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
Weed Union Elementary School District	Jon Ray Superintendent	jray@weedelem.k12.ca.us (530) 938-2715

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.

Weed Elementary is a single school district, transitional kindergarten through eighth grade, within a rural mountain community. The school is used by many community businesses and non-profit agencies such as Weed Berean Church, Weed Family Resource Center, Weed Parks and Recreations, Girl Scouts, Mt. Alite and other AAU programs, and other community programs.

The student body consists of approximately 290 students and has an unduplicated count of 82% Low Income, 10% English Learner, and 1% Foster Youth students. Weed is a diverse district, with: 3% American Indian, 5% African Americans, 7% Asian, 20% Hispanic/Latino, 50% White and 15% Multi-racial students that makes up the District's student body population. The students served do not all have the same access to fee-based community clubs, teams, and lessons that other students have; so the school is dedicated to providing sports, art, science, enrichment clubs, career and culture fairs, along with other events and activities that are designed to enhance social, emotional and academic balance in students' lives. The school offers small group instruction based on students' individual academic needs in ELA by continuing the support of the extra paraprofessionals. Our district also provides after-school tutoring to help support students and their learning growth. that provide 1:1 tutoring in grades first through third and small group tutoring for fourth through eighth grade along with a broad course of study with an emphasis on college and careers. Weed Elementary School students have the same opportunity to high quality Common Core State instruction and materials; along with becoming skilled at using technology. All students have 1:1 technology.

Weed Elementary School has community partner meetings throughout the year to discuss ways the school can support success for this majority group using supplemental and concentration grant funds. Weed Elementary provides many opportunities for parent and community information and involvement by using Aeries Communication known as Parent Square, Remind App, Facebook, school website, the local paper, a weekly bulletin and a marquee out front to inform parents of information and activities. The participation in School Site Council, parent workshops, parent/student counseling, parent group, Cub Power, and many other events and activities that take place on and off campus.

Student academic and social/emotional success is a priority for all district and site personnel, which creates a cohesive focus for the base program for students. The District's budget includes the expense of high quality teachers and administrators, our Wellness Program, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources

Based on staff, parent and community input along with local and state data, the District will have the following three goals drive the LCAP and District's vision.

1. All students will receive high quality instruction that will enable at least a 5% increase with students meeting or exceeding standard district-wide according to multiple assessments that include California Assessment of Student Performance and Progress (CAASPP), Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), and other teacher generated assessments.
2. All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%.
3. Increase program availability to all students including but not limited to drama, music, science, physical education, history, etc. All students will participate in at least one after school activity. Increase family engagement in the educational process with better communication and more opportunities for our parents to participate in school activities.

Reflections: Annual Performance

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

The Weed Union Elementary School District is built upon teamwork, collaboration, and an unwavering student-centered approach. Reflecting on success starts with the work that the staff puts in by coming together to make positive changes for our students and community. The staff at this district believe in the continuous cycle of improvement and continue to face challenges with solutions as a team. Successful examples of the district's positive collaboration are seen in the 100% participation rate in the district's Coordination of Program quarterly meetings, monthly Expert Groups, which focus on a problem of practice and develop small cycles of change, the district's leadership team, which is represented with teachers, classified staff, administrators, wellness team staff, office staff, and the "Task Force" that includes parents and staff sharing ideas on how to make this district the best it can be. There are many other examples of collaboration beyond those listed which exemplify a positive staff culture that works together to progress a high-needs school population.

The 2022-2023 academic year for Weed Union Elementary School District was a challenge in itself due to multiple disruptions throughout the year. At the beginning of the 2022-2023 school year, a fire, known as, "The Mill Fire," raged through our tiny community. Students and families lost homes and possessions and many were left feeling displaced and traumatized. Once again, our school community rose to the challenge of doing our best to help our students and community. With the help of a nonprofit organization, Project Camp, we were able to transition students back to learning through healing after being closed for two weeks. Our Wellness Team spearheaded family outreach and partnered with local community organizations to help support our families in need. Teachers and staff worked hard to reassimilate students back to school and learning, while still being sensitive to students' needs and experiences. The Mill Fire wasn't our only academic interruption during this year. The District also had multiple snow days due to inclement weather and unsafe travel conditions and another two-week closure due to unsafe materials found in the construction dig site (diesel fuel). We anticipated low academic results on the 2023 California Dashboard because of the disrupted academic year. However, the staff and educational partners also knew that it was important to use the data to drive positive change, enhance learning, and plan for solutions to increase student learning for all.

The District used the California Dashboard performance data from 2023 as well as local data to discuss the district's successes and challenges. This discussion took place with many different educational partner groups including; the School Site Council, Leadership, Community of Practice Leadership Group, PLC's (Expert Groups), Weed Elementary Task Force, and The English Learner Advisory Committee. The district's partners shared discussions about the success of the suspension data. 4.8% of students were suspended at least one day in 2023, which was a 3.3% decrease from the previous year. That combined with local data from Panorama Social and Emotional

surveys indicated a positive increase in students' feeling safe and happy at school, which shows that the district is making progress towards building a positive school culture. The district's educational partners contribute this success to the development of the "Wellness Center," (Action Item: 2.3). The district plans to continue and expand the Wellness Center as well as continue our work addressing students' social and emotional needs by increasing staff development in trauma-informed practices. Although suspension data decreased overall, the LEA did have one student group with a red indicator on the California Dashboard. The student group, "Students of Two or more Races" had a red indicator on the dashboard due to an increase in suspensions with this student group in 2023. However, the student population is only 15% of the total school population so one or two students could create this increase and red indicator. The district and educational partners don't believe that this indicates an equity gap within the district of over suspending students in the two or more races group. According to local Aeries data for the 2023/2024 school year, the suspension rate for suspending students of two or more races has decreased. The district anticipates that this student group will not receive a red indicator for the 2024 school year.

The district's educational partners also discussed the success of the district's chronic absenteeism rate, which maintained a 10.4% chronically absent rate according to the 2023 dashboard. However, our local data for the 2023/2024 school year indicates an increase in chronic absenteeism with a rate of approximately 30% of students chronically absent. The district plans to address this challenge by working with staff to build a systematic process for early identification and action for students and families who are chronically absent by enhancing the SARB process (Action Item: 2.11). The district also developed a summer school program for 2024 that teachers used as an intervention for chronically absent students to make up missed learning time in the summer. The summer school extended learning program is not just for intervention but is offered as an opportunity for all of our TK through 7th grade students to extend their learning over the summer (Action Item: 3.12) . The hope is to reduce summer learning regression, but also provide our students with positive opportunities throughout the summer and other intersession time throughout the 2024/2025 school year. The district had one-third of its students enroll in the summer school extended learning program showing a positive response from the school community.

The extended summer learning program is also one action planned to address the district's academic challenges. According to the dashboard, the district received an "orange indicator" in math with student averages 91.6 points below standard and a decrease of 19.1 points from the previous year. Approximately 15% of students in 3rd through 8th grade met or exceeded standard in Math on the 2023 CAASPP state test. Although students were further from standard in math compared to ELA, the Hispanic and White student groups did make greater growth in math compared to ELA. However, the Socioeconomically Disadvantaged and Students with Disabilities did receive a red indicator in math. To address this challenge, the district plans on creating a supportive instructional coaching approach to teacher observations to aid in effective common core instructional practices (Action Item: 1.3). The district also has purchased IXL and ST math, which are both technology programs that guide students in learning math concepts at their level. These programs will be available during the instructional day and in the after-school tutoring program to assist in further intervention and learning time (Action Item: 1.9). The after-school tutoring will also serve student groups struggling academically in both math and ELA (Action Item 1.17). English Language Arts is another challenge that the district will address. The Community of Practice Leadership group focused primarily on this area of need. The district received a "red indicator" overall in ELA with three student groups receiving a red indicator; Socioeconomically Disadvantaged Students, Students with Disabilities, and White Students. The district's students are 73 points below standard in ELA with a 10.9 points decrease from the previous year. Only 18% of 3rd through 8th grade students met or exceeded standard on the 2023 CAASPP ELA state test. Through the educational partner process, a needs assessment was conducted and it was agreed upon that the district's students (specifically the student groups indicated as "red" on the dashboard) lacked access to reading materials. This access is partly due to access at home, but also due to the district's current school campus, which is under construction and does not have a school library or media center. To address this need, the district will develop a "Literacy Lounge," with donated books and materials that will function as more of a lending library to provide more

access to reading material (Action Item 1.14). The district will also create a systematic district-wide approach to promote and incentivize reading utilizing Accelerated Reader, assemblies, recognition awards, data tracking, and student and family feedback (Action Item 1.15).

Although the 2023 dashboard academic data is far below our desired outcome, our local NWEA data from the 2023/2024 school year shows positive academic gains. According to the Northwest Education Association's (NWEA) Measure of Academic Progress (MAP), the district's reading and language usage scores went from 20% of TK- 8th grade students meeting or exceeding standards in the Spring of 2023 to 44% of students meeting or exceeding standards in the Winter of 2024. NWEA's Map math scores also show an increase wtih scores going from 25% met or exceeded in the Spring of 2023 to 38% met or exceeded in the Winter of 2024.

We will maintain and build upon this success by continuing to:
1. Implement standards aligned curriculum in all grades and develop peer instructional coaching practices.
2. Continue providing extra support through the use of classroom aides to maintain smaller class size and FTE to student ratio.
3. Continue our mental wellness program to include an LMFT and 3 mental wellness coaches.
4. Provide staff with high-quality professional development for both academics and social and emotional wellness.
5. Provide extended learning opportunities through a summer program, intersession programs, and after-school tutoring.
6. Provide access to literacy materials and promote reading through a schoolwide initiative.

Reflections: Technical Assistance

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

WUESD was part of differentiated or technical assistance due to the suspension rate in 2022. The California Dashboard reported a "very high" suspension rate for WUESD in 2022 because 8.2% of students were suspended at least one day with five student groups in the "very high category." The five student groups listed in the "very high" category are; English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White Students. A summary of the work underway as part of receiving technical assistance includes instructional coaching to support teachers in creating a positive classroom environment. The instructional coaches are expert teachers that focus on best teaching practices, student engagement, and behavior management. Classroom behavior incidents have decreased due to this work along with the district's behavior management system which involves the Wellness Center. All of these student groups decreased in suspension rates according to the 2023 California Dashboard.

For the upcoming LCAP year, WUESD is not eligible for Technical Assistance nor has the district requested Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, and Other School Personnel	Monthly Leadership Meetings where the district's data was reviewed and discussed in order to conduct a needs assessment and prioritize LCAP action items.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	Monthly School Site Council Meetings. All educational partners, that included representatives from our SELPA and special needs group, were invited to all School Site Council (SSC) meetings (held monthly) scheduled throughout the school year. September to December of 2023, Administration began meeting with the SSC to complete their goal development for the new three year cycle of the LCAP based on the dashboard data and other local data measures. January to May 2024, the SSC began prioritizing action items to meet State Priorities and the district's needs.
Teachers, Principals, Administrators, Other School Personnel, and Parents	November of 2023 and March of 2024, the ELAC Committee met and reviewed LCAP goals and action items and provided input on upcoming schoolwide needs assessment and ELAC participation. During the ELAC meeting discussion was focused on development of site plan for ELs and overall inclusion in LCAP goals.
Local Bargaining Units of the LEA (WCTA and CSEA)	Superintendent met with educational partners throughout the school year to review the budget, and describe the process to gather input and how coordinating the plan though SSC would allow for more influence on the plan.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	The district shared a survey through Aeries Communication to all staff and families, and to Facebook to all educational partners to gather

Educational Partner(s)	Process for Engagement
	input on how to prioritize action items that align with the California State Priorities.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	The district and administration hosted a "LCAP Advisory Meeting" in May of 2024 that allowed all community members to have input on our plan and LCAP development. The LCAP Advisory Committee consisted of our School Site Council members and other parents representing our Foster Youth, English Learner, Socioeconomically Disadvantaged, and Students with Disability student groups.
Teachers, Principals, Administrators, and Other School Personnel	The Community of Practice Leadership group met six time for two hours each to conduct a needs assessments and evaluate data centered on our red indicators on the California Dashboard. The Community of Practice Leadership Group devised an action plan to address the needs of our "red indicator" student groups. This plan was presented to the School Site Council, Expert Groups, and Leadership team. After the plan was presented to the groups listed, it was then built into the 2024/2025 LCAP.
Students	Administration worked with Middle School Students in the Spring (meeting one time) and discussed the LCAP's goals and students' wants and needs aligned with those goals.
Teachers, Principals, Administrators, Other School Personnel, Parents, and Educational Partners	LCAP Public Hearing - June 20,2024 LCAP Board Adoption - June 27, 2024

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

Administration met monthly with the School Site Council to develop the district's LCAP goals and then prioritize action items based on district data and state priorities. These ideas were shared monthly with the Leadership Team for further input. This input was also shared with the district's Professional Learning Communities, "Expert Groups," to assess areas of need and brainstorm district actions to address challenges. Administration also met with the local bargaining units of the district throughout the year to discuss the budget outlook and the wants and needs of those units. The English Learner Advisor held two ELAC meetings to present EL data and gather input from EL parents and other community members on how to best address the needs of our EL students. Administration met with middle school students to collect student feedback. Surveys were shared with staff, families, and community members to collect further input on LCAP priorities. A Community of Practice Leadership group that consisted of staff, teachers, and administration also met six times throughout the year to address areas of need for student groups with "red indicators" on the dashboard to develop actions to address those needs. All of this input was synthesized into three main goals with prioritized action items and presented to an LCAP Advisory Committee and the School Site Council in May.

The district's LCAP was greatly influenced by the feedback provided by the educational partners and the process listed above. Specifically, the development of goals and the additions and adaptations to action items. For example, our Leadership Team and School Site Council agreed that a specific academic goal was necessary. However, the input and feedback influenced changing the previous academic goal of 55% of students meeting and exceeding standards in math and ELA on multiple measures to a growth measure of increasing the amount of students who met or exceeded standards by 5% from the baseline percentage. Educational partners also shared that the Student Wellness goal was still a necessity as well as the Whole Child broad goal. However, the third, "Whole Child" goal was adapted to not only make families feel welcome but involve them more in the entire educational process based on educational partner feedback and input.

During the Leadership Team's Multiple Teired Systems of Support assessment, discussion and input on increasing a supportive teaching coaching process and training all staff on trauma-informed practices were shared as district needs. Both of these actions were supported by other educational partner groups and built into the LCAP action items and plans for the upcoming school year. The ELAC group requested more teacher support, which adapted our EL Program action of having a full-time teacher to work with our EL students. The district's students and School Site Council members requested more art opportunities, which is built into the LCAP as our Proposition 28 action item. The Community of Practice Leadership group which focused on student groups with, "red indicators" on the dashboard determined that those student groups needed more access to reading materials and a systematic program to incentivize and encourage reading. This was echoed strongly by the district's "Expert Groups," and solidified by the School Site Council. This then became a new action in the LCAP and a planned initiative for the upcoming school year.

Many other discussions and community survey feedback from educational partners influenced the priorities of action items included in the LCAP under the district's three goals. These priorities include but are not limited to;
1. A highly qualified teaching staff
2. High-quality professional development
3. Small group instruction with an emphasis on individualized instruction
4. Fieldtrips and assemblies to promote learning opportunities outside of the classroom
5. Sports programs and club extracurricular opportunities offered to all students

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and math by increasing our schoolwide "meeting or exceeding" rate by at least 5% each school year according to multiple assessments that include California Assessment of Student Performance and Progress (CAASPP), Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), and other teacher generated assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
The analysis of California Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts and Math, specifically with Students with Disabilities, Socioeconomically Disadvantaged Students, and White students groups as the highest target need. For example:
18% of students in 3rd through 8th grade met or exceeded standards on the CAASPP State Testing, with 52% of students "not meeting" standards, and 30% of students "almost meeting" standards. According to the Dashboard, the Socioeconomically Disadvantaged Students, Students with Disabilities, and White Student Groups received a "red indicator" due to declining or lack of progress toward meeting standards. These student groups make up the majority of our student population.
15% of students in 3rd through 8th grade met or exceeded standards on the CAASPP State Testing, with 29% of students "not meeting" standards, and 26% of students "almost meeting standards. According to the Dashboard, the Socioeconomically Disadvantaged Students, and Students with Disabilities received a "red indicator" due to declining or lack of progress towards meeting standard.
Although not as severe, this need is echoed in local benchmark assessments as described in the Measuring and Reporting Results below.
During the LCAP development process, educational partners identified the need for:
*Stronger academic programs and ongoing instructional support for ELA and math.
*Expanded learning opportunities for low-income students.
*Small Group Instruction and Small Class Sizes
*Academic Supports (ie. tutoring) for Students
*Access to reading materials for low-income and students with disabilities to be used at home.

*Highly qualified teachers
*Access to Common Core-aligned teaching materials and textbooks.
The district plans to improve ELA and math performance each year by increasing students who meet or exceed standard by 5% through actions that support and improve student learning. The district's actions for this goal address state priorities 1,2,3, 4, 7, and 8, and will measure progress toward this goal using the metrics identified below. Priority 1: Basic (Conditions of Learning) is reflected in action items to have a highly qualified teaching staff and sufficient access to the standards-aligned instructional materials. Priority 2: State Standards (Conditions of Learning) is reflected in actions to implement state standards professional development and common core materials, lesson plans, and instructional coaching. It is also reflected in smaller class sizes (class size reduction), small group instruction, and the EL Program. Priority 3: Parental Involvement (Engagement) is addressed in actions that include our Aeries parent/stakeholder program that helps communicate student progress, the EL Program which includes the ELAC, and the resource program which promotes parental participation in programs for students with disabilities. Priority 4: Pupil Achievement (Pupil Outcomes) and Priority 9: Other Pupil Outcomes are reflected in actions that include reviewing student metrics (CAASPP, NWEA, and other teacher generated assessments) that are administered systematically. Priority 7: Course Access (Conditions of Learning) is addressed in actions that address our EL students in our EL Program and our students with disabilities in our resource program contribution.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of Teachers Appropriately Credentialed list/assignments (Priority 1A).	95% of teachers were appropriately credentialed and assigned in the 2023/2024 school year.			100% of teachers are appropriately assigned and credentialed	
1.2	CAASPP-ELA: 5% Growth of students meeting or exceeding each academic year (Priority 4A).	According to 2023 results, 18% of the 3rd through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts			33% of the 3rd through 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	
1.3	CAASPP-Math: 5% Growth of students meeting or exceeding	According to 2023 results, 15% of the 3rd through 8th graders were "Standard Met" or			30% of the 3rd through 8th graders will receive "Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	each academic year. (Priority 4A)	"Standard Exceeded" in Math			Met" or "Standard Exceeded" in English Language Arts	
1.4	Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), Reading and Language Usage: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	Winter 2024 results, 43% of the TK - 8th graders were "Standard Met" or "Standard Exceeded" in ELA			58% of TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	
1.5	Northwest Education Association's (NWEA) Measures of Academic Progress (MAP), Math: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	Winter 2024 results, 38% of the TK-8th graders were "Standard Met" or "Standard Exceeded" in math			53% TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	
1.6	Other teacher generated assessments-ELA: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	According to our 2023-2024, 3rd Quarter report cards, 44% of the TK through 8th graders were "Standard Met" or "Standard Exceeded" in English Language Arts.			59% TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	
1.7	Other teacher generated assessments-Math: 5% Growth of students meeting or exceeding each academic year (Priority 8A).	According to our 2023-2024, 3rd Quarter report cards, 44% of the TK through 8th graders were "Standard Met" or "Standard Exceeded" in Math.			59% TK - 8th graders will receive "Standard Met" or "Standard Exceeded" in English Language Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	100% of Teacher textbook checkout sheets indicated 100% of students have the appropriate instructional materials (Priority 1B).	According to our checkout sheets for the 2023-24 school year, 60% of our students had the appropriate instructional materials			All students will have access to Common Core Instructional Materials, including identified English Language Learners	
1.9	ELPAC percentage increase towards proficiency (Priority 2B,3B,4E, 7B).	According to 2022/23 ELPAC results, 32% made progress towards EL proficiency			50% of the identified EL students will increase EL proficiency	
1.10	100% of teachers will participate in Common Core instructional implementation professional development according to professional development records (Priority 2B).	According to our 2023-24 PD records, 100% of the teachers participated in staff development related to Common Core instructional implementation			Common Core State Standards will be implemented and evident in all classrooms	
1.11	EL Reclassification Rate of at least 10% during the academic year (Priority 2B, 3B,4F, 7B).	7% of EL students were reclassifed in the 2023/2024 school year.			10% of EL students will be reclassifed each academic year.	
1.12	100% of teachers receive Common Core Lesson Plans and Classroom Observation Feedback each year. (Priority 1A, 2A, 2B).	20% of teachers were provided with classroom observation feedback (instructional coaching) during the 2023-2024 school year.			100% of teachers are provided classroom observation feedback during the academic year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology	1.1 Maintain and replace student computers and accessories as needed.	$6,000.00	No
1.2	Professional Development	1.2 Provide high quality professional development and collaboration for staff through Professional Learning Communities and expert committees.	$25,000.00	Yes
1.3	Common Core State Standards instructional materials, lessons, and instructional coaching.	1.3 Provide all students with Common Core State Standards instructional materials, lessons, and instructional coaching.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Class Size Reduction	1.4 Use Title 1 funds to support maintaining average class sizes at 12:1 TK, 18:1 K, 1st-3rd 20:1, 4th-8th Core, 24:1 or less. Resource 3010	$168,257.00	No
1.5	Class size reduction in grades 1-3.	1.5 Use Title 2 funds to support maintaining average class sizes at 20:1 or less in grades 1-3.	$17,441.00	No
1.6	Class Size Reduction in grades 1-3.	1.6 Use Title 5 funds to support maintaining average class sizes at 20:1 or less in grades 1-3. Resource Code 4126	$9,686.00	No
1.7	Small Group Instruction-Supplemental Concentration	Provide Teacher Aide support for small group instruction targeting EL, Homeless, Foster Youth and Lower socio-economic status students.	$225,129.00	Yes
1.8	EL Program	The District will hire one credentialed teacher in order to increase EL Development services for those identified students. The EL Program will also facilitate EL parent involvement through an ELAC committee and provide professional development activities specific to English Learners.	$124,407.00	Yes
1.9	Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math	Purchase technology to support Low-Income Students, White Students, and Students with Disabilities in both ELA and math: IXL, NWEA and ST Math (Mind Institute)	$31,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Success for All Curriculum Language Arts Curriculum	Success for All Curriculum, TK-5th Grade	$15,200.00	No
1.11	Appropriately Credentialed and Assigned Teachers	Employ teachers that are appropriately credentialed and assigned.	$865,016.00	No
1.12	Parent/Stakeholder Communication	Staff will keep Aeries grades current for student feedback and parent communication. Use Aeries Communications to share districtwide/school wide events and news.	$7,000.00	No
1.13	Resource Program Contribution	Employ one FTE resource teacher, 0.8 FTE (2 @ 0.4 EACH) speech teachers, and continue two resource teacher assistant time to support the current student population of struggling learners within classrooms along with supporting special education students on their CAASPP test.	$234,982.00	No
1.14	Access to Reading Materials for Low-Income Students, Students with Disabilities, and White student groups through a Literacy Lounge.	Access to Reading Materials for Low-Income Students, Students with Disabilities, and White students (student groups with a red indicator in reading on the Dashboard) through a Literacy Lounge.	$10,000.00	No
1.15	Reading Promotion and Incentive Program	Schoolwide reading and promotion program to support struggling student groups (Low-Income Students, Students with Disabilities, and White Students) in reading	$5,000.00	No
1.16	Concentration Grant Add-On (15%)	Use concentration grant add on funds to maintain FTE to student ratio.	$117,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	After-School Academic Tutoring - ELOP	Provide after-school tutoring and after-school enrichment curriculum to support the after-school program and provide students with expanded learning opportunities.	$90,811.00	No
1.18	Technology Department	Provide 1 Computer Tech person and 1 Computer Lab Assistant to support technology use (hardware and software) district wide, including materials.	$87,830.00	No
1.19	Teacher Materials	Teacher materials for additional services for students	$37,200.00	No
1.20	Transitional Kindergarten Adult to Student Ratio Compliance	Provide staffing support in our Transitional Kindergarten to keep a 10:1 ratio (students to adults)	$48,736.00	No
1.21	Class Size Reduction	Provide certificated FTEs for class size reduction to address the needs of EL, Low-Socio-Economic Status, and Foster Youth student groups.	$490,825.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have the opportunity to learn in a socially, emotionally and physically safe environment which will enable our attendance rates to average at least a 95%. Our district will ensure that all students in grades 3-8 will feel connected at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all school staff and by increasing our Wellness Center Staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Local climate survey data indicate that 55% of students in grades 3–8 feel connected at school.

Also, according to a comprehensive needs assessment conducted by the district's Community of Practice Leadership group, it was determined that there was a significant decrease in student attendance and an increase in chronic absenteeism from the 2022/2023 school year to the 2023/2024 school year. School attendance rates decreased from 95% to 92% and chronic absenteeism increased from 10% to 30%.

Our team conducted a root cause analysis to determine the root causes for higher rates of chronic absenteeism. It was determined that lack of school connectedness for students and parents was one of the causes of chronic absenteeism.

According to the district’s LCAP input survey and educational partner engagement process, families indicated that the Wellness Team and Wellness Center are top priorities. 80% of responders selected The Wellness Center as one of their top three priorities of action items connected to California State Priority 3, "Parental Involvement and Family Engagement." at school sites to provide social and emotional support for students.

To ensure that students grow and are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional development in SEL (trauma-informed practices) for all school staff as well as increasing access to the Wellness Center, we expect students to feel more connected to school.

The district plans to provide the opportunity for all students to learn in a socially, emotionally, and physically safe environment increasing attendance rates and providing support for all students. The district's actions for this goal address state priorities 1,5, and 6 and will measure progress toward this goal using the metrics identified below. Priority 1: Basic (Conditions of Learning) is reflected in action items to have safe

and properly functioning facilities. Priority 5: Pupil Engagement (Engagement) is addressed in action items meant to increase attendance rates and decrease chronic absenteeism rates and middle school dropout rates. These actions include Professional Learning Community Meetings and Coordination of Programs, The Wellness Center, Office Administrative Support, Social Emotional Wellness Supplies, Home To School Transportation Contribution, and School Attendance Review Board (SARB). Priority 6: School Climate (Engagement) is addressed in action items to have Professional Learning Community Meetings and Coordination of Programs, the Wellness Center, Office Administrative Support, and Social Emotional Wellness Supplies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	95% Attendance Rate (Priority 5A)	Attendance rate = 93% for the 2023/2024 School Year.			Attendance rates will average at least 95%	
2.2	Chronic Absenteeism Rate of 5% or less (Priority 5B)	According to an Aeries Attendance Report, students who have missed 18 or more days during the period of August 21, 2023 through June 3rd, 2024 (10% of the school year) = 31% or 86 students.			A Chronic Absenteeism Rate of 5% or less	
2.3	Suspension Rates at 1.5% (Priority 6A)	According to the 2022-2023 California Dashboard, the suspension rate = 4.8%			1.5% or less of all students will be suspended within the academic year.	
2.4	Facilities Inspection Tool (FIT) (Priority 1C)	During the 2023/2024 school year, temporary facilities have been constructed and have received a "Good" rating according to the FIT for those facilities that have black mold. The newly constructed			All facilities will be safe and well maintained as measured by a ‘GOOD’ or better rating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cafeteria have received a "Great" rating according to FIT. The Primary Wing is still occupied and has been classified as "Seismically Compromised."				
2.5	California Healthy Kids Survey and / or Panorama SEL Surveys, 100% of students will respond favorably, specifically in students feeling safe and connected at school. (Priority 6C).	Based on CHKS 2021-2022 results, only 63% of the 6th and 7th graders feel connected to school and 60% perceive school as very safe or safe. According to our local Panorama SEL surveys conducted in spring of 2024, 55% of students in 3rd through 8th grade answered favorably to questions regarding a sense of belonging at school, 63% responded favorably regarding school safety, and 61% responded favorably regarding school climate.			100% of students surveyed with CHKS and Panorama will respond favorably to feeling safe and connected to school.	
2.6	Expulsion Rate (Priority 6B).	0 students were expelled in the 2023/2024 school year.			0 expelled students	
2.7	Middle School Dropout Rate (Priority 5C).	The middle school dropout rate for the			0 middle school dropout	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023/2024 school year was 0.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Community Meetings and Coordination of Programs.	Through Professional Learning Community meetings, staff will collaborate in the areas of social and emotional, academics, discipline and attendance on data. Students attendance, behavior, and academic data will be discussed to provide program support in areas of need.	$15,000.00	Yes
2.2	Follow deferred maintenance plan and school-wide	On going maintenance and on going safety.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	safety plan - Contribution			
2.3	Wellness Center	Licensed consulting firm and Wellness Coaches will provide social and emotional support to our students, nursing services, parent outreach, and enrichment opportunities for our students systematically.	$987,000.00	Yes
2.4	Office Administrative Support	A school office is an administrative functional unit of the school and district. It is a centralized place from which essential administrative staff administrate duties and roles with the help of clerical and other support staff. Additionally, schools use the help of office staff to manage other essential administrative duties, such as answering calls and correspondence, ordering supplies and handling information. Schools also rely on a friendly representative of the school who helps to create a positive learning environment. The office administration helps with attendance and behavior record keeping and system tracking for student support. Superintendent/Principal, Assistant Principal, Chief Business Official, Human Resource Director, 2 Administrative Assistants and .625 Clerk/Typist	$831,625.00	No
2.5	Cafeteria Contribution	Ensure every student receives breakfast and lunch, and supper for those in our afterschool program. The food program contributes to a positive school climate, pupil engagement, and basic learning conditions. These expenditures include all food, commodities and personnel (2.625 cafeteria assistants and 1 manager).	$92,011.00	No
2.6	Social Emotional Wellness Supplies	Nursing Supplies and Social Emotional Wellness Survey (Panorama)	$17,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Home To School Transportation Contribution	Ensuring every student has home to school transportation by having a Transportation Department. This department has a Director and a .5 driver. Additionally we currently have 2 diesel buses and 1 electric bus that need maintenance and fuel/electricity.	$138,416.00	No
2.8	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	Complete facility reconstruction $33M based off of seismic reports, structural reports and mold reports. According to OPSC's Guidelines, if a building has been determined unsafe, it must be repaired. If the estimated repairs exceed 50% of the estimated value it must be replaced. Under the new construction guidelines, the District must match the State 50/50 of the costs. If the District has exceeded its bonding/borrowing capacity, the District qualifies for Financial Hardship. Accordingly, the State will be responsible for both matches under the Financial Hardship guidelines. The District has issued a Certificate of Participation (COP) for $3.2M and will pay an estimated $195,000 per year (LCFF, general funds) towards that debt until 2046. 21-22 $6.8 million construction expenditures 22-24 $18 million construction expenditures 24-25 $8.2 million construction expenditures	$197,675.00	No
2.9	Maintenance Department Contribution	The District will maintain 1 Director of Maintenance and 2 custodians plus supplies to ensure a safe and clean campus for students health and learning enviornment.	$303,691.00	No
2.10	Community Day School	Siskiyou County Office of Education currently offers no community day school program serving pupils in grades K through 8 at which the District could place pupils who have been expelled or could otherwise be referred to such a program. Therefore, the Board hereby declares its intention to reopen and reestablish the Wyeka Vista Community Day School as a facility of the Weed Union Elementary School District, to serve pupils in grades K through 8 who are expelled or otherwise meet the criteria for involuntary transfer to a community day school. This community day school within the District qualifies as a “necessary small school” for	$271,219.00	No

Action #	Title	Description	Total Funds	Contributing
		purposes of state funding (Educ. Code, §42283). This will help provide support for struggling students and create a safe and positive space for all students at both Weed Elementary School and Wyeka Vista.		
2.11	School Attendance Review Board (SARB)	The district will form and coordinate a SART and SARB committees and partner with other community agencies to review, discuss, and support students with chronic absenteeism.	$1,500.00	No
2.12	Suspension Data Task Force for students of two or more races that have been suspended one or more times (red indicator on the 2023 California Dashboard).	A professional learning community task force group will track students of two or more races Panorama Survey data and behavior data throughout the year. The goal of the task force is to identify wellness coaching needs, and provide these students with enrichment opportunities of interest.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase program availability to 100% of students including but not limited to the arts, science, physical education, social studies, etc. Increase expanded learning opportunities in order for students to have access to participate in at least one after school activity. Increase communication and opportunities for our parents to participate in school activities and engage in the educational process by providing multiple opportunities throughout the year for parents to feel welcome on campus for an educational activity.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the district's educational partner engagement process, families suggested that providing students with more opportunities outside of the classroom and academic setting would help them grow into a "whole child." Many of these opportunities for extra programs and expanded learning opportunities were not present in school during COVID and the Pandemic. Educational partners discussed the importance of these opportunities for children's growth, development, and learning. The district is also located in a rural community with limited community resources. For the students to have choices and options of expanded interests and expanded opportunities, the district must help to provide these opportunities through expanded programs, arts, sports, clubs, etc., (Priority 7: Course Access).

Local LCAP Priority Survey data indicates that educational partners feel that "extracurricular activities" are a top priority for, "Pupil Engagement, State Priority 5." The survey also indicated that "connecting classroom learning to real-world experiences," was a top priority for "Other Student Outcomes, State Priority 8," with 65% of survey responders stating this as their top priority. This data indicates a desire from our educational partners to provide a variety of learning experiences for our students. Our students have lacked arts education, a robust science program, clubs, and offsite field trip experiences that help to engage students, and build positive school culture, and connectedness to students and their families which aligns with state priority 6: School Climate (Engagement).

The California Science Test, which is given to our 5th and 8th grade students indicates that our students are performing lower than average. According to the 2022/2023 California Dashboard, 13% of 5th and 8th grade students were meeting or exceeding standards in Science (Priority 4: Pupil Achievement).

To ensure that students grow as a "whole child" and are prepared for college, careers, and the world, the culture and climate of schools must be conducive to learning, expansion of interests, and to promote a sense of connection and belonging. The more positive experiences our students have at school, the more connected students are to the school and to learning, which leads to a stronger connection with families and community members. That positive partnership is essential to successful learning and growth for all. Through an increase in program and expanded learning availability and an increase in opportunities to partner with families, we expect students to feel more connected to the school. With expanded opportunities provided for students and family support, we also expect students to grow in all learning areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A 20% increase in student participation in clubs and activities as seen in rosters/enrollment Sheets (Priority 6C).	40% of TK-8th Grade Students Participate in an onsite club or activity provided by the school according to activity rosters from the 2023/2024 school year.			100% of TK-8th Grade Students Participate in an onsite club or activity provided by the school.	
3.2	Class schedules in PE, arts, science and social studies indicate 100% of TK-8th students have a broad course of study. (Priority 1B and 7A).	Class schedules from the 2023/2024 academic year reflect TK-8th having 100% participation in PE, science, and social studies. 46% of class schedules reflct TK-8th participate in the arts.			Class schedules will reflect all students (100%), TK-8, participating in learning opportunities appropriate for their grade in PE, visual and performing arts, science and music.	
3.3	Classroom Rosters for Student Recognition with Family Outreach indicate	80% of students were recognized for SOW or other sports and			100% of the student body will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that 100% of the students are being recognized throughout the year (Priority 6C).	academic achievements during the 2023/2024 academic year.			be recognized througout the year.	
3.4	Teacher/Parent Conference Logs (Priority 3A, 3B, and, 6C) indicate 100% participation rates.	According to teacher logs, 90% of parents participated in a parent conference during the 2023/2024 academic year.			100% of the parents/guardians, including parents of students with disabilities, will participate in at least one parent/teacher conference.	
3.5	Increase Parent Survey Responses by 20 participants for all of the surveys provided (i.e. LCAP, CHKS, Panorama) (Priority 3A, and 6C).	An average of 24 Responses collected from surveys distributed during the 2023/2024 academic year.			100 Responses	
3.6	Increase 5th and 8th Grade CST Student Scores meeting or exceeding standard by 5% each academic year. (Priority 4A, and 8A).	According to the 2022-2023 CST, 13% of 5th and 8th grade students met or exceeded the California Science Test.			30% of 5th and 8th grade students will meet or exceed standard on the California Science Test (CST).	
3.7	Back to School Night and Open House School Event Attendance at 100% (Priority 5A).	An average of a 60% Attendance Rate during the 2023/2024 academic year.			100% of Families in Attendance.	
3.8	Increase WE Parent Academy Participation Rate by 5 participants. (Priority 3A, 3B, and 3C).	An average of 8 parent/guardian participation rate during the 2023/2024 academic year.			An average of 20 parent/guardian participation rate during the academic year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Brochures / Social Media School Outreach	Create and update school brochures in both English and Spanish to share in the community. Keep the community up to date with school happenings and events through social media.	$220.00	No
3.2	Assemblies	Schoolwide assemblies provided by outside guest speakers or community resource groups to expose our students to other opportunities. These will include multicultural assemblies.	$4,000.00	No
3.3	Community Relations Outreach Events - ELOP	Provide Community relations outreach events. Science Fair, Back to School Dinner, Quarterly Dessert Award Assemblies, Summer Staff/Family Sundae Social. Kindergarten Round Up and Graduation, Volunteer Tea Dessert, Open House Dinner, Year End Athletic Celebration.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Prop 28 - Art Program	Provide an art coodinator to coordinate and deliver art lessons and experiences in all 5 art domains; Visual Arts, Media Arts, Dance, Music and Theater.	$105,796.00	No
3.5	Physical Education Program	Provide all students with an opportunity to be physically active on a regular basis including at least 200 minutes of researched based physical education every 10 school days. The budgeted money is allocated towards PE supplies.	$3,000.00	No
3.6	School Website	Create and maintain a parent resource page on school website.	$660.00	No
3.7	Purchase Science Curriculum	Purchase and implement TWIG Science (6-8) and Mystery Science and Adopt Curriculum for TK-5th	$9,156.00	No
3.8	Support Athletics - ELOP	Support athletics by paying athletic league dues, stipends, supplies, transportation and uniforms.	$60,000.00	No
3.9	Provide weekly incentives for academic and attendance.	Weekly incentives for student of the week and cub character in order to build a sense of belonging for students and promote positive habits. Incentives are awarded during the weekly assembly celebrations where families can attend and engage in the educational process with students and staff.	$3,000.00	No
3.10	SAFE Contribution - ELOP	Provide a safe after school program for our students that includes physical activities and enrichment by our Safe Coordinator, Teacher's Aides and supporting curriculum	$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Field Trips	Fully support all students to have the opportunity to experience at least one field trip to an educationally appropriate activity.	$16,000.00	No
3.12	Summer School and Intersession Extended Learning Program - ELOP	Provide 30 full academic days during summer break and other intersession times throughout the school year.	$16,192.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,016,462	$117,243

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
31.757%	0.367%	$12,039.00	32.124%

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
1.2	**Action:** Professional Development **Need:** 82% of students in ELA and 85% of students in Math are not meeting standard according to the 2023 CAASPP Testing **Scope:**	Professional development using the PSDA cycle for continuous improvement will help create systematic changes to help all student groups succeed with a focus on our Low-Income students, Foster Youth, and English Learners. This is provided on an LEA-wide basis to involve all district staff in aligning and creating a consistent learning pathway for all learners.	CAASPP Data, NWEA MAP Data, Professional Development Log.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Small Group Instruction-Supplemental Concentration **Need:** 82% of students in ELA and 85% of students in Math are not meeting standard according to the 2023 CAASPP Testing **Scope:** Schoolwide	Small group instruction increases the connections between teacher and students, which allows learning gaps to be closed more effectively and efficiently. It is provided schoolwide because the majority of our students are exhibiting learning gaps according to state and local academic data.	CAASPP Data, NWEA MAP Data, Teacher generated data, and ELPAC results.
1.8	**Action:** EL Program **Need:** Only 7% of EL students were reclassified as English Proficient. By providing strong support and interventon for our EL students in order to reclassify our EL students as English Proficient and to decrease the number of Long Term EL (LTEL) and EL students "at risk" of becoming LTEL students. The program will support EL students beyond the required ELD instruction in the mainstream classroom by providing an ELD instructor/teacher to support EL students with more focused designated ELD instruction. **Scope:** LEA-wide	The EL Program will provide English Language Development instruction (ELD) for our EL students by increasing services with a specific ELD teacher that provides more direct services to EL students. The ELD teacher will also assist in providing continuous professional development of ELD instruction for our staff, and lead an English Language Advisory Committee (ELAC) to engage and support EL families.	50% of the identified EL students will increase EL proficiency 10% of EL students will be reclassified as English Proficient.

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
1.9	**Action:** Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math **Need:** The Low-Income student group had a red indicator on the 2023 California Dashboard indicating this student group, (along with the White student group and the Students with Disabilities) are below grade level and not making enough progress towards grade level. **Scope:** LEA-wide	These academic technology programs will tailor an instructional path based on students' academic data levels. This will help students close learning gaps at a quicker pace than with just classroom instruction alone.	CAASPP Data, NWEA MAP Data, and Teacher generated data.
1.16	**Action:** Concentration Grant Add-On (15%) **Need:** Use the Concentration Grant Add-On to hire a highly qualified teacher to reduce class size in a grade level with higher student numbers. **Scope:** Schoolwide	English Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size.	CAASPP Data, NWEA MAP Data, Teacher generated data, EL progress data, and RFEP percentage data.
1.21	**Action:** Class Size Reduction **Need:**	English Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size.	CAASPP Data, NWEA MAP Data, Teacher generated data, EL progress data, and RFEP percentage data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Provide more highly qualified teachers to reduce class sizes and create a smaller adult to student ratio. **Scope:** Schoolwide		
2.1	**Action:** Professional Learning Community Meetings and Coordination of Programs. **Need:** Using the "Wellness Center's" data of parent outreach to build connections with struggling students, 95% of those students are also represented in the low income student group, Foster youth, or English Learner Group. **Scope:** Schoolwide	To address this need for our Unduplicated Pupils, we will continue to support their academic, attendance, and social and emotional needs through our Professional Learning Committees that meet quarterly to discuss programs needed for each individual student. The professional learning community meetings help build systems schoolwide and allow program leads to collaborate consistently on how to best meet the needs of these students and their families. While this action is prnicipall directed towards unduplicated students, it will also provide support for all students that need support in academics, SEL, and/or attendance.	Attendance data, chronic absenteeism data, and suspension and explusion data.
2.3	**Action:** Wellness Center **Need:** Using the "Wellness Center's" data log of parent outreach to build connections with struggling students, 95% of those students are also represented in the Englisher Learners, Foster Youth, and/or Low Income Student Group. **Scope:**	The Wellness Center provides students with access to SEL coaching, therapy, nursing services, clubs, and enrichment opportunities. They also conduct parent outreach services and WE Parent Education Nights to help strengthen the school-family relationship. While this action is principally directed towards unduplicated students, it will alos provide support for all students that need support in behavior management, social/emotional support, parent engagement, or access to enrichment opportunities.	Suspension Data, Social and Emotional Wellness Survey Data (Panorama), and Attendance Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.6	**Action:** Social Emotional Wellness Supplies **Need:** Using the "Wellness Center's" data log of parent outreach to build connections with struggling students, 95% of those students are also represented in the Englisher Learners, Foster Youth, and/or Low Income Student Group. **Scope:** Schoolwide	The social and emotional survey program, Panorama, not only includes surveys to monitor students' overall well-being, but also provides a playbook of SEL lessons that address all of the SEL competencies. These lessons are generated based on student data to provide students with needed social and emotional skills. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in access to health education, and compentencies in social and emotional learning.	Panorama SEL Survey Data

Limited Actions

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

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

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

There are no Limited Actions in the LCAP.

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.

This is addressed in Goal 1: Action Item: 1.16. The district will use the Concentration Grant Add-On to hire a highly qualified teacher to reduce class size in a grade level with higher student numbers. English Learners, Foster Youth, and Low-Income students benefit academically, socially, and emotionally from a smaller class size.

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		Classified staff = 18. Students = 281. 15.86%
Staff-to-student ratio of certificated staff providing direct services to students		Certificated Staff = 18.6. Students = 281. 15.11%

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	3,200,750	1,016,462	31.757%	0.367%	32.124%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,113,758.00	$1,485,811.00	$0.00	$209,293.00	$5,808,862.00	$4,098,366.00	$1,710,496.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$9,326.00	$15,674.00	$25,000.00				$25,000.00	
1	1.3	Common Core State Standards instructional materials, lessons, and instructional coaching.	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$25,000.00		$25,000.00			$25,000.00	
1	1.4	Class Size Reduction	All	No			Specific Schools: Weed Elementary School	2024-2025	$158,757.00	$9,500.00				$168,257.00	$168,257.00	
1	1.5	Class size reduction in grades 1-3.	All	No			Specific Schools: Weed Elementary School Grades 1 - 3	2024-2025	$17,441.00	$0.00				$17,441.00	$17,441.00	
1	1.6	Class Size Reduction in grades 1-3.	All	No			Specific Schools: Weed Elementary School Grades 1-3	2024-2025	$9,686.00	$0.00				$9,686.00	$9,686.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Small Group Instruction-Supplemental Concentration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$225,129.00	$0.00	$225,129.00				$225,129.00	
1	1.8	EL Program	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Weed Elementary SchoolWeed Elementary School	2024-2025	$93,803.00	$30,604.00	$124,407.00				$124,407.00	
1	1.9	Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Weed Elementary School	2024-2025	$0.00	$31,838.00	$31,838.00				$31,838.00	
1	1.10	Success for All Curriculum Language Arts Curriculum	All	No			Specific Schools: Weed Elementary School TK through 5th Grade	2024-2025	$0.00	$15,200.00	$10,200.00	$5,000.00			$15,200.00	
1	1.11	Appropriately Credentialed and Assigned Teachers	All	No			Specific Schools: Weed Elementary School	2024-2025	$865,016.00	$0.00	$865,016.00				$865,016.00	
1	1.12	Parent/Stakeholder Communication	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.13	Resource Program Contribution	Students with Disabilities	No			Specific Schools: Weed Elementary School	2024-2025	$231,982.00	$3,000.00	$234,982.00				$234,982.00	

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	Access to Reading Materials for Low-Income Students, Students with Disabilities, and White student groups through a Literacy Lounge.	Students with Disabilities White Student Group, and Low Income Student Group	No				2024-2025	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.15	Reading Promotion and Incentive Program	Students with Disabilities White Student Group, Low Income Student Group	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.16	Concentration Grant Add-On (15%)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$117,243.00	$0.00	$117,243.00				$117,243.00	
1	1.17	After-School Academic Tutoring - ELOP	All	No			Specific Schools: Weed Elementary School	2024-2025	$67,442.00	$23,369.00		$90,811.00			$90,811.00	
1	1.18	Technology Department	All	No			Specific Schools: Weed Elementary School	2024-2025	$77,830.00	$10,000.00	$73,921.00			$13,909.00	$87,830.00	
1	1.19	Teacher Materials	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$37,200.00		$37,200.00			$37,200.00	
1	1.20	Transitional Kindergarten Adult to Student Ratio Compliance	All	No			Specific Schools: Weed Elementary School Transitional Kindergarten	2024-2025	$48,736.00	$0.00	$48,736.00				$48,736.00	
1	1.21	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$490,825.00	$0.00	$490,825.00				$490,825.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$13,014.00	$1,986.00	$15,000.00				$15,000.00	
2	2.2	Follow deferred maintenance plan and school-wide safety plan - Contribution	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$0.00	$987,000.00	$1,258.00	$985,742.00			$987,000.00	
2	2.4	Office Administrative Support	All	No			Specific Schools: Weed Elementary School	2024-2025	$831,625.00	$0.00	$648,259.00	$183,366.00			$831,625.00	
2	2.5	Cafeteria Contribution	All	No			All Schools	2024-2025	$92,011.00	$0.00	$92,011.00				$92,011.00	
2	2.6	Social Emotional Wellness Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	2024-2025	$0.00	$17,600.00	$17,600.00				$17,600.00	
2	2.7	Home To School Transportation Contribution	All	No			Specific Schools: Weed Elementary School	2024-2025	$82,747.00	$55,669.00	$138,416.00				$138,416.00	
2	2.8	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$197,675.00	$197,675.00				$197,675.00	
2	2.9	Maintenance Department Contribution	All	No			Specific Schools: Weed Elementary School	2024-2025	$250,591.00	$53,100.00	$303,691.00				$303,691.00	
2	2.10	Community Day School	All	No			Specific Schools: Wyeka Vista Communi	2024-2025	$217,709.00	$53,510.00	$271,219.00				$271,219.00	

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
							ty Day School									
2	2.11	School Attendance Review Board (SARB)	All	No			Specific Schools: Weed Elementary School	2024-2025	$1,246.00	$254.00	$1,500.00				$1,500.00	
2	2.12	Suspension Data Task Force for students of two or more races that have been suspended one or more times (red indicator on the 2023 California Dashboard).	Students of Two or More Races	No			Specific Schools: Weed Elementary School		$0.00	$0.00	$0.00				$0.00	
3	3.1	School Brochures / Social Media School Outreach	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$220.00	$220.00				$220.00	
3	3.2	Assemblies	All	No			Specific Schools: Weed Elementary Schools	2024-2025	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.3	Community Relations Outreach Events -ELOP	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$2,500.00		$2,500.00			$2,500.00	
3	3.4	Prop 28 - Art Program	All	No			Specific Schools: Weed Elementary School Program	2024-2025	$60,572.00	$45,224.00	$105,796.00				$105,796.00	
3	3.5	Physical Education Program	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.6	School Website	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$660.00	$660.00				$660.00	
3	3.7	Purchase Science Curriculum	All	No			Specific Schools:	2024-2025	$0.00	$9,156.00	$9,156.00				$9,156.00	

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
							Weed Elementary School TK-5th									
3	3.8	Support Athletics - ELOP	All	No			Specific Schools: Weed Elementary School 5th - 8th Grade	2024-2025v	$41,443.00	$18,557.00		$60,000.00			$60,000.00	
3	3.9	Provide weekly incentives for academic and attendance.	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.10	SAFE Contribution - ELOP	All	No			Specific Schools: Weed Elementary School	2024-2025	$80,000.00	$0.00		$80,000.00			$80,000.00	
3	3.11	Field Trips	All	No			Specific Schools: Weed Elementary School	2024-2025	$0.00	$16,000.00	$16,000.00				$16,000.00	
3	3.12	Summer School and Intersession Extended Learning Program - ELOP	All	No			Specific Schools: Weed Elementary School	2024-2025	$14,192.00	$2,000.00		$16,192.00			$16,192.00	

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
3,200,750	1,016,462	31.757%	0.367%	32.124%	$1,048,300.00	0.000%	32.752 %	**Total:**	$1,048,300.00
								LEA-wide Total:	$182,503.00
								Limited Total:	$0.00
								Schoolwide Total:	$867,055.00

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	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$25,000.00	
1	**1.7**	Small Group Instruction-Supplemental Concentration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$225,129.00	
1	**1.8**	EL Program	Yes	LEA-wide	English Learners	Specific Schools: Weed Elementary School	$124,407.00	
1	**1.9**	Academic Programs and Technology to support Low-Income Students, White Students, and Students with Disabilities (student groups indicated as "at risk" based on a red indicator on the California Dashboard) in both ELA and Math	Yes	LEA-wide	Low Income	Specific Schools: Weed Elementary School	$31,838.00	
1	**1.16**	Concentration Grant Add-On (15%)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$117,243.00	

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	1.21	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$490,825.00	
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$15,000.00	
2	2.3	Wellness Center	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$1,258.00	
2	2.6	Social Emotional Wellness Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weed Elementary School	$17,600.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,635,194.00	$5,388,971.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Technology	No	$5,000.00	$5,000.00
1	**1.2**	Professional Development	Yes	$25,000.00	$12,882.00
1	**1.3**	Common Core State Standards instructional materials and lessons.	No	$16,356.00	$4,443.00
1	**1.4**	Class Size Reduction and Teacher Assistant Support	No	$195,611.00	$207,239.00
1	**1.5**	Class size reduction in grades 1-3.	No	$17,779.00	$18,896.00
1	**1.6**	Class Size Reduction in grades 1-3.	No	$7,740.00	$21,405.00
1	**1.7**	Small Group Instruction-Supplemental Concentration	Yes	$177,122.00	$181,157.00
1	**1.8**	EL Program	Yes	$127,248.00	$132,809.00
1	**1.9**	Academic Programs and Technology	No	$25,644.00	$25,644.00
1	**1.10**	Success for All Curriculum Language Arts Curriculum	No	$17,600.00	$15,134.00
1	**1.11**	Appropriately Credentialed and Assigned teachers	No	$1,166,328.00	$1,161,943.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Parent/Stakeholder Communication	No	$6,500.00	$6,794.00
1	1.13	Resource Program Contribution	No	$356,324.00	$285,270.00
1	1.14	CAASPP Testing Support	No	$0.00	$0.00
1	1.15	Intervention Technology Software to support ELA and Math	No	$4,348.00	$4,348.00
1	1.16	Concentration Grant Add-On (15%)	Yes	$119,589.00	$118,546.00
1	1.17	After-School Academic Tutoring - ELOP	No	$70,741.00	$74,193.00
1	1.18	Technology Department-ELOP	No	$88,755.00	$66,948.00
1	1.19	Teacher Materials	No	$33,000.00	$26,544.00
1	1.20	Transitional Kindergarten Adult to Student Ratio Compliance	No	$36,936.00	$60,021.00
1	1.21	Class Size Reduction	Yes	$545,693.00	$550,399.00
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	Yes	$24,000.00	$2,500.00
2	2.2	Follow deferred maintenance plan and school-wide safety plan.	No	$10,000.00	$7,456.00
2	2.3	Wellness Center	Yes	$682,121.00	$682,121.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Office Administrative Support	No	$907,540.00	902,983.00
2	2.5	Cafeteria Contribution	No	$58,126.00	$35,124.00
2	2.6	Social Emotional Wellness Supplies	Yes	$17,615.00	$17,615.00
2	2.7	Home To School Transportation Contribution	No	$180,041.00	$183,641.00
2	2.8	Reconstruct school facilities that have failed according to Office of Public School Construction's (OPSC) Guidelines	No	$193,875.00	$193,875.00
2	2.9	Maintenance Department Contribution	No	$326,734.00	$287,088.00
2	2.10	Schoolwide Recognition Assemblies	No	$0.00	$0.00
2	2.11	School Attendance Review Board (SARB)	No	$1,500.00	$0.00
3	3.1	School Brochures / Social Media School Outreach	No	$200.00	$205.00
3	3.2	Assemblies	No	$0.00	$0.00
3	3.3	Community Relations Outreach Events -ELOP	No	$2,500.00	$2,000.00
3	3.5	Physical Education Program	No	$3,000.00	$527.00
3	3.6	School Website	No	$3,000.00	$660.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Sixth grade students to attend Kidder or French Creek outdoor camp-ELOP	No	$5,500.00	$0.00
3	**3.8**	Support Athletics - ELOP	No	$66,065.00	$16,300.00
3	**3.9**	Provide weekly incentives for academic and attendance.	No	$3,000.00	$282.00
3	**3.10**	SAFE Contribution - ELOP	No	$80,000.00	$61,916.00
3	**3.11**	Field Trips	No	$18,000.00	$6,000.00
3	**3.12**	Library/Media Center ACTION ELIMINATED	No	$0.00	$0.00
3	**3.13**	Purchase Science Curriculum	No	$9,063.00	$9,063.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,032,642	$1,040,962.00	$1,020,603.00	$20,359.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$25,000.00	12,882		
1	1.7	Small Group Instruction-Supplemental Concentration	Yes	$177,122.00	181,157		
1	1.8	EL Program	Yes	$127,248.00	132,809		
1	1.16	Concentration Grant Add-On (15%)	Yes	$119,589.00	118,546		
1	1.21	Class Size Reduction	Yes	$545,693.00	550,399		
2	2.1	Professional Learning Community Meetings and Coordination of Programs.	Yes	$24,000.00	2,500		
2	2.3	Wellness Center	Yes	$4,695.00	4,695		
2	2.6	Social Emotional Wellness Supplies	Yes	$17,615.00	17,615		

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)
3,280,677	1,032,642	0	31.476%	$1,020,603.00	0.000%	31.110%	$12,039.00	0.367%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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