



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Fork Union School District

CDS Code: 15-63784

School Year: 2024-25

LEA contact information:

Richard Rhodes, Ed.D

Superintendent

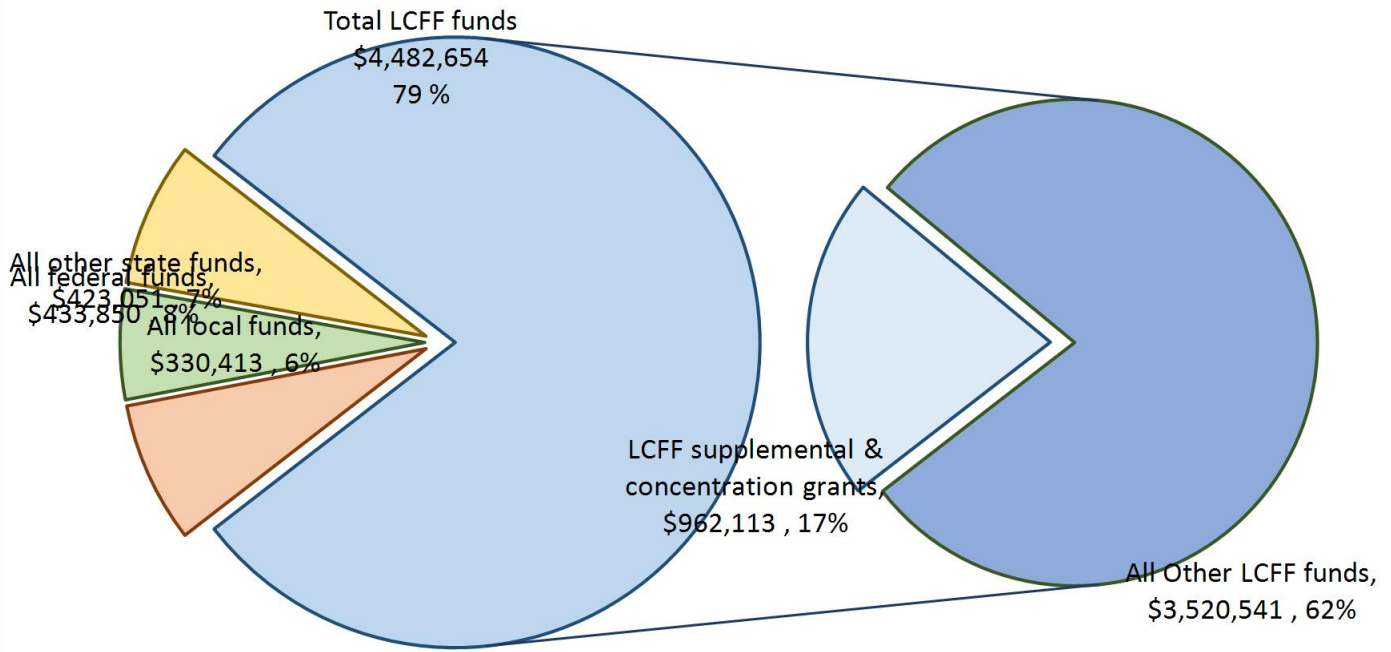
rrhodes@southforkschool.org

760.378.4000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

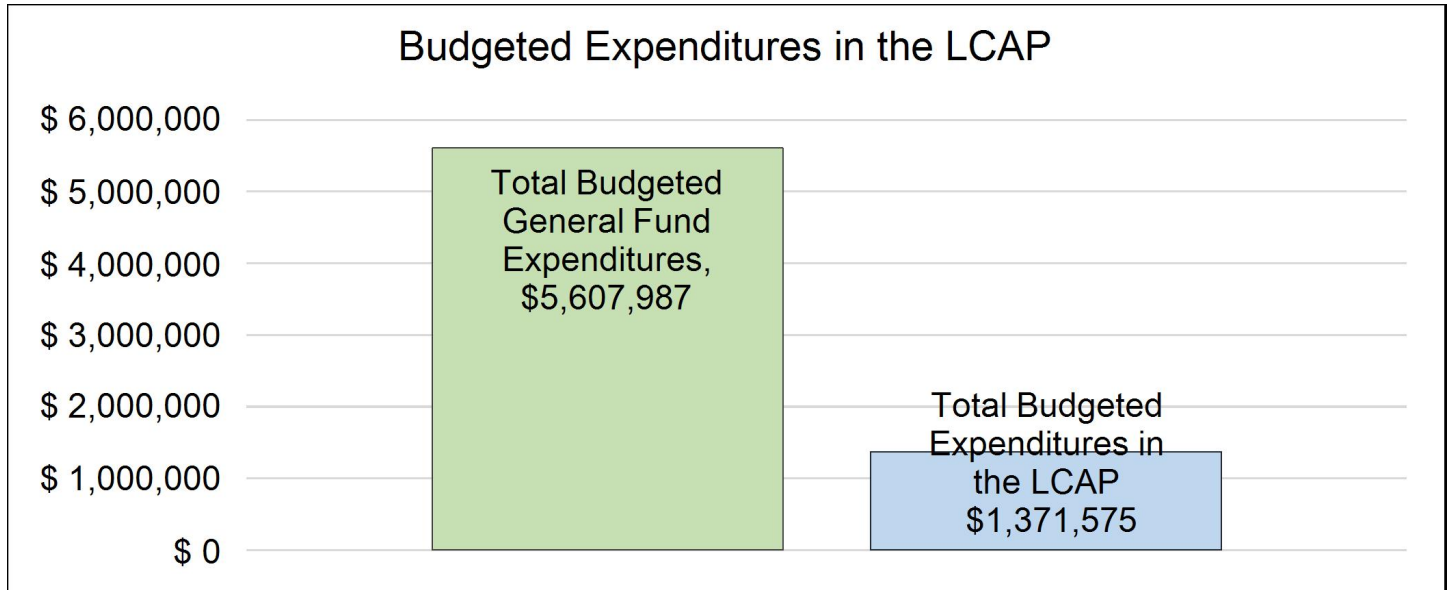


This chart shows the total general purpose revenue South Fork Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Fork Union School District is \$5,669,967.76, of which \$4482654 is Local Control Funding Formula (LCFF), \$423051 is other state funds, \$330412.76 is local funds, and \$433850 is federal funds. Of the \$4482654 in LCFF Funds, \$962113 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much South Fork Union 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: South Fork Union School District plans to spend \$5607987 for the 2024-25 school year. Of that amount, \$1371575 is tied to actions/services in the LCAP and \$4,236,412 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

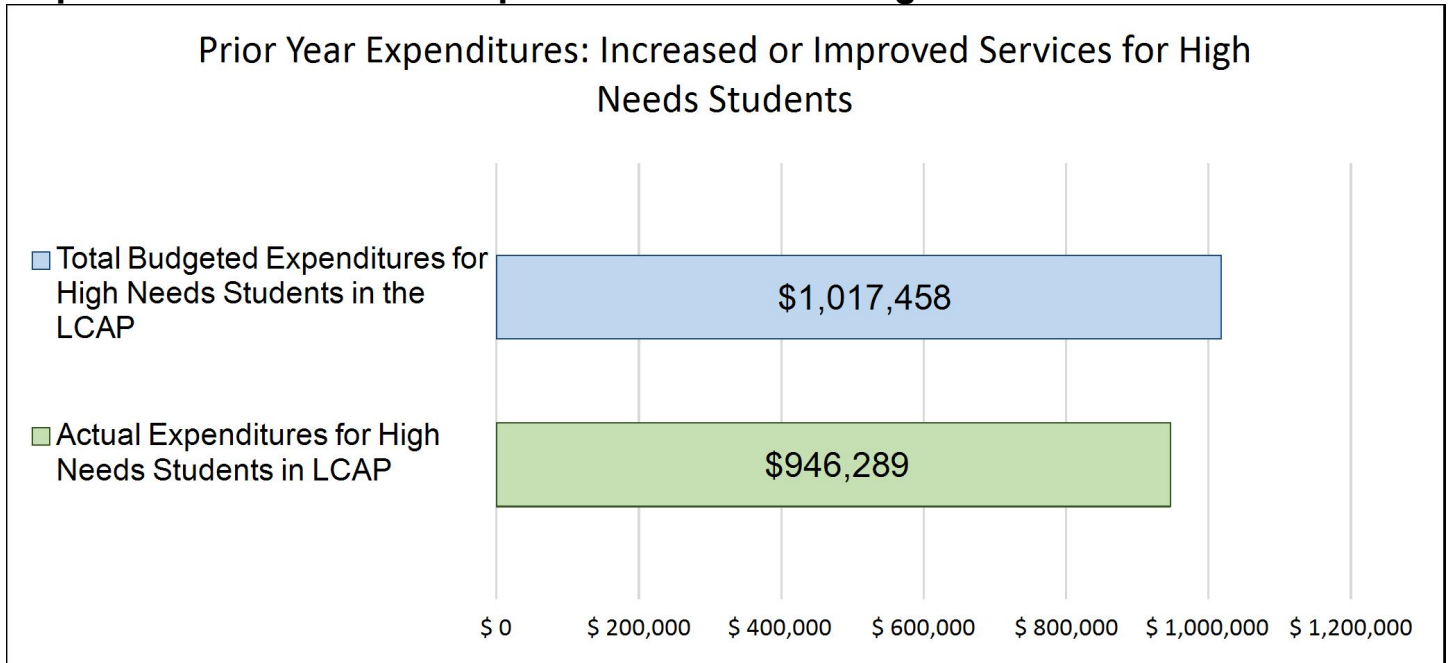
Basic academic and operational program (compensation for teachers, school office staff, site administrators, District General administration, etc.); (After school education and safety); select services for students in need (Special Education, Indian Education, etc.) Other "categorical" programs

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

In 2024-25, South Fork Union School District is projecting it will receive \$962113 based on the enrollment of foster youth, English learner, and low-income students. South Fork Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Fork Union School District plans to spend \$1115720 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what South Fork Union 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 South Fork Union 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, South Fork Union School District's LCAP budgeted \$1,017,458 for planned actions to increase or improve services for high needs students. South Fork Union School District actually spent \$946,289 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Fork Union School District	Richard Rhodes, Ed.D Superintendent	rrhodes@southforkschool.org 760.378.4000

Goals and Actions

Goal

Goal #	Description
1	Implement Common Core Standards to Maintain High Levels of Student Achievement by providing highly qualified teachers, implementing CCSS and preparing students to learn in the 21st Century Classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) Basic Services- Teachers appropriately assigned and fully credentialed for assignment	From the Cal Saas reporting 100% of teachers are fully credentialed and assigned appropriately.	From the Cal Saas reporting 100% of teachers are assigned appropriately.	74% of teachers are fully credentialed and assigned appropriately.	2023-24 76.9% of teachers are fully credentialed and assigned appropriately.	From Cal Saas 100% of teachers are fully credentialed and assigned appropriately
Priority 1 (b) Pupils have sufficient access to standards aligned instructional materials	From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.	From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.	From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.	2023-24 100% of students have access to standards aligned materials.	From the California School Dashboard Local Indicators Self-Reflection tool: 100% Of students have access to standards aligned materials.
Priority 1 (c) School facilities maintained and in good repair.	Maintain Rating on FIT/SARC- of “Good” or better	Maintained Rating on FIT/SARC- of “Good” or better	Maintained Rating on FIT/SARC- of “Good” or better	2023-24 A rating of "Good" or better from FIT/SARC	Maintain a rating of “Good” or better from FIT/SARC
Priority 2 (a) Implementation of California Academic	From the California Dashboard Local Indicators self-	From the California Dashboard Local Indicators self-	From the California Dashboard Local Indicators self-	2023-24 100% of teachers received Professional	From the California Dashboard Local Indicators self-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Performance Standards.	reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into ELA/ELD and Math instruction.	reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into ELA/ELD and Math instruction.	reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into ELA/ELD and Math instruction.	Development in CCSS. Classroom observations show that CCSS full implementation and sustainability ELA/ELD and Math Instruction.	reflection tool, survey data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS full implementation and sustainability ELA/ELD and Math instruction.
Priority 2 (b): Programs/Services that enable English Learners access to CCSS and ELD standards for academic content and English language proficiency.	Based on a review of daily schedules and lesson plans, 100 % of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction	Based on a review of daily schedules and lesson plans, 100 % of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction	Based on a review of daily schedules and lesson plans, 100 % of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction	2023-24 100% of EL students are provided an additional 30-40 minutes of daily ELD instruction and ELD instructional support during content instruction.	100% of EL students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated ELD instructional support during content instruction based on a review of daily schedules and lesson plans.
Priority 4(a): Student Achievement State Assessments-CA Dashboard	(2018-19 data) English Language Arts: Yellow 29.8 points below standard. Increased by 7.1 points. Subgroups reported:	The 2020 California Dashboard was suspended so local data is being reported. CAASPP Interim Comprehensive Assessment Data for 2020-21 school year.	2022 California Dashboard This year's performance levels were calculated with student groups. The following are the 2022 results:	2023 California School Dashboard ELA: LOW 32.3 below standard for a rating of Low for all students SED 53.4 below standard	English Language Arts: 24 or fewer points below standard. Subgroups reported: Socioeconomically Disadvantaged: 45 or fewer points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: Orange 45.8 points below standard- maintained 1.8 points.</p> <p>Mathematics: Yellow- 46.8 points below standard, Increased 11.2 points.</p> <p>Subgroups reported: Socioeconomically disadvantaged 63.1 below standard, maintained 3.5 points</p> <p>CAST: 2018-2019 5th Grade- 7.89 % Met standard 8th Grade- 28.57% Met or exceeded Standard Subgroups Reported: Socioeconomically disadvantaged-5th grade-0% 8th grade-13.33% Data from: caaspp-elcap.cde.ca.gov</p>	<p>English Language Arts: 3rd Grade:46% Met /Exceeded 4th grade: no scores 5th Grade: 46% Met/Exceeded 6th Grade:50% Met/Exceeded 7th Grade:51% Met/Exceeded 8th Grade: 64% Met/Exceeded</p> <p>Math: 3rd Grade:30% Met/Exceeded 4th Grade: No Scores 5th Grade:15% Met/Exceeded 6th Grade: 25% Met/Exceeded 7th Grade: 38% Met/Exceeded 8th Grade: 37% Met/Exceeded</p> <p>CAST was not administered.</p>	<p>ELA: LOW 24.1 below standard for a rating of Low for all students. SED- 45.4 below standard White - 19.3 below standard</p> <p>MATH: LOW 57.3 below standard for a Low rating for all students. SED - 78.1 below standard White - 49.8 below standard</p> <p>CAST 32.7% Met or Exceeded 59.62 % Nearly Met 7.69% Standard not met</p>	<p>White 29.7 below standard</p> <p>Math: LOW 59.2 below standard for a rating of Low for all students SED 79.3 below standard White 54.2 below standard</p> <p>CAST: 33.3% Met or Exceeded 56.06 % Nearly met standards 10.61% Standard not met</p>	<p>Mathematics: 20 or fewer points below standard,</p> <p>Subgroups reported: Socioeconomically disadvantaged 57 or fewer points below standard.</p> <p>CAST: 2023-2024 5th Grade- 50 % Met standard 8th Grade- 50% Met Subgroups Reported: Socioeconomically disadvantaged-5th grade-30% 8th grade-40% Data from: caaspp-elcap.cde.ca.gov</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(b) Percent of students completing a-g	N/A	N/A	N/A	N/A	N/A
Priority 4 c Percent of students completing CTE	N/A	N/A	N/A	N/A	N/A
Priority 4 (d) Percent of students completing both B and C.	N/A	N/A	N/A	N/A	N/A
Priority 4 (e) Percent of EL pupils making progress toward English Proficiency	The 2018-2019 ELPAC data shows that 0% of our EL students made progress toward English Proficiency No students were assessed.	The 2020 Dashboard did not report ELPI rate. The most recent ELPI rate available is for 2018-2019, in which 0% of EL's made progress towards English proficiency.	ELPAC data shows that 0% of our EL students made progress toward English Proficiency No students were assessed.	2023 California School Dashboard No Performance Color reported (less than 11 students)	ELPAC data will show by 2023-2024 that 10 % or higher of our EL students made progress toward English Proficiency
Priority 4 (f) EL reclassification rate	Local data reflects that the districts redesignation rate for 2019-2020 was 0%	Out of 9 English Language Learners 0 were redesignated. Redesignation Rate of 0%	Out of 9 English Language Learners 0 were redesignated. Redesignation Rate of 0%	2023-24 Out of 11 English Language Learners, 1 student was redesignated.	Local data will reflect a re-designation rate for 2023-2024 of 10 % or higher- this data not scored due to lower than 10 participants.
Priority 4 (g) Percent passing AP exam	N/A	N/A	N/A	N/A	N/A
Priority 4 (h) Percent of pupils who demonstrate college preparedness on EAP	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Student Outcomes	(2018-19 data) 30% of 5th grade students were Fit in all areas of the Physical Fitness Test 52% of 7th grader students were Fit in all areas of the Physical Fitness test.	2020-21: Not required by the state. Local Data: 32% of 5th grade students were FIT in all areas of the Physical Fitness test 58% if the 7th grader students were Fit in all areas of the Physical Fitness test.	2022 100% of 5th grade students were FIT on all areas of the PFT and 100% of the 7th grade students were FIT in all areas of the PFT.	2023-24 The PFT Assessment was changed and new criteria was established.	50% of 5th graders will be Fit in all areas of the Physical Fitness test. 72% of 7th graders will be Fit in all areas of the Physical Fitness Test.

Goal Analysis

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

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

The following actions in Goal 1 were implemented as planned:

Action 1.1 Reading Intervention Program Professional Development & Materials, Action 1.2 iReady Math Computer Based Program, Action 1.3 Staff for Scoring of Assessment, Action 1.4 Retain Library Media Technology Staff, Action 1.5 Retain Technology Administrator & Support Staff, Action 1.6 Technology Supplies, Action 1.7 Additional Science Consumables, Action 1.9 Retain Intervention Paraprofessionals, Action 1.10 Retain Academic Coach & Coordinator, Action 1.11 Saturday School Staffing, Action 1.12 Summer School Staffing, Action 1.13 Teacher Support, Action 1.14 PBIS, Action 1.15 Technological Curriculum and PD, Action 1.16 Supplemental materials, Action 1.17 Additional curriculum, Action 1.18 Support Staff.

Some successes include sustaining an Academic Coaches to ensure implementation of CCSS as well as providing training for reading intervention program. SFUSD also successfully implemented iReady. Additionally, students received uninterrupted access to technology and digital content through safeguarded access. Science consumables were provided to support implementation of Next Generation Science Standards.

The following action was not fully implemented:

Action 1.8 Retain Intervention teachers. The challenge to implementing this action was a shortage of credentialed teachers throughout the state of California and the location of South Fork in a rural area of Kern County, the LEA was unable to obtain credentialed teachers to fulfill this role.

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.

The following actions had a material difference between the planned expenditure and the estimated actual expenditures.

Action 1.3 Staff for Assessment Scoring was under-expended by \$2542 due to using a different funding resource that were expiring, unaware we had this much funding allocated to the LCAP budget.

Action 1.5 Technology Admin and Support staff was under-expended by \$63,653 due to planning to hire extra help, but not receiving any applicants for the positions.

Action 1.7 Additional Science Consumables was under-expended by \$6,361 due to using other funding resources that were expiring, unaware we had this much funding allocated to the LCAP budget.

Action 1.8 Retain Intervention Teachers was over expended by 124,000 due to adding a 10K stipend and approximately \$100,000 on an additional Alternative Education Teacher.

Action 1.10 Retain Academic Coach was under-expended by \$39,619 due to losing two teachers that we had academic coaches for.

Action 1.11 Saturday School Staffing was over-expended by \$7,794 due to adding two additional teachers on permits that required mentors.

Action 1.13 Teacher Support had \$0 funds expended due to using other funding resources that were expiring.

Action 1.14 PBIS was under-expended by \$3395 due to using Title I funds.

Action 1.15 Technological curriculum and PD was under-expended by \$28,142 due to using other funding resources that were expiring.

Action 1.16 Supplemental Classroom Materials was under-expended by \$10,388 due to using other funding resources that were expiring.

Action 1.17 Additional Curriculum was under-expended by \$22,567 due to using other funding resources that were expiring.

Action 1.18 Support Staff was under-expended by \$57,085 due to using other funding resources that were expiring.

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

The following actions have been determined to be effective based on 100% of students having access to standards aligned materials and 100% of teachers receiving Professional Development in CCSS. Classroom observations show that CCSS full implementation and sustainability ELA/ELD and Math Instruction.

Action 1.4 Retain Library Media Technology Staff, Action 1.5 Retain Technology Administrator & Support Staff, Action 1.6 Technology Supplies Action, Action 1.10 Academic Coach & Coordinator, Action 1.13 Teacher Support, 1.15 Technological curriculum and PD, Action 1.16 Supplemental Classroom materials, Action 1.17 Additional Curriculum

The following actions have been determined to be somewhat effective. While we did not achieve our expected growth in ELA or Math, we did achieve improved CAST scores. The district improved from 15.25% met or exceeded standards in Science in 2018-19 to 33.3% Met or Exceeded standards in Science in 2022-23.

Action 1.1 Reading Intervention Program, Action 1.2 iReady, Action 1.7 Science Consumables, Action 1.9 Intervention Paraprofessionals, Action 1.18 Support Staff

The following action was not fully implemented, therefore its effectiveness can not be fully evaluated. We will continue to work towards obtaining fully credentialed teachers to fill this role.

Action 1.8 Intervention Teachers

The following actions have been determined to be ineffective based on a lack of improved student outcomes on the CAASPP ELA and Math. Action 1.3 Staff for Scoring of Assessment, Action 1.11 Saturday School Staffing (non-contributing), Action 1.12 Summer School Staffing (non-contributing),

The following action did not have a metric aligned to evaluate its effectiveness in Goal 1. We will more clearly align a metric to PBIS to measure its effectiveness in next year's LCAP.

Action 1.14 PBIS

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

The following are changes to actions in Goal1.

Action 1.3 (Supplemental Pay for Staff for Scoring of Interim Assessment). Additional support will be provided to facilitate scoring of interim assessments and next steps.

Action 1.9 (SPED Support Staff) has been added as a non-contributing action.

Action 1.14 (PBIS) has been moved to Goal 2 to better align with metrics to measure its effectiveness.

Action 1.2 has been discontinued as a stand-alone action and has been bundled with other supplemental curriculum materials in Action 1.7. Metrics measuring student access to a broad course of study and access to programs/services for unduplicated students have been moved to Goal 1 to better align with actions supporting priority areas 7a and 7b (New Metric #s 1.11 and 1.12).

Additional metrics have been added in order to use local data to measure student progress and teacher coaching implementation (Metric 1.13, 1.14, and 1.15).

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

Goals and Actions

Goal

Goal #	Description
2	Increase Student Engagement and School Connectedness through meaningful partnerships with families and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a): Parent Involvement efforts to seek parent input for making decisions and for the district and school site.	<p>Local data: 4 Parent input meetings throughout the year. (Attendance of 10 % of the district parents- SED parents 5 %) 2 Parent trainings.</p> <p>(Attendance of 0% of district parents, SED parents 0%)</p> <p>District Hosted at least 1 family event per semester at each site. (Attendance of 0% of district parents, SED 0% This data is monitored and calculated based on parent sign in sheets.</p> <p>Parent LCAP Surveys: 50% parent</p>	<p>Local data: 4 Parent input meetings throughout the year. (Attendance of 10 % of the district parents- SED parents 2 %) 2 Parent trainings. Not completed</p> <p>(Attendance of 0% of district parents, SED parents 0%)</p> <p>1 Family event was held for the 2021-22 school year: This data is monitored and calculated based on parent sign in sheets. Attendance of 75 % of district parents, SED parents 63 %</p>	<p>Local data: 4 Parent input meetings throughout the year. (Attendance of 10 % of the district parents- SED parents 2 %) 2 Parent trainings. Not completed</p> <p>(Attendance of 0% of district parents, SED parents 0%)</p> <p>4 Family events were held for the 2022-23 school year: This data is monitored and calculated based on parent sign in sheets and tickets given. Attendance of 80 % of district parents, SED parents 65 %</p>	<p>2023-24</p> <p>0 Community meetings/trainings held</p> <p>5 family events were held for the 2023-24 school year. Attendance was as follows: Fall Raffle: 150 Veterans Day:250 Thanksgiving: 80 Color Run: 250 Family Dance: 100</p> <p>Parent LCAP Surveys: Surveys were not effectively distributed this year nor tracked for participation.</p>	<p>Local data: 4 Parent input meetings throughout the year. (Attendance of 20 % of the district parents- SED parents 10%) 2 Parent trainings.</p> <p>(Attendance of 20% of district parents, SED parents 10%)</p> <p>District Hosted at least 1 family event per semester at each site. (Attendance of 20% of district parents, SED 10% This data is monitored and calculated based on parent sign in sheets.</p> <p>Parent LCAP Surveys: 70% parent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participation, SED: 40% parent participation	Parent LCAP Surveys: 48% parent participation, SED: 35 % parent participation	Parent LCAP Surveys: 33% parent participation, SED: 40 % parent participation		participation, SED: 60% parent participation
Priority 3 (a): Efforts to seek parent input for making decisions for district and school sites.	Local Data will reflect District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events. (5% Parent sign in sheets SED 2%)	Local Data reflected District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events. (10% Parent sign in sheets SED 2%)	Local Data reflected District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events. (10% Parent sign in sheets SED 2%)	2023-24 Data on Parent Participation on School Site Council, Parent Teacher Club and other parent centered events were not effectively tracked this year.	Local Data will reflect District sustained Parent Participation on School Site Council, Parent Teacher Club and other parent centered events.(20% Parent sign in sheets SED 10%)
Priority 3 (b): How district promotes participation of parents for unduplicated pupils	Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences as well as one Parent training per semester. 0% Baseline	Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences as well as one Parent training per semester. 71% Participation	Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences 67% Participation	2023-24 Local data reflects participation of unduplicated students at district held Parent Fall and Spring Conferences 45% participation.	Local data will reflect participation of unduplicated students at district held Fall and Spring Parent Conferences as well as one Parent training per semester. 75%
Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs.	Local data reflects that in 2020-2021 the district had 100% parent participation in pupil IEP's.	Local data reflects that in 2021-2022 the district had 100% parent participation in pupil IEP's	Local data reflects that in 2022-23 the district had 100% parent participation in pupil IEP's	2023-24 Local data reflects that in 2023-24 the district had 98% participation in pupil IEP's.	Local data will reflect that in 2023-2024 the district had 100% parent participation in pupil IEP's.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a) School Attendance Rates	According to the Cal Pad P2 report and Local Data, the Districts Attendance Rate for 2018-2019 was: 95.94% and Rate for 2020-2021 93.56%	According to the Cal Pad P2 report and Local Data, the Districts Attendance Rate for 2021-22 was: 91%	According to the Cal Pad P2 report and Local Data, the Districts Attendance Rate for 2021-22 was: 90.5%	According to the Cal Pads P2 report and Local Data, the Districts Attendance Rate for 2023-24 was 93.8%.	According to the Cal Pads P2 report and Local Data, the Districts Attendance Rate for 2023-2024 will be 97%
Priority 5 (b) Chronic Absenteeism Rate	According to the California State Dashboard the District's Chronic Absenteeism Rate in 2018-2019 was 11.3%	According to the California State Dashboard the District's Chronic Absenteeism Rate in 2021-2022 was not reported at this time	According to the California State Dashboard, the District's Chronic Absenteeism Rate in 2022 is 33.9% and rated as "Very High".	According to the 2023 California State Dashboard, the district's Chronic Absenteeism rate is 34.5%.	According to the California State Dashboard the District's Chronic Absenteeism Rate for 2023-2024 will be less than 10%.
Priority 5 c: Middle School Drop- out Rate	2 Students -0 .69%	1 Student - 0.34%	1 Student - 0.29%	2023-24 0 students 0%	0 Students - 0%
Priority 5 (d) High School Drop-out Rate					
Priority 5 (e) High School Graduation Rate	N/A	N/A	N/A	N/A	N/A
Priority 6 (a): Pupil Suspension Rate	According to the California Dashboard, the District's Suspension Rate for 2018-2019 was 1.4%	According to the California Dashboard, the District's Suspension Rate for 2020-21: 0 Suspensions 2021-2022 was not reported at this time.	According to the California Dashboard, the District's Suspension Rate for Suspensions 2021-2022 .6%, which is "low".	According to the 2023 California Dashboard, the District's Suspension Rate was 3.3% which is a performance level of "low".	According to the California Dashboard, the District's Suspension Rate will Improve to less than 1% for 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 (b): Pupil Expulsion Rate	Cal Pad's data report reflects that the District's Expulsion Rate for 2018-2019 was 0%	Cal Pad's data report reflects that the District's Expulsion Rate for 2018-2019 was 0% (2022) 0%	Cal Pad's data report reflects that the District's Expulsion Rate for 2021-2022 was 0% .	Cal Pad's data report reflects that the district's Expulsion rate for 2023-2024 is 0%.	Cal Pad's data report will reflect that the District's Expulsion Rate for 2023-2024 will maintain 0%
Priority 6c: Other Local Measure on sense of safety and school connectedness	California Health Kids Data reflects: School Safety results- total average 83% (2019) (2021) 75% Parents feel that School is Safe for Students 98%(2019) (2021) 70% Students feel safe at school 62% (2019) (2021) 92% Staff feel that school is safe 88% (2019) (2021) 63%	California Health Kids Data reflects: School Safety results- total average (2022) 88.5% Parents feel that School is Safe for Students: (2022) 95% Students feel safe at school: (2022) 70.5% Staff feel that school is safe: (2022) 100%	California Health Kids Data reflects: School Safety results- total average (2022) 88.5% Parents feel that School is Safe for Students: (2022) 95% Students feel safe at school: (2022) 70.5% Staff feel that school is safe: (2022) 100%	California Health Kids Data reflects: School Safety results- total average (2023) Parents feel that School is Safe for Students: 85% Students feel safe at school: 90% Staff feel that school is safe: 85%	California Health Kids Data 2023-2024 will reflect: School Safety results- total average 85% Parents feel that School is Safe for Students 85% Students feel safe at school 90% Staff feel that school is safe 85%
Priority 7 (a): Extent to which pupils have access to and are enrolled in a broad course of study.	Review of master schedules reflect 100 % of students have access to and are enrolled in a broad course of study.	Review of master schedules reflect 100 % of students have access to and are enrolled in a broad course of study.	Review of master schedules reflect 100% of students have access to and are enrolled in a broad course of study.	2023-24 100% of students have access to broad course of study.	Review of master schedules for 2023-2024 will reflect 100 % of students have access to and are enrolled in a broad course of study.
Priority 7 (b): Extent to which students have access to and are	A review of Designated and Integrated ELD	A review of Designated and Integrated ELD	A review of Designated and Integrated ELD	2023-24 A review of Designated and	In 2023-2024 a review of Designated and Integrated ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrolled in programs/services for unduplicated students.	implementation, multi-tiered systems of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	implementation, multi-tiered systems of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	implementation, multi-tiered systems of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	Integrated ELD implementation, multi-tiered systems of support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	implementation, multi-tiered systems of support, and extended learning opportunities will indicate 100% of unduplicated pupils receive targeted intervention and support.
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	2023-24 A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	In 2023-2024 a review of IEP implementation will indicate 100% of students with disabilities receive access to programs and are provided required services.

Goal Analysis

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

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

All actions in Goal 2, Actions 2.1-2.9 were implemented as planned. A success implementing actions in this goal was that the social worker was able to conduct home visits. There was an attempt to hold parent meetings with the social worker but were not well attended.

One challenge encountered implementing this goal, includes experiencing a high turnover in leadership, and teaching staff and para-professionals, making it challenging to consistently deliver support for student engagement and school connectedness.

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.

The following actions had a material difference between planned expenditures and estimated actual expenditures.

Action 2.1 Curriculum for SEL had a material difference of \$5000 due to using other funding resources that were expiring, unaware that we had this much funding allocated to the LCAP budget.

Action 2.4 Parent Engagement, Conferences, and Meeting Supplies had a material difference of \$2077 due to using other funding resources that were expiring, unaware that we had this much funding allocated to the LCAP budget.

Action 2.6 Transportation for Home Visits had a material difference of \$5064 due to using other funding resources that were expiring, unaware that we had this much funding allocated to the LCAP budget.

Action 2.7 Safety had a material difference of \$2743 due to using other funding resources that were expiring.

Action 2.8 SEL/Mental/Physical Support had a material difference of \$13,915 due to using other funding resources that were expiring.

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

The following actions have been determined to be effective based on an analysis of student outcome data.

Action 2.1 SEL Curriculum

Action 2.2 School Nurse

Action 2.3 School Psychologist and VP

Action 2.6 Transportation costs for home visits

Action 2.7 Safety

Action 2.8 School social worker

Action 2.9 Principal support

Improved student outcomes include:

Improved attendance rates: While we did not achieve our desired attendance rate of 97% in Year 3, the district made progress from 91% in 2021-22 to 93.8% attendance rate in 2023-24.

Decreased Middle School Dropout Rate: We achieved our 3-year target of 0% Dropout rate/0 students.

Maintaining 0% expulsion rate.

Maintaining 100% student access to a broad course of study.

Maintaining access for 100% of unduplicated students to targeted intervention and support.

The following actions have been determined to be ineffective based on an analysis of student outcome data:

Action 2.4 Parent Engagement Conferences and Meeting Supplies

Action 2.5 Parent Communication System

While the district was successful in holding a variety of family events that resulted in high attendance by families, the district was not successful in achieving its desired outcomes for participation in the LCAP survey or holding community meetings/parent trainings.

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

The following are changes to Goal 2.

Metrics measuring student access to a broad course of study and access to programs/services for unduplicated students have been moved to Goal 1 to better align with actions supporting priority areas 7a and 7b (New Metric #s 1.11 and 1.12). Additional metrics measuring implementation of specific actions have been added to the 2024-25 LCAP (metrics 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, and 2.17).

The following actions, determined to be ineffective, have been strengthened by assigning these duties to a Teacher on Special Assignment. The change in assignment is to ensure they are implemented as planned with the collaboration of the district staff.

Action 2.4 Parent Engagement Conferences and Meeting Supplies (Now: Community Meetings)

Action 2.5 Parent Communication System

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Fork Union School District	Richard Rhodes, Ed.D Superintendent	rrhodes@southforkschool.org 760.378.4000

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.

South Fork Union School District is “A community united in creating life-long learners to improve our future through education.” The District is committed to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum, which will motivate students to learn and develop the knowledge and skills to prepare them for the future.

South Fork Union Elementary School District is composed of two sites which are a Pre-K-3 Elementary and a 4-8 Middle School site. We have a rich rural history in Weldon California. The demographics of our community are changing and the student population at our school reflects this change. Current enrollment of our school is 340 students. The latest demographic information released from CALPADS is as follows: 64.5% white (Not Hispanic), 22.4% Hispanic/Latino, 2.3% American Indian/Alaska Native, 1% Asian, 5% Multiple Races, 2% Decline to state and 4% are English Language Learners. Of our total population 76.7% are considered low-income students, as determined by free and reduced price lunch statistics. Our current unduplicated percentage is 77%. We are very proud of the unique programs we offer. We

provide a safe environment that encourages academic excellence and social responsibility through a standards based technologically enhanced curriculum that is supported by parents, staff and community. Our school refuses to underestimate our students. We know that all our students are capable of achieving at high levels of proficiency. One of our greatest assets is our dedicated and talented staff. We meet regularly to analyze data with the sole purpose of driving instruction to meet the needs of each child. Grade level teams collaborate and share best practice strategies and we have focused professional development throughout the year to support the adopted curriculum and 21st Century Learning. Most importantly, our teachers and staff take responsibility for student success.

Reflections: Annual Performance

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

The following is a reflection on our annual performance based on reviewing the California School Dashboard and our local data:

Our district's Chronic Absenteeism rate increased 0.7% to 34.5% for a Performance Indicator of Red and our district's Suspension Rate increased 2.7% to 3.3% suspended at least one day for a Performance Indicator of Red.

South Fork student groups with a Performance indicator of Red include:
Socioeconomically Disadvantaged Students (Chronic Absenteeism and Suspension)
White Students (Chronic Absenteeism and Suspension)
Students with Disabilities (Suspension)

South Fork schools that received a performance indicator of Red include:
South Fork Elementary (Chronic Absenteeism and Suspension)

Student groups within a school with a Red performance indicator include:
South Fork Elementary:
Socioeconomically Disadvantaged Students (Chronic Absenteeism and Suspension)
White Students (Chronic Absenteeism and Suspension)

Our district's English Language Arts declined by 8.2% to 32.3 points below standard for a Performance Indicator of Orange and our Mathematics maintained -1.9 points to 59.2 points below standard for a Performance Indicator of Orange. We did not receive a Performance Indicator for English Learner Progress as there were less than 11 students included in the data for this indicator.

The district has developed actions to address the Red performance levels in the indicators of low performance and for the identified student groups and schools.
Chronic Absenteeism: (SED students, White students, South Fork Elementary)
Suspension: (SED students, White students, Students with Disabilities, South Fork Elementary)

Reflections: Technical Assistance

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

South Fork Elementary has been identified for differentiated assistance based on the 2023 Dashboard. Identification is based on performance of Socioeconomically Disadvantaged students in Chronic Absenteeism and Suspension and White students for performance in Chronic Absenteeism and Suspension. The district has partnered with Kern County Superintendent of Schools to provide assistance in developing and implementing an action plan to address the areas of concern through the Continuous Improvement Process (CIP). During the "focusing direction" phase of the CIP, the district's leadership team completed the Fidelity Integrity Assessment (FIA) in order to analyze its current system in relation to current student performance. The district also identified a problem of practice it believes is leading to the current outcomes, along with its root causes. The next step in the process will be to develop a strategic plan that includes practices to address one or more of the identified root causes. The district will also continue to monitor progress of the student groups for which it has been identified for differentiated assistance.

The district has included actions in the LCAP to address the low performance levels in Chronic Absenteeism and Suspension that it will build on through the CIP process.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP/District Advisory Group	The LCAP/ District Advisory Group gathered input from all educational partner groups and contributed to the development of the goals, actions and priorities of the LCAP. They met multiple times during the school year: January , February, March, April and May. The district advisory group reviewed data and progress towards goals and action steps, reviewed stakeholder input, surveys, local data, and State data and also reviewed LCAP goals and actions three times throughout the year, at DAC, School Site Council and the Parent Teacher Club. Representatives of the District Advisory Committee gathered suggestions on how the school could ensure that all students are successful academically, physically and social emotionally. These responses guide the areas of focus, suggest needed supports for students, especially those with the greatest need. Input for the 2024-2027 LCAP goals and action steps were also solicited.
School Site Council	The School site council reviewed stakeholder input, surveys, local and State data and reviewed. The district also reviewed progress towards goals and action steps with staff leadership and advisory groups.
Parent, Teacher Club	All District parents and staff were given the opportunity to provide input through the California Healthy Kids survey and represented on the District Advisory Committee. A staff survey was conducted for input into the goals and actions steps.
SELPA Consultation	SELPA consultation was conducted to ensure that all students have access to common core standards and materials as well as high qualified staff. The special education plan was reviewed and

Educational Partner(s)	Process for Engagement
	determined that all actions and goals were being implemented properly.
Community	LCAP Goals and Action steps as well as budget was shared at the June 27th public hearing. Progress towards goals has been shared at least quarterly at board meetings and any and all questions were addressed at the public hearing. The Superintendent/Principal responded to questions and comments at a public hearing on the draft LCAP at the June 20, 2024 board meeting. The draft LCAP was then presented to the Board for approval on June 27, 2024
Students	All students were given the opportunity to inform the LCAP through their responses on the California Healthy Kids survey.
Teachers and other school personnel	All District staff were given the opportunity to provide input through the California Healthy Kids survey and represented on the District Advisory Committee. A staff survey was conducted for input into the goals and actions steps. The district also reviewed progress towards goals and action steps with staff leadership and advisory groups.
Principal and Classified Management/Confidential Management	A staff survey was conducted for input from staff, including the principal and management staff, into the goals and actions steps in the LCAP.
South Fork Teachers Association and California Service Employees Association (CSEA)	All District staff were given the opportunity to provide input through the California Healthy Kids survey and represented on the District Advisory Committee. A staff survey was conducted for input into the goals and actions steps from all staff, including members of the South Fork Teachers Association and California Service Employees Association (CSEA).

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

South Fork Union School District continued with a multi-pronged approach to engage stakeholders, including parents , teachers, community, pupils, principals, South Fork Teachers Association, California Service Employees Association (CSEA), Classified Management/Confidential Management and Kern County SELPA through a range of actions. Each of these groups contributes, through their dedication and work to the success of the students in our district.

Based on input from the school site council/LCAP advisory group, the district has included the following actions in the LCAP:
 Action 2.6: Hiring a permanent social worker
 Action 2.9 & 2.5: As part of the community school's grant, added a school psychologist and nurse.

Action 2.7: School Interventionist

Action 1.9: Completing the adoption of the McGraw Hill K-5 curriculum after gathering additional feedback from the community and staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Implement Common Core Standards to maintain high levels of student achievement by providing highly qualified teachers, implementing CCSS and preparing students to learn in the 21st Century Classroom.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP is a three year plan that describes goals, actions, services and expenditures to support positive student outcomes that address State and local priorities. The LCAP provides an opportunity for our District to share our story of the programs that best meet our local needs. It is designed to be the accountability and communication between the District and stakeholders. The plan consists of three areas of focus: Conditions of Learning, Pupil Outcomes and Engagement. Each area combined covers eight priorities required to be addressed resulting in access for all students. The Local Control Accountability Plan (LCAP) sole purpose is to address discrepancies in the performance of other peer groups, by allocating additional supplemental funds to strategic actions that support unduplicated students in improving or increasing services to meet their needs. District students who are “at-risk” of not meeting state performance standards may also be included in this plan. Goal 1 is designed to address four of the eight state priorities in order to improve and address the unique needs of our student population.

The District continues to struggle to maintain highly qualified teachers. The teacher shortage has resulted in employment of PIP’s and STIP’s. Teachers not fully credentialed need mentoring and assistance to ensure successful student achievement. The California State Standards require students to be proficient with technology and learn through various technological-cased programs. Student devices and technical support services need to be enhanced for student proficiency.

Based on the 2023 Dashboard, in the area of English Language Arts, Socioeconomically disadvantaged students, White students and the “all student” groups scored in the LOW performance level. The “all student” group scored 32.3 points below standard with a decline from the prior year of 8.2 points. In the area of Mathematics, Socioeconomically disadvantaged, White, and the “all student” groups scored in the Low performance level. The "all student" group scored 59.2 points below standard and maintained -1.9 points from the prior year. By providing appropriate instructional materials and supplemental instructional support, students will be supported in improving academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Percent of teachers that are fully credentialed and assigned appropriately.</p> <p>Source: Cal SaaS Reporting Priority1 (a) Appropriately Assigned and Fully Credentialed Teachers</p>	<p>2023-24 From the Cal SaaS reporting 74% of teachers are fully credentialed and assigned appropriately</p>			<p>2026-27 85% of all teachers are fully credentialed and assigned appropriately.</p>	
1.2	<p>Progress in making instructional materials aligned to the standards available. (1-5 rating scale)</p> <p>Source: California School Dashboard Self-Reflection tool for Instructional Materials Priority 1(b) Access to standards aligned curriculum.</p>	<p>2023 California School Dashboard</p> <p>ELA- 3 Mathematics-3 ELD-3</p>			<p>From the 2026 California School Dashboard local indicators. Self-reflection Tool</p> <p>ELA- 4 Mathematics-4 ELD-4</p>	
1.3	<p>The degree school facilities are maintained in good repair.</p> <p>Source: Rating on FIT/SARC of "Good" or Better."</p>	<p>2023-24 Rating on FIT/SARC of "Good or Better."</p>			<p>2026-27 Maintained Rating on FIT/SARC of "Good or Better."</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1 (c) School facilities maintained and in good repair.					
1.4	<p>Progress in providing professional development for teaching to the adopted standards and curriculum frameworks. (1-5 rating scale)</p> <p>Source: CA School Dashboard Self Reflection Tool Rating Priority 2(a) implementation of state board adopted content and performance standards</p>	<p>2023 California School Dashboard</p> <p>ELA-3 Mathematics-4 ELD-4</p>			<p>2026 California School Dashboard</p> <p>ELA- 4 Mathematics-4 ELD-4</p>	
1.5	<p>Percent of English learners receiving ELD services for the purpose of gaining academic content knowledge and English language proficiency.</p> <p>Source: Daily Schedules and Lesson Plans Priority 2 (b) Program Services that enable English Learners access to CCSS and ELD standards for academic</p>	<p>2023-24 Based on a review of daily schedules and lesson plans, 100% of students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.</p>			<p>2026-27 Based on a review of daily schedules and lesson plans, 100% of students will be provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and English Language Proficiency.					
1.6	<p>Average distance from standard (DFS) on CAASPP English Language Arts</p> <p>Source: California School Dashboard Priority 4(a) Student performance on statewide tests</p>	<p>2023 California Dashboard English Language Arts</p> <p>All students: 32.3 points below standard SED: 53.4 points below standard White: 29.7 points below standard</p>			<p>2026 California Dashboard English Language Arts</p> <p>All students: 26 points below standard SED: 42 points below standard White: 24 points below standard</p>	
1.7	<p>Average distance from standard (DFS) on CAASPP Mathematics</p> <p>Source: California School Dashboard Priority 4 (a) Student performance on statewide tests</p>	<p>2023 California Dashboard English Language Arts</p> <p>All students: 59.2 points below standard SED: 79.3 points below standard White: 54.2 points below standard</p>			<p>2026 California Dashboard Mathematics</p> <p>All students: 47 points below standard SED: 63 points below standard White: 43 points below standard</p>	
1.8	<p>Rate of English Learner Progress</p> <p>Source: California School Dashboard Priority 4 (e) Progress towards English proficiency</p>	<p>2023 California School Dashboard ELPI</p> <p>No Performance Color (Less than 11 students- data not displayed for privacy)</p>			<p>2026 California Dashboard ELPI</p> <p>45% of ELs will make progress towards EL proficiency (medium status)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Reclassification Rate Source: Kern Integrated Data System (KiDS) Priority 4(f) EL Reclassification Rate	2023-24 Reclassification Rate of 8.33% (1 student)			2026-27 Reclassification Rate of 16.66% (2 students)	
1.10	Extent to which pupils have access to and are enrolled in a broad course of study. Source: Master Schedule Review Priority 7(a) Broad Course of Study	Review of 2023-24 master schedules reflect 100% of students have access to and are enrolled in a broad course of study.			Review of master schedules for 2026-27 will reflect 100% of students have access to and are enrolled in a broad course of study.	
1.11	Extent to which students have access to and are enrolled in programs/services for unduplicated students. Source: Master Schedule Review Priority 7(b) Programs/Services for Unduplicated Pupils	2023-24 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.			2026-27 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities will indicate 100% of unduplicated pupils receive targeted intervention and support.	
1.12	Extent to which students have access to and are enrolled in	2023-24 A review of IEP implementation			2026-27 A review of IEP implementation will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>programs/services for students with exceptional needs.</p> <p>Source: IEP Implementation Review Priority 7(c) Programs/Services for students with exceptional needs.</p>	<p>indicates 100% of students with disabilities receive access to programs and are provided required services.</p>			<p>indicate 100% of students with disabilities receive access to programs and are provided required services.</p>	
1.13	<p>Student Performance on iReady ELA Fall K-3</p> <p>Source: Kern Integrated Data System (KiDS) Priority 8: Other Student Outcomes</p>	<p>2023-24</p> <p>All students (126 students): Mid or above grade level: 5.6% Early on grade level: 15.1% 1 grade level below: 50.8% 2 grade levels below: 24.6% 3 or more grade levels below: 4%</p> <p>SED (125 students) Mid or above grade level: 5% Early on grade level: 10% 1 grade level below: 53% 2 grade levels below: 27% 3 or more grade levels below: 5%</p>			<p>2026-27</p> <p>All students: Mid or above grade level 12% Early on grade level 17 1 grade level below 28 2 grade levels below 13 3 or more grade levels below 20</p> <p>SED: Mid or above grade level 10 Early on grade level 12 1 grade level below 28 2 grade levels below 14 3 or more grade levels below 24</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	<p>Student Performance on iReady Math Fall K-3</p> <p>Source: Kern Integrated Data System (KiDS) Priority 8: Other Student Outcomes</p>	<p>2023-24</p> <p>All students: Mid or above grade level: 1.6% Early on grade level: 6.4% 1 grade level below: 68% 2 grade levels below: 20% 3 or more grade levels below: 4%</p> <p>SED: Mid or above grade level: 2% Early on grade level: 5% 1 grade level below: 64% 2 grade levels below: 25% 3 or more grade levels below: 4%</p>			<p>2026-27</p> <p>All students: Mid or above grade level Early on grade level 1 grade level below 2 grade levels below 3 or more grade levels below</p> <p>SED: Mid or above grade level Early on grade level 1 grade level below 2 grade levels below 3 or more grade levels below</p>	
1.15	<p>Number of teachers receiving CAASPP coaching support.</p> <p>Source: Coaching logs Priority: 2(a) implementation of state board adopted content</p>	<p>2023-24 Coaching Support provided to two teachers</p>			<p>2026-27 All teachers with low CAASSP results over two year period will be provided coaching.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and performance standards					
1.16	Percent of students meeting or exceeding standards in Science. Source: CAASPP/ELPAC Results Page Priority 4 (a) Student performance on statewide tests	2023-24 All students (5th & 8th grades): 33.3% SED students (5th and 8th grades) 30.23%			2026-27 All students (5th & 8th grades): 40% SED students (5th and 8th grades) 36%	
1.17	Percent of students Meeting Level 3 in ELA on the California Alternate Assessment Percent of students Meeting Level 3 in Math on the California Alternate Assessment Source: CAASPP/ELPAC Results Page Priority 4 (a) Student performance on statewide tests	2023-24 ELA: Suppressed data due to # of students tested Math: Suppressed data due to # of students tested			2026-27 ELA: 20% Math: 20%	
1.18	Student Performance on IXL ELA Fall 4-8 Grades Source: Kern Integrated Data System Priority 8 Other Student Outcomes	2023-24 All Students Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0%			2026-27 All Students Above Grade Level: 20% On Grade Level: 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SED Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0%</p> <p>New metric to be implemented 2024-25 school year</p>			<p>Below Grade Level: 27% Far Below Grade Level: 20%</p> <p>SED Above Grade Level: 18% On Grade Level: 30% Below Grade Level: 30% Far Below Grade Level: 22%</p>	
1.19	<p>Student Performance on IXL Math Fall 4-8 Grades</p> <p>Source: Kern Integrated Data System Priority 8 Other Student Outcomes</p>	<p>2023-24</p> <p>All Students Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0%</p> <p>SED Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0%</p> <p>New metric to be implemented 2024-25 school year</p>			<p>2026-27</p> <p>All Students Above Grade Level: 18% On Grade Level: 24% Below Grade Level: 30% Far Below Grade Level: 28%</p> <p>SED Above Grade Level: 18% On Grade Level: 24% Below Grade Level: 30% Far Below Grade Level: 28%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development & Materials	Professional development will be provided for reading Intervention program, classroom management, and an additional 2 days will be provided for PD on the district's newly adopted ELA curriculum. Consultant and materials will be funded.	\$27,500.00	Yes
1.2	Library Media Technology Staff	A library support paraprofessional will maintain school libraries, including the library management system and will provide small group grade level support in reading.	\$37,250.00	Yes
1.3	Technology Administrator & Support	A technology administrator will maintain all hardware and software for student and staff use, including internet and multi media platforms. This will	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure all technology is in good working order for effective teaching and learning.		
1.4	Technology Supplies	Regular maintenance or replacement of hardware used for instructional purposes including student chromebooks, headphones, and other tech supplies.	\$60,000.00	Yes
1.5	Saturday School Staffing & Materials	Two teachers, one administrator and one cafeteria staff will be provided to operate Saturday School to make-up attendance and/or support students needing additional academic support. Materials will also be provided.	\$18,000.00	Yes
1.6	Summer school staffing and materials	Five teachers, one administrator, and three paraprofessionals will be provided to operate Summer School to make-up attendance and/or support students needing additional academic support. One bus driver will be provided to support students needing transportation to and from summer school. Materials will also be provided.	\$25,000.00	Yes
1.7	Supplemental Curriculum materials and software	The following supplemental curriculum and instructional software licenses will be provided for use by all students: IXL, Learning A-Z, Accelerated Reading, i-Ready, Classtime Inc. Math and Reading, Success for All (K-1st reading), Generation Genius (science)	\$45,000.00	Yes
1.8	Support Staff	Six Paraprofessionals will be provided to work with students struggling to meet the state standards in Reading and Math. They will provide intensive instruction in small group settings or one-on-one when needed.	\$130,000.00	Yes
1.9	Teacher on Special Assignment	A stipend for a teacher on special assignment will be provided. The TOSA will act as state testing coordinator, ensuring all teachers are supported with this annual event. The TOSA will also lead the development of the Single Plan for Student Achievement in collaboration with the School Site Council; will provide curriculum support to all teachers, and will lead the	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district's PLCs. TOSA will also facilitate data collection for school and district plans.		
1.10	Coaching and Support for Teachers	Instructional Academic coaches will observe classrooms to ensure that CCSS is fully implemented. Instructional coaches will also implement instructional rounds for Certificated staff, teacher collaboration and professional development. Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Coaching for math and ELA intervention to support our unduplicated count with strategies for our new and uncertificated teachers. The District will contract with KCSOS as an outside vendor to meet with staff on a monthly support basis. (K-3 and Science)	\$45,000.00	Yes
1.11	Camp Keep Transportation	Transportation to and from Camp Keep: bus driver and fuel will be funded through this action.	\$5,000.00	Yes
1.12	Science consumables	Science hands-on kits will be provided for grades K-8 as a supplement to the district's core science curriculum.	\$10,000.00	Yes
1.13	Additional Kindergarden Teacher	An additional Kindergarden Teacher will be provided to reduce class size to 17:1.	\$80,000.00	Yes
1.14	Staff for Scoring of Assessment	Stipends will be paid for staff to score CAASPP interim assessments. District TOSA will facilitate this process as well as support teachers in accurate scoring and next steps for providing student feedback and follow-up instruction.	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Intervention Teacher	Two teachers, one for each campus, will be provided to support SED students struggling to meet the state standards in Reading/ ELA and/or experiencing behavioral challenges.	\$305,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Engagement and School Connectedness through meaningful partnerships with families and community members.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

School attendance and chronic absenteeism has been a determining factor in student academic performance. While the COVID-19 Pandemic is over, the absences for illness are still evident, which has caused additional learning loss for our unduplicated students (Low-income, foster youth, and English Language Learners.) who have either one missed online or in-person instruction due to illness or other family concerns during this time. The District will continue to encourage more parent participation in District Advisory, School Site Council and Parent Teacher Club. Parents of unduplicated students are underrepresented in these parent meetings. The long term goal is our District's ultimate responsibility for all our students to be engaged and connected. The metrics and actions chosen will provide opportunities to build positive relationships, develop an understanding of the unique needs of student groups and develop an approach that embraces a relevant perspective for all students. Ongoing data collections will provide opportunities to adjust and refine the actions as needed or to serve the intended student groups.

This goal was developed due to a high percentage of students claiming they had thoughts of suicide taken from the Healthy Kids Survey 2023-2024. 57 percent of our group study stated they are chronically sad or have feelings of hopelessness and 21 percent state they have contemplated suicide. During the 2022-2023 school year, we had 3.10% of students suspended, and for this current year, 2023-2024, we are at 3.7%. To enhance student engagement and foster a positive school environment, we are implementing the PBIS Rewards program. This initiative will enable us to pinpoint specific student issues and facilitate team-based data review sessions to gain insights into underlying challenges. By leveraging this program, we aim to identify student needs and tailor interventions accordingly. Additionally, PBIS Rewards incorporates a social-emotional screening tool to further support our efforts in identifying and addressing student needs and interventions. In tandem with the program implementation, we are committed to providing continuous staff training on the Sown To Grow, explicitly utilizing the Second Step approach. This will empower our educators with the necessary tools and techniques to effectively nurture students' social-emotional development. To gauge the efficacy of our efforts, we will utilize accompanying metrics to measure progress towards our objectives. Any discrepancies between actual outcomes and predefined metrics will prompt us to refine and adjust our strategies in the annual review, ensuring continual progress toward our overarching goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Community meetings held per year. Number of parents in attendance.</p> <p>Source: Sign in sheets Priority 3A Parent involvement and Family Engagement</p>	<p>2023-24 0 Community meetings held 0 Parents in attendance</p>			<p>2026-27 Two community meetings will be held At least 45 parents will be in attendance at each meeting</p>	
2.2	<p>Parent Conference Attendance Spring and Fall</p> <p>Source: Sign-in sheets Priority 3B Parent Involvement and Family Engagement</p>	<p>2023-24 45% of unduplicated student parents attended Parent Conference spring and fall</p>			<p>2026-27 75% of unduplicated student parents will attend parent conferences spring and fall.</p>	
2.3	<p>Percent of Parents of Students with Exceptional Needs attending IEPs</p> <p>Source: IEP Attendance Priority 3C Parent Involvement and Family Engagement</p>	<p>2023-24 98%</p>			<p>2026-27 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Rate Source: CalPads P2 Report Priority 5A: School Attendance	2023-24 Attendance rate was 94.3%			2026/2027 Attendance Rate will be 97%	
2.5	Chronic absenteeism rate Source: CA School Dashboard Priority 5B Student Engagement	2023/2024 Chronic Absenteeism is 34.5% for "all students" SED-39.3% White-35.4% SWD-37.3%			2026/2027 Chronic Absenteeism will be 9% for "all students" SED-20% White- 20% SWD- 20%	
2.6	Suspension Rate Source: California School Dashboard Priority 6A School Climate	2023/2024 Suspension Rate was 3.3% for "all students" SED-4.1% White-4% SWD-6.1%			2026/27 Suspension Rate will be 2% for "all students" SED- 2% White- 2% SWD- 3%	
2.7	Expulsion Rate Source: Calpads Data Report Priority 6B School Climate	2023/2024 Expulsion Rate is 0%.			2026/2027 Expulsion Rate will be 0%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Healthy Kids Survey Results Source: California Healthy Kids Survey Priority 6C School Climate	2023-24 Parents feel that the school is safe for students 85% Students feel safe at school 90% Staff feels the school is safe 85%.			2026-27 Parents feel that the school is safe for students 90%. Students feel safe at school 90%. Staff feel the school is safe 90%.	
2.9	California Healthy Kids Survey Results Source: California Healthy Kids Survey Priority 6C School Climate	2023-24 Parents concerns taking seriously 85%. Parents treated with respect. 90% Parents attend school meetings. 93%			2026-27 Parent concerns taken seriously. 90% Parents treated with respect. 90% Parents attend school meetings. 95%	
2.10	Middle School Drop out Rate Source: Kern Integrated Data System (KiDS) Priority 5C Student Engagement	2023-24 Middle School Drop out Rate is 0%			2026-27 Middle School Drop out Rate will remain 0%	
2.11	Positive student SEL screenings Source:SEL Screening tool Priority 6C Other Local Measures	2024/2025 First year 0 (implementation year)			Positive screenings will reach 70% in 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Number of Alternative to Suspension Room referrals Source: Referrals Priority 6A School Climate	2024/2025 First Year 0 (implementation year)			No more than 10 alternative to suspension room referrals will be conducted a year 2026-27	
2.13	Number of staff attending Crisis Prevention Training Source: Registration at Crisis Prevention Institute (CPI) Priority 6A School Climate	2024/2025 3 staff members Staff attend CPI training			45 staff members attend CPI training in 2026-27	
2.14	Number of families engaging with social worker Source: Local data Priority 5B Student Engagement	Social Worker engages with 10 families 2024/2025			Social Worker engages with 100 families in 2026/2027	
2.15	Number of families/students engaging with school interventionist. Source: Local data Priority 6A School Climate	School Interventionist engages with 10 families/students.			School Interventionist engages with 100 families in 2026/27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Percent of students trained in Second Step Source: SEL Curriculum Second Step completion Priority 6A School Climate	15% of students will be trained in second step in 2023/2024.			100% of all students will be trained in second step by 2026/2027.	
2.17	Number of students receiving counseling from School Psychologist. Source: Psychologist assessments and counseling logs Priority 6A School Climate	50 students will receive counseling from School Psychologist in 2023/2024.			150 students receive counseling from School Psychologist (Groups and individuals) 2026/2027	

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	Community Meetings - Parent Engagement	Two parent engagement community meetings will be held to build community relationships. Parent training, conferences and family nights will be held to encourage parent engagement in student's education. To encourage attendance at these events, the district will provide refreshments. The district will also supply any necessary supplies and child care. The district TOSA, in collaboration with district staff, will ensure action is implemented as planned.	\$10,000.00	Yes
2.2	Parent Conference Attendance Fall and Spring	Parent Conferences will be held twice per year. Refreshments, child care, and parent outreach will be provided.	\$500.00	Yes
2.3	Parent, Staff, Student Surveys	Healthy Kids Survey will be administered to student, staffs, and parents annually to measure perceptions of safety, school connectedness, and overall satisfaction with the educational services being provided.	\$1,200.00	Yes
2.4	SEL Screening Tool: Sown to Grow	SEL Screening Tool: Sown to Grow will be implemented to regularly gauge students' SEL needs.	\$13,000.00	Yes
2.5	School Nurse	A school nurse will be provided to help with immunizations, referrals to outside agencies, quick checks for student health complaints and home visits, when necessary, to help facilitate better health and improved attendance. The school nurse will also make referrals to mental health providers and any necessary health services to SED students, whose parents cannot afford such services or obtain referrals in a timely manner.	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	School Social Worker	A school social worker will be maintained as part of the district's triage team and will identify barriers experienced by families in order to connect them with the appropriate resources and supports.	\$60,000.00	Yes
2.7	School Interventionist	The school interventionist will be maintained as part of the district's triage team and will perform home visits to families of students experiencing of chronic absenteeism or behavioral issues with the goal of connecting families with necessary resources and supports.	\$110,000.00	Yes
2.8	Second Step Curriculum	Second Step Curriculum will be implemented in grades 4-8 to support Social Emotional Learning.	\$4,000.00	Yes
2.9	School Psychologist	A school psychologist will provide intervention and social emotional learning to students who are experiencing trauma or behavior issues. The district School Psychologist will oversee the Curriculum for Social Emotional learning and Second Step	\$150,000.00	Yes
2.10	PBIS	Stipends will be provided for two staff members to lead the implementation of PBIS at each school site; Student stores will be funded for 18 teachers as part of PBIS Reward system; Funds will also be used for site reward incentives and to display school expectations/ mantras in a way that makes each school more appealing and improves the all-around school culture.	\$15,000.00	Yes
2.11	SEL Curriculum for PBIS	The district will implement Social Emotional Curriculum (Why Try), and will provide training for staff to assist students in this area. Using a trauma informed approach, teaching staff will provide daily/weekly lessons on topics such as decision making, positive self-esteem, problem solving, and self-efficacy.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Transportation cost for Home Visit	Maintenance of a district vehicle, including insurance and gas, will be maintained. District staff will perform home visits to connect with families and identify the need for resources/ supports.	\$4,000.00	Yes
2.13	Parent Communication System	Maintain software and associated expenses to increase communication with parent portal web page, calendar social media, and Blackboard.	\$9,625.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$962113	\$103566

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
27.994%	4.426%	\$150,514.24	32.420%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development & Materials</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p>	<p>Professional development that will be provided to all staff will ensure Reading/ELA programs are effectively implemented, therefore supporting improved student outcomes. Providing PD on classroom management will ensure classroom time is spent on instruction rather than managing unwanted student behaviors.</p> <p>The program will be provided on an LEA-wide basis since the district has identified other</p>	<p>Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action.</p> <p>iReady ELA K-3 IXL ELA -4-8th</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our educational partners have identified a need for a reading intervention program to support students who are struggling to meet the state's ELA standards.</p> <p>Scope: LEA-wide</p>	<p>students that are not SED who are struggling to meet the state's ELA standards.</p>	
<p>1.2</p>	<p>Action: Library Media Technology Staff</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>Our educational partners have identified that our SED students often lack access to texts outside of school, negatively impacting their literacy skills.</p> <p>Scope: LEA-wide</p>	<p>By providing an appropriately staffed library, the district will increase SED students' access to texts providing students more opportunities to practice their reading skills outside of the regular school day.</p> <p>Since the library is open to all students on campus, regardless of student group to which they belong, this action will be provided on an LEA-wide basis.</p>	<p>Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady ELA K-3 IXL ELA 4-8th</p>
<p>1.3</p>	<p>Action: Technology Administrator & Support</p>	<p>By providing technology support for the use of digital ELA/Math curriculum, SED students' access to technology will be improved. Providing them</p>	<p>Outcomes for SED students in CAASPP ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need to provide technology support for the use of digital ELA/Math curriculum in order to increase access to technology for SED students who may not otherwise have access and for SED students with varying learning needs to have access to content instruction in various formats.</p> <p>Scope: LEA-wide</p>	<p>experiences using technology in their content courses will increase access for students with different learning needs and will give students experiences using the technology used for the CAASPP assessment. Since classrooms include a variety of student groups, besides SED students, this action will be provided to all students to ensure equitable access to technology for all.</p>	
1.4	<p>Action: Technology Supplies</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an</p>	<p>By providing technology support for the use of digital ELA/Math curriculum, SED students' access to technology will be improved. Providing them experiences using technology in their content courses will increase access for students with different learning needs and will give students</p>	<p>Outcomes for SED students in CAASPP ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need to provide technology support for the use of digital ELA/Math curriculum in order to increase access to technology for SED students who may not otherwise have access and for SED students with varying learning needs to have access to content instruction in various formats.</p> <p>Scope: LEA-wide</p>	<p>experiences using the technology used for the CAASPP assessment. Since classrooms include a variety of student groups, besides SED students, this action will be provided to all students to ensure equitable access to technology for all.</p>	
<p>1.5</p>	<p>Action: Saturday School Staffing & Materials</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student"</p>	<p>Saturday School will provide supplemental reading instructional support for SED students struggling to meet the state's ELA standards as well as Mathematics instruction in the standards students are struggling with the most.</p> <p>The program will be provided on an LEA-wide basis since the district has identified other students that are not SED who are also struggling</p>	<p>Outcomes for SED students in CAASPP ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>group whose current performance in ELA is 32.3 points below standard.</p> <p>The district’s socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the “all student” group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need for additional learning time beyond the regular school week to provide supplemental instruction in the areas students are struggling with the most in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>to meet the state's ELA and Math standards and there is additional room in classrooms.</p>	
<p>1.6</p>	<p>Action: Summer school staffing and materials</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district’s socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below</p>	<p>Saturday School will provide supplemental reading instructional support for SED students struggling to meet the state's ELA standards as well as Mathematics instruction in the standards students are struggling with the most.</p> <p>The program will be provided on an LEA-wide basis since the district has identified other students that are not SED who are also struggling to meet the state's ELA and Math standards and there is additional room in classrooms.</p>	<p>Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady ELA K-3 IXL ELA -4-8th</p> <p>Outcomes for SED students in CAASPP ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard on the 2023 California Dashboard, compared to the “all student” group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need for additional learning time beyond the regular school week to provide supplemental instruction in the areas students are struggling with the most in ELA and Math.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Supplemental Curriculum materials and software</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the “all student” group whose performance in Math is 59.2 points below standard</p>	<p>Our supplemental curriculum materials will be provided as a supplement to our core ELA and Math curriculum to allow for extra practice on standards students are struggling with. Instructional software will be provided to allow for personalized instruction for each student in the standards he or she is struggling with. This action will be provided on an LEA-wide basis since classrooms are comprised of a mix of student groups and the district has identified other students who are not SED that are also struggling to meet the state's ELA and Math standards.</p>	Outcomes for SED students in CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our educational partners have identified a need for additional curriculum to supplement the core for students to be provided with extra practice on academic standards they are struggling with.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Support Staff</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need for additional instructional support in small group or one-on-one settings for students who are struggling the most to meet the state's academic standards.</p>	<p>Providing this personalized support will allow for support staff to check for student understanding more frequently and to provide more timely feedback and support to students struggling to meet the academic standards. This action will be provided on an LEA-wide basis since the district has identified other students who are not SED that are also struggling to meet the state's ELA and Math standards.</p>	<p>Outcomes for SED students in CAASPP ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.9</p>	<p>Action: Teacher on Special Assignment</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need for teachers to be provided professional development on the effective implementation of the district's math and ELA curriculum.</p> <p>Scope: LEA-wide</p>	<p>The Teacher on Special Assignment will provide teachers professional development on the effective implementation of the district's math and ELA curriculum to ensure teachers are equipped with instructional practices that meet the needs of SED students struggling to meet the standards. The TOSA will also monitor the implementation of the district's LCAP actions with a focus on unduplicated student groups and will work to ensure SED students who need accessibility resources for state testing are prepared to use these tools. This action will be provided on an LEA-wide basis since all students will benefit from school and district plans and well equipped teachers.</p>	<p>Outcomes for SED students in CAASPP ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.10</p>	<p>Action: Coaching and Support for Teachers</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified a need for teachers to be supported in meeting the instructional needs of SED students struggling to meet the state's academic standards.</p> <p>Scope: LEA-wide</p>	<p>Providing teachers with instructional coaching support will equip them to meet the instructional needs of SED students struggling to meet the state standards. This action will be provided on an LEA-wide basis since classroom rosters are made up of a students from various student groups, including non-unuplicated students.</p>	<p>Outcomes for SED students in CAASPP ELA and Math</p> <p>Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady K-3 IXL-4-8th</p>
<p>1.11</p>	<p>Action: Camp Keep Transportation</p> <p>Need: Only 30.23% of the district's 5th and 8th grade SED students met or exceeded standards on</p>	<p>The district will support attendance at this annual week long experience so students can participate in a hands-on experience of their natural environment in order to increase their awareness of the natural world and develop a better understanding of next generation science</p>	<p>Outcomes for SED students (5th and 8th grade) on the CA Science Test</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the CAST, compared to 33.3% of the "all student" group.</p> <p>Our educational partners have identified the need for all students to continue participating in the Kern Environmental Educational Program, an experience they may not otherwise have outside of the school setting.</p> <p>Scope: LEA-wide</p>	<p>standards. Since students who attend CAMP Keep include students who are not SED, this action will be provided on an LEA-wide basis.</p>	
<p>1.12</p>	<p>Action: Science consumables</p> <p>Need: Only 30.23% of the district's 5th and 8th grade SED students met or exceeded standards on the CAST, compared to 33.3% of the "all student" group.</p> <p>Our educational partners have identified that students are able to better develop their understanding of science concepts when science instruction includes engaging hands-on experiences.</p> <p>Scope: LEA-wide</p>	<p>By providing science kits for hands-on experiences, students struggling to meet the state's science standards, will be better able to develop an understanding of science concepts. Since classrooms include students who may not be in the SED student group, this action will be provided on an LEA-wide basis.</p>	<p>Outcomes on the CA Science Test for SED students in grades 5th and 8th.</p>
<p>1.13</p>	<p>Action: Additional Kindergarden Teacher</p>	<p>By providing smaller class sizes in Kindergarden, SED students who may not have attended Pre-</p>	<p>Outcomes for SED students in the following</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified that historically, SED students tend to have less opportunity for early learning experiences such as Preschool and these students enter school with less foundational knowledge than their non-SED peers.</p> <p>Scope: LEA-wide</p>	<p>school can be provided with small group instruction to meet their early learning needs. Because the district does not segregate SED students, there may be students in Kindergarten classrooms that are not SED, therefore this action will be provided on a School-wide basis.</p>	<p>local assessments will be used to monitor effectiveness of this action. iReady K-3</p>
1.14	<p>Action: Staff for Scoring of Assessment</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below</p>	<p>By providing students multiple opportunities to practice ELA performance tasks, they will be guided by teacher feedback and will be better prepared to demonstrate their knowledge and skills on the CAASPP ELA Performance tasks. This action will be provided on an LEA-wide basis since classroom rosters are made up of a students</p>	<p>Outcomes for SED students in CAASPP ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p> <p>The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified the need for SED students to be exposed to writing performance tasks to develop confidence in demonstrating their knowledge and skills related to the state's ELA performance standards.</p> <p>Scope: LEA-wide</p>	<p>from various student groups, including non-unuplicated students.</p>	
<p>1.15</p>	<p>Action: Intervention Teacher</p> <p>Need: The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.</p>	<p>Intervention teachers will provide supplemental skills-based instruction to students struggling to meet the state standards in small group settings. This intervention support will be provided on an LEA-wide basis since the district has identified other students who are not SED also struggling to meet the state's ELA standards.</p>	<p>Outcomes for SED students in CAASPP ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The district’s socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the “all student” group whose performance in Math is 59.2 points below standard</p> <p>Our educational partners have identified the need for students to receive small group instruction in skills in which they are struggling to master in addition to their regular classroom instruction.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Community Meetings - Parent Engagement</p> <p>Need: The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Our educational partners have identified a need for more engagement with parents and guardians in order to develop trusting community relationships that lead to regular school attendance.</p>	<p>By providing community meetings, the district will be able to build trusting community relationships and communicate the importance of regular school attendance. Additionally, when families develop trust with the district, we also believe they will be more open to being connected to necessary supports for ensuring their children's success in school.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.</p>	SED student outcomes will be monitored for Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Parent Conference Attendance Fall and Spring</p> <p>Need: The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Our educational partners have identified a need to keep parents informed of their child's educational progress and how they can best support their children at home.</p> <p>Scope: LEA-wide</p>	<p>By providing regular parent conferences, teachers will be able to communicate to parents how they can best support their children at home as well as communicate the importance of regular school attendance. Parent conferences will also provide an opportunity for teachers to build trusting relationships with families of SED students so they are more open to being connected to necessary supports for ensuring their children's success in school.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.</p>	<p>SED student outcomes will be monitored for Chronic Absenteeism</p>
<p>2.3</p>	<p>Action: Parent, Staff, Student Surveys</p> <p>Need: The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p>	<p>By measuring parents and students' sense of safety and school connectedness, the district can take the necessary steps to improve perceptions of safety and school connectedness, when necessary. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.</p>	<p>SED student outcomes will be monitored for Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our educational partners have identified the need to to ensure parents and students, especially SED students and their families, feel their school is a safe, supportive environment.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: SEL Screening Tool: Sown to Grow</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p> <p>The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Educational partners have identified a need to support students' social emotional well being and to provide the necessary support systems for students struggling with behavior or attendance issues.</p>	<p>By regularly using the Sown to Grow student survey to gauge students' SEL needs, district support staff will be able to provide early SEL and mental health interventions to students demonstrating a need for such supports. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.</p>	<p>SED Student outcomes in suspension and Chronic absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: School Nurse</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Our educational partners have identified a need to provide timely health services to SED students who may not have regular access to healthcare.</p> <p>Scope: LEA-wide</p>	<p>By providing regular basic healthcare services to students in need, students will be less likely to miss school due to illness. Additionally, ensuring students receive mental health services when needed will help them to be better prepared to learn. Because the district has identified students who are not unduplicated in need of dependable health services, this action will be provided on an LEA-wide basis.</p>	<p>SED student outcomes for Chronic Absenteeism.</p>
<p>2.6</p>	<p>Action: School Social Worker</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p>	<p>By providing a school social worker, the district will be able to connect with families to identify any barriers they are experiencing and connect them to the necessary resources and supports to best support their child's education.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and has a Red performance level for suspension rates</p>	<p>SED Student outcomes in chronic absenteeism and suspension.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Educational partners have identified a need to help our SED families with any barriers they are experiencing that may prevent them from supporting their child's well being and educational goals.</p> <p>Scope: LEA-wide</p>	<p>for White, SED, and Students with Disabilities student groups.</p>	
<p>2.7</p>	<p>Action: School Interventionist</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p> <p>The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p>	<p>By providing a school interventionist, the district will be able to connect with families to identify any barriers they are experiencing in order to connect them with the necessary resources and supports.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.</p>	<p>SED Student outcomes in chronic absenteeism and suspension.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partners have identified a need to help families of SED students overcome any barriers preventing them from fully supporting their child's educational goals.</p> <p>Scope: LEA-wide</p>		
<p>2.8</p>	<p>Action: Second Step Curriculum</p> <p>Need: The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%</p> <p>Our educational partners have identified the need to promote responsible decision making and relationship building skills to support students experiencing behavioral issues.</p> <p>Scope: LEA-wide</p>	<p>By implementing Second Step Curriculum, students in grades 4-8 will be supported in developing relationship building skills and responsible decision making therefore improving student behaviors.</p>	<p>SED student suspension outcomes will be monitored to evaluate effectiveness</p>
<p>2.9</p>	<p>Action: School Psychologist</p> <p>Need:</p>	<p>A school psychologist will provide intervention and social emotional support to students who are experiencing trauma or behavioral issues. The district School Psychologist will oversee</p>	<p>SED Student outcomes in chronic absenteeism and suspension.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p> <p>The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Educational partners have identified a need to support the social emotional and mental health of SED students who tend to experience more trauma than their non-SED peers.</p> <p>Scope: LEA-wide</p>	<p>implementation of Curriculum for Social Emotional learning and Second Step.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.</p>	
2.10	<p>Action: PBIS</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p> <p>The district’s socioeconomically disadvantaged student group has a chronic</p>	<p>By implementing PBIS, the district will take a positive approach to student discipline. The PBIS reward system will be used to acknowledge positive behaviors and school signage will be used to redirect unwanted behaviors using the school's expectations/ mantras.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group</p>	SED student outcomes in chronic absenteeism and suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Educational partners have identified a need to improve the overall school culture by reinforcing positive student behavior instead of focusing on negative student behavior.</p> <p>Scope: LEA-wide</p>	<p>and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.</p>	
<p>2.11</p>	<p>Action: SEL Curriculum for PBIS</p> <p>Need: The district’s socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%</p> <p>The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%.</p> <p>Educational partners have identified a need to support students in the development of positive self-esteem and self-efficacy skills, especially our SED students, who tend to</p>	<p>By incorporating the Why Try Curriculum, students will be supported in developing life long SEL skills such as positive self-esteem, problem solving, and self-efficacy.</p> <p>This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.</p>	<p>SED student outcomes in Chronic Absenteeism and Suspension</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>experience more trauma than their non-SED peers.</p> <p>Scope: LEA-wide</p>		
2.12	<p>Action: Transportation cost for Home Visit</p> <p>Need: The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to support our SED families and to connect them with necessary resources and supports.</p> <p>Scope: LEA-wide</p>	<p>By maintaining a vehicle for home visits, district staff will be able to connect with families who may not be able to reach out to the school for necessary resources/supports. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups.</p>	<p>SED student outcomes in Chronic Absenteeism</p>
2.13	<p>Action: Parent Communication System</p> <p>Need: The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to regularly communicate the</p>	<p>The district's comprehensive communication system will allow it to regularly communicate the importance of regular school attendance and any opportunities for family engagement events. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups.</p>	<p>SED student outcomes in Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>importance of regular school attendance with families and to maintain families informed of school events and school engagement opportunities.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

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.

N/A

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.

<p>Additional concentration funding will be used on the following staff who provide direct services to students at schools that have a high concentration of unduplicated students. Six paraprofessionals who provide small group intervention support to students struggling to meet the state standards in ELA and Math. (Action 1.8)</p>

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

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	3436834	962113	27.994%	4.426%	32.420%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,115,720.00	\$255,855.00	\$0.00	\$0.00	\$1,371,575.00	\$1,131,950.00	\$239,625.00

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	Professional Development & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$27,500.00	\$27,500.00				\$27,500.00	
1	1.2	Library Media Technology Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$37,250.00	\$0.00	\$37,250.00				\$37,250.00	
1	1.3	Technology Administrator & Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
1	1.4	Technology Supplies	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
1	1.5	Saturday School Staffing & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$17,000.00	\$1,000.00	\$18,000.00				\$18,000.00	
1	1.6	Summer school staffing and materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$23,000.00	\$2,000.00	\$25,000.00				\$25,000.00	
1	1.7	Supplemental Curriculum materials and software	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.8	Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
1	1.9	Teacher on Special Assignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
1	1.10	Coaching and Support for Teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.11	Camp Keep Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,500.00	\$2,500.00	\$5,000.00				\$5,000.00	
1	1.12	Science consumables	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.13	Additional Kindergarden Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Staff for Scoring of Assessment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
1	1.15	Intervention Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$305,000.00	\$0.00	\$250,000.00	\$55,000.00			\$305,000.00	
2	2.1	Community Meetings - Parent Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.2	Parent Conference Attendance Fall and Spring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.3	Parent, Staff, Student Surveys	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,200.00	\$0.00	\$1,200.00				\$1,200.00	
2	2.4	SEL Screening Tool: Sown to Grow	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$13,000.00	\$2,000.00	\$11,000.00			\$13,000.00	
2	2.5	School Nurse	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$85,000.00	\$0.00	\$26,145.00	\$58,855.00			\$85,000.00	
2	2.6	School Social Worker	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$60,000.00	\$0.00	\$14,000.00	\$46,000.00			\$60,000.00	
2	2.7	School Interventionist	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$110,000.00	\$0.00	\$60,000.00	\$50,000.00			\$110,000.00	
2	2.8	Second Step Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
2	2.9	School Psychologist	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$115,000.00	\$35,000.00			\$150,000.00	
2	2.10	PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$8,000.00	\$7,000.00	\$15,000.00				\$15,000.00	
2	2.11	SEL Curriculum for PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.12	Transportation cost for Home Visit	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
2	2.13	Parent Communication System	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$9,625.00	\$9,625.00				\$9,625.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3436834	962113	27.994%	4.426%	32.420%	\$1,115,720.00	0.000%	32.464 %	Total:	\$1,115,720.00
								LEA-wide Total:	\$1,115,720.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development & Materials	Yes	LEA-wide	Low Income	All Schools	\$27,500.00	
1	1.2	Library Media Technology Staff	Yes	LEA-wide	Low Income	All Schools	\$37,250.00	
1	1.3	Technology Administrator & Support	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	
1	1.4	Technology Supplies	Yes	LEA-wide	Low Income	All Schools	\$60,000.00	
1	1.5	Saturday School Staffing & Materials	Yes	LEA-wide	Low Income	All Schools	\$18,000.00	
1	1.6	Summer school staffing and materials	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	
1	1.7	Supplemental Curriculum materials and software	Yes	LEA-wide	Low Income	All Schools	\$45,000.00	
1	1.8	Support Staff	Yes	LEA-wide	Low Income	All Schools	\$130,000.00	
1	1.9	Teacher on Special Assignment	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	

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	1.10	Coaching and Support for Teachers	Yes	LEA-wide	Low Income	All Schools	\$45,000.00	
1	1.11	Camp Keep Transportation	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	
1	1.12	Science consumables	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
1	1.13	Additional Kindergarden Teacher	Yes	LEA-wide	Low Income	All Schools	\$80,000.00	
1	1.14	Staff for Scoring of Assessment	Yes	LEA-wide	Low Income	All Schools	\$4,000.00	
1	1.15	Intervention Teacher	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	
2	2.1	Community Meetings - Parent Engagement	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.2	Parent Conference Attendance Fall and Spring	Yes	LEA-wide	Low Income	All Schools	\$500.00	
2	2.3	Parent, Staff, Student Surveys	Yes	LEA-wide	Low Income	All Schools	\$1,200.00	
2	2.4	SEL Screening Tool: Sown to Grow	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
2	2.5	School Nurse	Yes	LEA-wide	Low Income	All Schools	\$26,145.00	
2	2.6	School Social Worker	Yes	LEA-wide	Low Income	All Schools	\$14,000.00	
2	2.7	School Interventionist	Yes	LEA-wide	Low Income	All Schools	\$60,000.00	
2	2.8	Second Step Curriculum	Yes	LEA-wide	Low Income	All Schools	\$4,000.00	
2	2.9	School Psychologist	Yes	LEA-wide	Low Income	All Schools	\$115,000.00	
2	2.10	PBIS	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	
2	2.11	SEL Curriculum for PBIS	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
2	2.12	Transportation cost for Home Visit	Yes	LEA-wide	Low Income	All Schools	\$4,000.00	
2	2.13	Parent Communication System	Yes	LEA-wide	Low Income	All Schools	\$9,625.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,342,458.00	\$1,121,077.27

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	Reading Intervention Program Professional Development & Materials	Yes	\$21,875.00	20559.55
1	1.2	iReady Math Computer Based Program	Yes	\$15,000.00	12010.35
1	1.3	Staff for Scoring of Assessment	Yes	\$4,000.00	1457.90
1	1.4	Retain Library Media Technology Staff	Yes	\$37,420.00	36276.46
1	1.5	Retain Technology Administrator & Support Staff	Yes	\$135,250.00	71596.51
1	1.6	Technology Supplies	Yes	\$62,500.00	57010.90
1	1.7	Additional Science Consumables	Yes	\$7,500.00	1138.10
1	1.8	Retain Intervention Teachers	Yes	\$220,000.00	344529.93
1	1.9	Retain Intervention Paraprofessionals	Yes	\$100,000.00	89492.27
1	1.10	Retain Academic Coach & Coordinator	Yes	\$69,538.00	29918.58
1	1.11	Saturday School Staffing	No	\$11,000.00	18794.84

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	Summer School Staffing	No	\$9,000.00	10237.77
1	1.13	Teacher Support	No	\$17,000.00	0
1	1.14	PBIS	No	\$6,000.00	2604.81
1	1.15	Technological curriculum and PD	No	\$38,000.00	9857.67
1	1.16	Supplemental Classroom materials	No	\$17,000.00	6611.93
1	1.17	Additional curriculum	No	\$28,000.00	5432.89
1	1.18	Support Staff	No	\$130,000.00	72914.65
2	2.1	Purchase Curriculum for Social Emotional Learning	Yes	\$5,000.00	0
2	2.2	Retain School Nurse	Yes	\$59,750.00	56075.87
2	2.3	Retain School Psychologist and VP	Yes	\$252,000.00	206781.61
2	2.4	Parent Engagement, Conferences & Meetings Supplies	Yes	\$3,000.00	923.73
2	2.5	Parent Communications System	Yes	\$9,625.00	8582.27
2	2.6	Transportation cost for Home visits	Yes	\$15,000.00	9935.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Safety	No	\$4,000.00	1257.47
2	2.8	Social-Emotional/ Mental/Physical Health support	No	\$30,000.00	16085
2	2.9	Principal support	No	\$35,000.00	30990.62

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)
847212	\$1,017,458.00	\$946,289.62	\$71,168.38	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	Reading Intervention Program Professional Development & Materials	Yes	\$21,875.00	20559.55		
1	1.2	iReady Math Computer Based Program	Yes	\$15,000.00	12010.35		
1	1.3	Staff for Scoring of Assessment	Yes	\$4,000.00	1457.90		
1	1.4	Retain Library Media Technology Staff	Yes	\$37,420.00	36276.46		
1	1.5	Retain Technology Administrator & Support Staff	Yes	\$135,250.00	71596.51		
1	1.6	Technology Supplies	Yes	\$62,500.00	57010.90		
1	1.7	Additional Science Consumables	Yes	\$7,500.00	1138.10		
1	1.8	Retain Intervention Teachers	Yes	\$220,000.00	344529.93		
1	1.9	Retain Intervention Paraprofessionals	Yes	\$100,000.00	89492.27		
1	1.10	Retain Academic Coach & Coordinator	Yes	\$69,538.00	29918.58		
2	2.1	Purchase Curriculum for Social Emotional Learning	Yes	\$5,000.00	0		
2	2.2	Retain School Nurse	Yes	\$59,750.00	56075.87		
2	2.3	Retain School Psychologist and VP	Yes	\$252,000.00	206781.61		

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	2.4	Parent Engagement, Conferences & Meetings Supplies	Yes	\$3,000.00	923.73		
2	2.5	Parent Communications System	Yes	\$9,625.00	8582.27		
2	2.6	Transportation cost for Home visits	Yes	\$15,000.00	9935.59		

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)
3400434	847212	7.34	32.255%	\$946,289.62	0.000%	27.828%	\$150,514.24	4.426%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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