |
| 2 | 2.2 | MTSS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 2 | 2.3 | Facilities Well Maintained and Safe | | | | All Schools | $100,000.00 | |
| 2 | 2.4 | SEL Curriculum | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | |
| 2 | 2.5 | SEL Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 2 | 2.6 | Attendance Incentive Program | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 3 | 3.1 | Additional Transportation Services | | | | All Schools | | |
| 3 | 3.3 | Academic Incentives | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,000.00 | |
| 3 | 3.4 | Field Trips | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|-------------------------------------------------------------|---------------------------------------------|
| 3 | 3.5 | Parent Education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 3 | 3.6 | School Garden | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,000.00 | |
| 3 | 3.7 | School Library | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $165,000.00 | |
| 3 | 3.8 | Art Teacher | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $185,097.50 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $1,106,828.00 | $728,945.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Technology Management | Yes | $40,000.00 | 12,897 |
| 1 | 1.2 | Supplemental/expanded instructional programs | No | $0.00 | 0 |
| 1 | 1.3 | AVID Program | Yes | $15,000.00 | 38,509 |
| 1 | 1.4 | Supplemental ELD Professional Development | Yes | $5,000.00 | 0 |
| 1 | 1.5 | Pond Library | Yes | $50,000.00 | 1,373 |
| 1 | 1.6 | Maintain smaller class sizes | Yes | $169,291.00 | 115,000 |
| 1 | 1.7 | Instructional aides assist teachers | Yes | $200,000.00 | 83,568 |
| 1 | 1.8 | Data assessments - IO Assessments | No | $0.00 | 0 |
| 1 | 1.9 | ELD CURRICULUM | Yes | $6,000.00 | 1,774 |
| 1 | 1.10 | Supplemental Math Programs and Professional Development | Yes | $70,000.00 | 50,446 |
| 1 | 1.11 | Supplemental ELA Programs and Professional Development | Yes | $35,000.00 | 24,463 |

| 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 | 1.12 | Purchase Science Core Curriculum | No | $0.00 | 0 |
| 1 | 1.13 | Supplemental Academic Tutoring | Yes | $10,000.00 | 0 |
| 1 | 1.14 | Data Analysis/Needs Management | Yes | $10,000.00 | 6,000 |
| 1 | 1.15 | Transitional Kindergarten Coaching | No | $0.00 | 0 |
| 1 | 1.16 | Common Core State Standards Mastery | No | $132,246.00 | 108,000 |
| 1 | 1.17 | Additional Staff | Yes | $75,000.00 | 75,000 |
| 2 | 2.1 | Counseling/psychologist Services | Yes | $25,000.00 | 25,000 |
| 2 | 2.2 | PBIS / MTSS | Yes | $10,000.00 | 11,500 |
| 2 | 2.3 | Facilities Well Maintained and Safe | No | $0.00 | 0 |
| 2 | 2.4 | Emergency Equipment and Supplies | No | $0.00 | 0 |
| 2 | 2.5 | School Social Worker | Yes | $217,291.00 | 155,000 |
| 3 | 3.1 | Additional Transportation Services | No | $0.00 | 0 |
| 3 | 3.2 | Additional Engagement / Enrichment Opportunities | No | $0.00 | 0 |

| 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) |
|---|---|---|---|---|---|
| 3 | 3.3 | School Garden Project | Yes | $2,000.00 | 300 |
| 3 | 3.4 | Academic Incentives | Yes | $10,000.00 | 14,116 |
| 3 | 3.5 | Parent Education | Yes | $5,000.00 | 796 |
| 3 | 3.6 | Extracurricular Activities | Yes | $20,000.00 | 5,203 |

# 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) |
|---|---|---|---|---|---|---|
| 758,907 | $974,582.00 | $625,677.00 | $348,905.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Technology Management | Yes | $40,000.00 | 12,897 | | |
| 1 | 1.3 | AVID Program | Yes | $15,000.00 | 38,509 | | |
| 1 | 1.4 | Supplemental ELD Professional Development | Yes | $5,000.00 | 0 | | |
| 1 | 1.5 | Pond Library | Yes | $50,000.00 | 1,373 | | |
| 1 | 1.6 | Maintain smaller class sizes | Yes | $169,291.00 | 115,000 | | |
| 1 | 1.7 | Instructional aides assist teachers | Yes | $200,000.00 | 87,000 | | |
| 1 | 1.9 | ELD CURRICULUM | Yes | $6,000.00 | 1,774 | | |
| 1 | 1.10 | Supplemental Math Programs and Professional Development | Yes | $70,000.00 | 50,446 | | |
| 1 | 1.11 | Supplemental ELA Programs and Professional Development | Yes | $35,000.00 | 24,463 | | |
| 1 | 1.13 | Supplemental Academic Tutoring | Yes | $10,000.00 | 0 | | |
| 1 | 1.14 | Data Analysis/Needs Management | Yes | $10,000.00 | 7300 | | |
| 1 | 1.17 | Additional Staff | Yes | $75,000.00 | 75,000 | | |
| 2 | 2.1 | Counseling/psychologist Services | Yes | $25,000.00 | 25,000 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 2 | 2.2 | PBIS / MTSS | Yes | $10,000.00 | 11,500 | | |
| 2 | 2.5 | School Social Worker | Yes | $217,291.00 | 155,000 | | |
| 3 | 3.3 | School Garden Project | Yes | $2,000.00 | 300 | | |
| 3 | 3.4 | Academic Incentives | Yes | $10,000.00 | 14,116 | | |
| 3 | 3.5 | Parent Education | Yes | $5,000.00 | 796 | | |
| 3 | 3.6 | Extracurricular Activities | Yes | $20,000.00 | 5,203 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 1,814,073 | 758,907 | 10.81% | 52.644% | $625,677.00 | 0.000% | 34.490% | $329,331.29 | 18.154% |

# 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](mailto: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:

  o 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]).

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners
## Purpose

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

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

# Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Instructions

**Respond to the prompts as follows:**

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

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

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

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

**Complete the table as follows:**

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

**Broad Goal**
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

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

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

  - 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.

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

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

   o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

   o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

   o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

   o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

## Total Funds

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

## Contributing

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

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

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

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

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

  - Professional development for teachers.

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

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

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

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

**Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

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

**For School Districts Only**

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

## LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

# Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

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

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

# LCFF Carryover Table

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

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

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

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

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

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

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

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

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