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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutten Elementary School District

CDS Code: 62745000000

School Year: 2024-25

LEA contact information:

Becky MacQuarrie

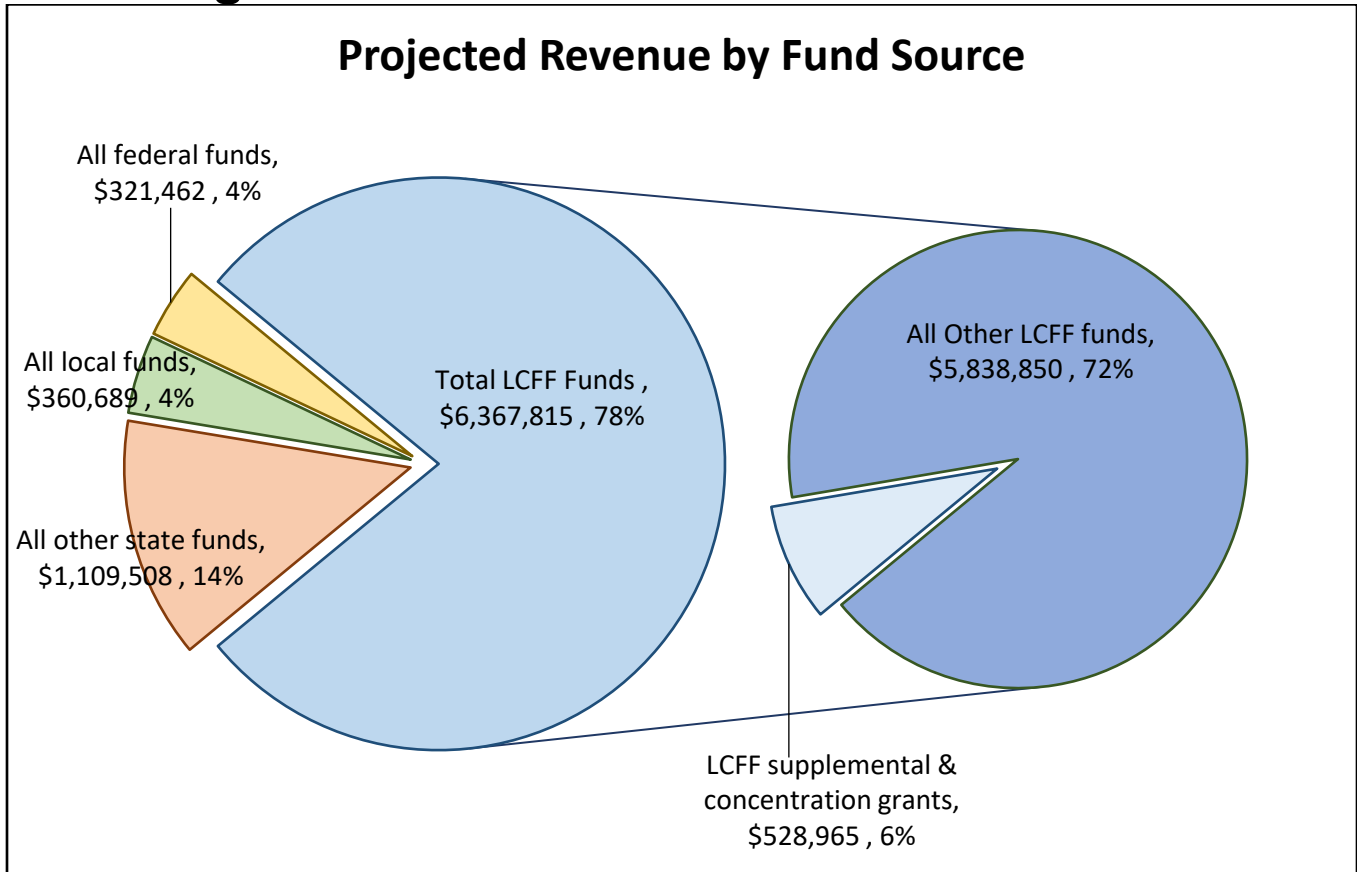
Superintendent

bmacquarrie@cuttensd.org

7074413900

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

Budget Overview for the 2024-25 School Year

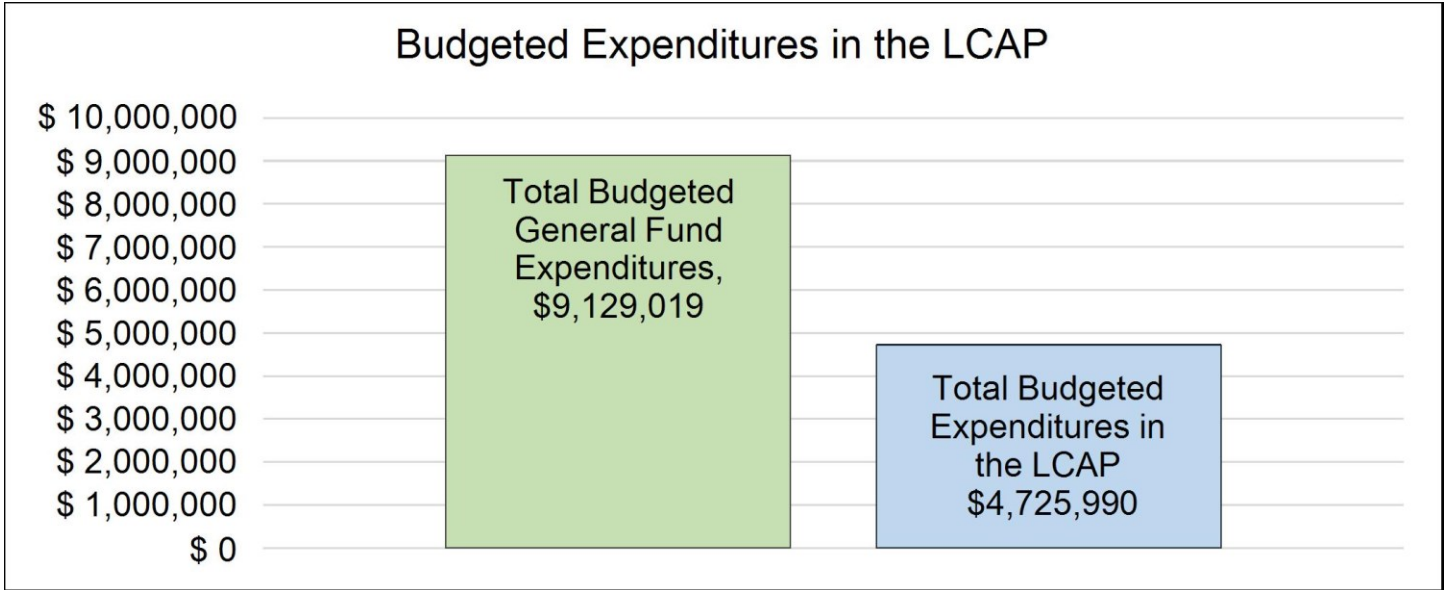


This chart shows the total general purpose revenue Cutten Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutten Elementary School District is \$8,159,474, of which \$6,367,815 is Local Control Funding Formula (LCFF), \$1,109,508 is other state funds, \$360,689 is local funds, and \$321,462 is federal funds. Of the \$6,367,815 in LCFF Funds, \$528,965 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Cutten Elementary School District plans to spend \$9,129,019 for the 2024-25 school year. Of that amount, \$4,725,990 is tied to actions/services in the LCAP and \$4,403,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

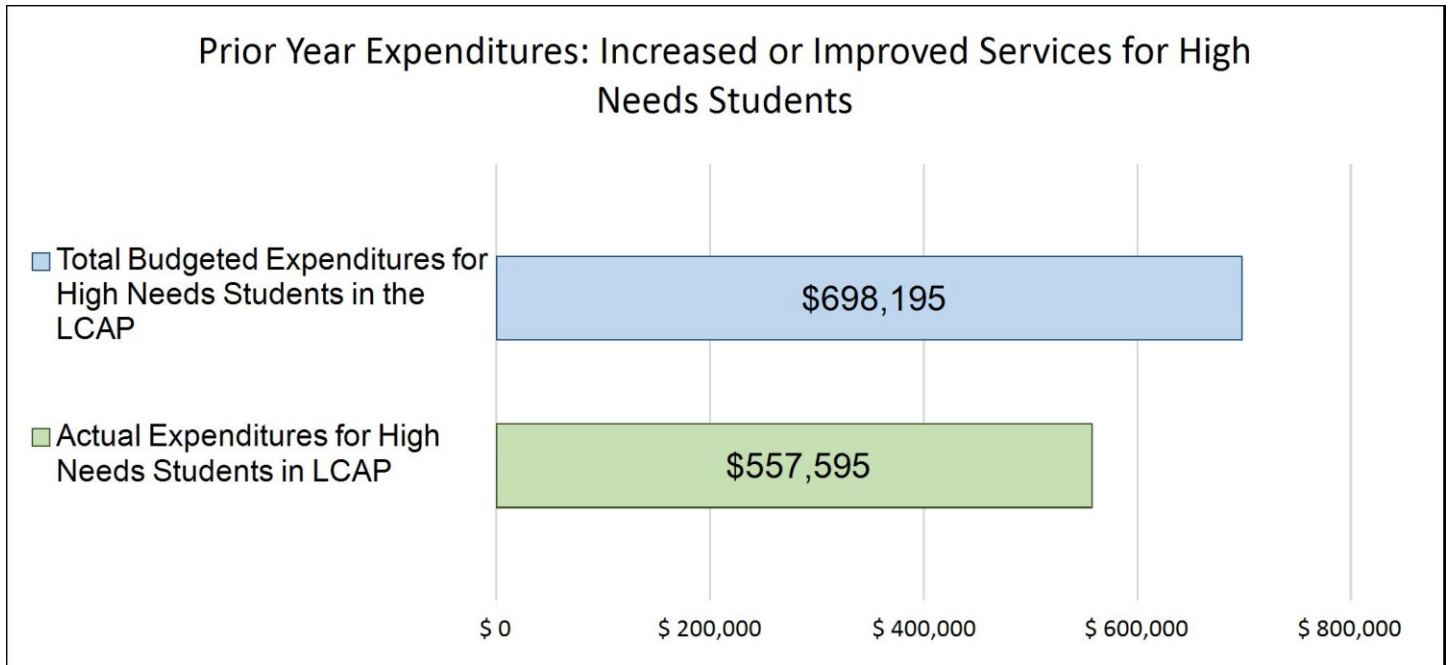
Not all of our teaching assignments, staff assignments(administration and classified), bussing costs, curriculum costs, and professional development costs are included in the expenditures. Other resources are needed to support our programs.

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

In 2024-25, Cutten Elementary School District is projecting it will receive \$528,965 based on the enrollment of foster youth, English learner, and low-income students. Cutten Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutten Elementary School District plans to spend \$775,558 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Cutten Elementary School District's LCAP budgeted \$698,195 for planned actions to increase or improve services for high needs students. Cutten Elementary School District actually spent \$557,595 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$140,600 had the following impact on Cutten Elementary School District's ability to increase or improve services for high needs students:

We were able to use one time funds, that had a deadline for usage to support our programs during the 2023-24 school year. These funds will not be available in the future, and we foresee needing to use all o four LCFF funds and more to support our unduplicated students in the 2024-25, 2025-26, and 2026-27 school years. .



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2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky MacQuarrie Superintendent	bmacquarrie@cuttensd.org 7074413900

Goals and Actions

Goal

Goal #	Description
1	Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.1 Number of highly qualified teachers and appropriate teacher assignments Priority 1, 2	100% highly qualified, appropriate teacher assignments	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement Priority 8	Second trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79%	Second Trimester results-"progressing" or 'met' Reading, 71% Writing, 71% Math, 83%	Second Trimester results-"progressing" or 'met' Reading, 74% Writing, 68% Math, 81%	Second Trimester results-"progressing" or 'met' Reading, 66% Writing, 71% Math, 82%	Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics,79%
M1.3 A broad course of study provided to all students Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	arts, health, and physical education	arts, health, and physical education	arts, health, and physical education	arts, health, and physical education	arts, health, and physical education
M1.4 CAASPP Scores - reduce the gaps in achievement. Priority 4	Met/Exceeded in 2019: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56% MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%	Data not available. No testing in the Spring of 2021. See local data in M1.2.	Met/Exceed in 2022: ELA All students: 56.73% SED: 46.51% SWD: 27% Hispanic: 48.57% White: 60.81% MATHEMATICS All students: 47.59% SED: 40.31% SWD: 38.63% Hispanic: 40% White: 52%	Met/Exceed in 2023: ELA All students: 43.31% SED: 43.34% SWD: 34% Hispanic: 38.09% White: 47.53% MATHEMATICS All students: 42.99% SED: 41.27% SWD: 44.90% Hispanic: 26.19% White: 46.04%	Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53% MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points Priority 4	2019 achievement ratings: All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1	Data not available. No testing in the Spring of 2021. See local data in M1.2.	2022 achievement ratings: All students: 4.6 SED: -3.1 SWD: -48.9 Hispanic: -2.5 White: 9.7	2023 achievement ratings: All students: -5.9 SED: -16.7 SWD: -26.9 Hispanic: -20.4 White: .9	2023 achievement ratings: All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6 Priority 4	2019 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7	Data not available. No testing in the Spring of 2021. See local data in M1.2.	2022 achievement ratings: All students: -10.5 SED: -25.1 SWD: -36.4 Hispanic: -26.1 White: -.8	2023 achievement ratings: All students: -12 SED: -17.4 SWD: -17.3 Hispanic: -25.6 White: -8.5	2023 achievement ratings: All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.7 5th grade Science California Science Test scores Priority 4	Met/Exceeded in 2019: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%	Data not available. No testing in the Spring of 2021.	Met/Exceeded in 2022: All students 29.45% SED: 18.50% SWD: 8.36% Hispanic: 18.26% White: 44.25%	Met/Exceeded in 2023: All students 47.56% SED: 46.66% SWD: 36.36 % Hispanic: N/A White: 50.87%	Meet/Exceed in 2023: All students: 42% SED:33% SWD:19% Hispanic:35% White:50%
M1.8 Class size Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Maintain class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency Priority 4	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.	ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2021-2022 school year.	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2022-2023 school year.	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores Priority 8	Students' HFZ (2018 - 19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%	Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4%	Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5% (maintain) Upper Body Strength: 49.7% Flexibility: 88.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.11 Implementation of State Standards and Professional Development by certificated staff Priority 2.	<p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38</p> <p>b) Two full days of professional development by each teacher</p>	<p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23</p> <p>b). 5 full days of professional development by each teacher</p>	<p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 3.93, EngLangDev 3.33, Math 4.46, NGSScience 2.93, Hist/Soc Science 2.13</p> <p>b). 5 full days of professional development by each teacher</p>	<p>a). Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.05, EngLangDev 2.94, Math 4.78, NGSScience 3.17, Hist/Soc Science 2.67</p> <p>b). 5 full days of professional development by each teacher</p>	<p>a) Increase implementation by .10 each year in each content area</p> <p>b) Maintain two full days of professional development for each teacher</p>
M1.12 Arts integration self reported staff survey Priority 2, 7	Baseline scores to be determined	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.53	a.) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.67	Desired outcome for 2023-24 will be identified when baseline is determined.
M1.13 Participation rates in music opportunities Priority 2, 7	100% students receiving music instruction	100% students receiving music instruction	100% students receiving music instruction	100% students receiving music instruction	Maintain 100% of students receiving music instruction
M 1.14 English learner access to the CCSS and ELD standards for	All English learner pupils have access to the CCSS and ELD	All English learner pupils have access to the CCSS and ELD	All English learner pupils have access to the CCSS and ELD	All English learner pupils have access to the CCSS and ELD	Maintain full access to the CCSS and ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English language proficiency Priority 2	standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Lexia.	standards for English learner pupils

Goal Analysis

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

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

The district intended to provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.

- a. 0.50 FTE Classified Coordinator - Cutten School
- b. 0.60 FTE Classified Coordinator - Ridgewood School
- c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction
- d. Assessment/instructional materials

Did not implement a Math Intervention during the school day due to complications of scheduling multiple pull out programs. The Expanded Learning Community Coordinator and the Afterschool Program staff supported Math intervention in our aftercare program in the 2023-2024 school year, and implemented a math intervention program focusing on our unduplicated student needs. We did purchase assessment/instructional materials for our TIP program at both sites, but did not utilize all the funds. The program plans to implement new ELA curriculum for the 2024-2025 school year into our intervention programs. (Action 1.2)

The district intended to provide special education and speech and language services.

- a. 2.0 FTE resource teacher salary
- b. 1.0 FTE speech and language pathologist
- c. 1.0 FTE speech and language pathologist assistant
- d. 3.56 FTE Special Education Assistants
- e. Assessment and curriculum materials

SLP Assistant not hired. Employed a second full time SLP Teacher at Cutten using other resources. (Action 1.3)

The district intended to maintain the TK - 2 Special Day Class at Ridgewood School.

- a. Special Day Class teacher
- b. 1.025 FTE Special Day Class aides

Underspent due to inability to hire consistent staff and substitute staff to provide support. (Action 1.4)

The district intended to maintain instructional aides in every classroom to support all students 2.5 hours daily

a. 9.375 FTE instructional aides

Utilized sub aides to cover when staff were absent, which added to our cost. (Action 1.5)

The district anticipated hiring instructional aides to provide support specifically for unduplicated student groups

a. .75 FTE Instructional aides

Utilized other funding resources for this goal. (Action 1.6)

The district intended to maintain the Implementation of State Standards and Professional Development by certificated staff:

a. Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38

b. Two full days of professional development by each teacher

Overspent on supplies to maintain program needs (Action 1.11)

The district intended to evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.

a. Leadership Team Stipend

b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.)

c. Professional development presenter fees, materials, subscriptions, and registration fees

Overestimated total expenditures. Utilized other resources the previous year. Evaluating possible updated Science of Reading materials to support program.(Action 1.17)

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

Teacher Assignment. (Action 1.1): underspent \$143,072 due to over estimate.

ELA and Math Intervention.(Action 1.2); \$87,878 underspent due to partial implementation action.

Special Education Resource Program & Speech & Language Services (Action 1.3): \$166,552 underspent due to implementation and funding source modification.

Special Day Class. (Action 1.4); \$25,365 underspent due to the inability to hire consistent staff and substitute staff to provide support.

Instructional Aides (Action 1.5): \$46,825 overspent on additional sub aides to cover when staff were absent.

Instructional Aide Support (Action 1.6); \$14,263 underspent utilized other one time funding sources.

Next Generation Science Standards(Action 1.11): \$5,989 added to budget to support science program experiment resupplies Leadership Team (1.17); \$42,201 underspent due to underestimated total expenditures. Utilized other resources the previous year. Evaluating possible updated Science of Reading materials to support program.
Library Staffing (Action 1.18): \$5,462 overspent due to underestimated total expenditures.

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

Several improvements were made in Goal 1: Increasing achievement levels for all students and each student group, thereby enhancing the foundation for college and career readiness and preparing students for success. Specifically, Students with Disabilities(SWD) saw an increase in Met/Exceeded numbers by 7% in ELA and 6% in Math, based on the 2022-2023 CAASPP scores. The Socioeconomically Disadvantaged(SED) also experienced a 1.3% increase in their Math CAASPP Met/Exceeded scores. However, overall, students meeting/exceeding standards decreased by 15% in ELA and 5% in Math. This decrease was observed across all subgroups except for the SWD and SED students mentioned previously. Notably, there was a significant increase in our 5th-grade scores, with a rise of 18% in Science. All subgroups displayed improvement in the Science CAASPP test. Reviewing the data for this year posed challenges due to the significant impact of COVID on attendance, participation, social-emotional learning, and academic achievement, particularly affecting these students. Despite these obstacles, the cumulative actions taken under Goal 1 likely prevented scores from declining further. These actions included reducing class sizes, implementing ELA/Math interventions, providing additional aides, enhancing technology resources, offering counseling services, deploying school social workers and behavior services, organizing summer school programs, and implementing school climate teams/PBIS initiatives.

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

The district will continue to address reading writing, and math as areas to focus on for improvement. ELA and Math Intervention.(Action 1.2). The district intended to provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.This action was not fully developed. More teacher and paraprofessional training is needed to support this program and to overall address learning loss due to COVID.

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

Goals and Actions

Goal

Goal #	Description
2	Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Suspension / expulsion rates Priority 6	2019 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races: 1.2% Expulsion rate = 0%	2021-2022 suspension data: 7 students suspended, of an enrollment of 551 All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0%	2022-2023 suspension data at P2: 4 students suspended, of an enrollment of 561 All students: .7% SED: 1.9% SWD: 1.9% Hispanic: 0% American Indian: 2.8% White: 2.8% Two or more races: 0% Expulsion rate = 0%	2023-2024 suspension data at P2: 7 students suspended, of an enrollment of 563 All students: 1.2 % SED: N/A % SWD:4.3% Hispanic: 1.4% American Indian: 4.3% White: 2.9% Two or more races: 0% Expulsion rate = 0%	Maintain or decrease all student suspension rate from .8%. All student groups suspension rate maintained or declined from baseline
2.2 School Safety and Connectedness of students, staff, and parents Priority 6	42% response rate (32 of 77 fifth grade students) School connectedness 81%;	Reference survey data@wested.org Data collected every other year.	68% response rate (58 of 85 fifth grade students) School connectedness 79%;	53% response rate (35 of 67 fifth grade students) School connectedness 79%;	Increase response rate to 70% School connectedness 85%;

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Academic motivation 75%;</p> <p>Caring adult relationships 74%;</p> <p>High expectations 90%;</p> <p>Meaningful participation 39%;</p> <p>Feel safe at school 92%;</p> <p>Students well behaved 52%;</p> <p>Students treated fairly when break school rules 64%;</p> <p>Students treated with respect 96%</p> <p>Reference survey data@wested.org</p> <p>Parents responding positively to the following:</p> <p>School safety: 94%</p> <p>Connectedness: 98%</p> <p>Staff responding positively to the following:</p> <p>School safety: 96%</p> <p>Connectedness: 100%</p>		<p>Academic motivation 86%;</p> <p>Caring adult relationships 79%;</p> <p>High expectations 86%;</p> <p>Meaningful participation 44%;</p> <p>Feel safe at school 86%;</p> <p>Students well behaved 50%;</p> <p>Students treated fairly when break school rules 64%;</p> <p>Students treated with respect 83%</p> <p>Reference survey data@wested.org 2021-2022</p> <p>Parents responding positively to school safety and connectedness on the LCAP survey.</p> <p>Staff responding positively to the following:</p> <p>School connectedness: 88.3%</p>	<p>Academic motivation 86%;</p> <p>Caring adult relationships 82%;</p> <p>High expectations 88%;</p> <p>Meaningful participation 52%;</p> <p>Feel safe at school 91%;</p> <p>Students well behaved 52%;</p> <p>Students treated fairly when break school rules 61%;</p> <p>Students treated with respect 88%</p> <p>Reference survey data@wested.org 2023-2024</p> <p>ParentStaff responding positively to school safety and connectedness on the LCAP survey.</p> <p>School Safety: 97%</p> <p>Connectedness: 96%</p> <p>Staff responding positively to the following:</p> <p>School Safety: 96%</p> <p>School connectedness:100%</p>	<p>Academic motivation 80%;</p> <p>Caring adult relationships 80%;</p> <p>High expectations 90%;</p> <p>Meaningful participation 75%;</p> <p>Feel safe at school 92%;</p> <p>Students well behaved 70%;</p> <p>Students treated fairly when break school rules 70%;</p> <p>Students treated with respect 96%</p> <p>Parents responding positively to the following:</p> <p>School safety: 94%</p> <p>Connectedness: 98%</p> <p>Staff responding positively to the following:</p> <p>School safety: 96%</p> <p>Connectedness: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.3 Facility Inspection Tool Priority 1	"good" or "excellent" standards per FIT reports	"good" or "excellent" standards per FIT reports	"good" or "excellent" standards per FIT reports	"good" or "excellent" standards per FIT reports	Maintain FIT reports at "good" or "excellent" in all all areas.
2.4 Williams Act: Every pupil has sufficient access to standards-aligned instructional materials Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
2.5 Custodian staffing levels Priority 6	Custodial and maintenance staffing levels at 3.92 FTE	Custodial and maintenance staffing levels at 3.92 FTE	Custodial and maintenance staffing levels at 3.92 FTE	Custodial and maintenance staffing levels at 3.92 FTE	Maintain 2021-22 staffing levels.
2.6 Attendance rates Priority 3, 5	Attendance rate at 2020 P2: 96.37%	Attendance rate at 2022 P2:95.54%	Attendance rate at 2023 P2: 92.81%	Attendance rate at 2023 P2: 94%	Maintain or increase attendance rate at P2 96%
2.7 Chronic absenteeism rate Priority 5	Chronic absence rate at 2020 P2: 7.33%	Chronic absence rate at 2022:P2: 7.87%	Chronic absence rate at 2023 P2:15% Corrected data for 2022 EOY: 13.1%	Chronic absence rate at 2024 P2 5.63% Corrected data for 2023 EOY: 20.7%	Maintain or decrease chronic absence rate at P2 .7%
2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site Priority 3	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 41 % on LCAP Input survey Student survey responses (3rd-6th): 211 (66%)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): 124/307(40%)	Maintain Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175 Student survey responses (3rd-6th): 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Participation in IEPs: 100% LCAP community meeting: used 1 LCAP specific meeting, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Participation in IEPs: 100% LCAP community meeting attendance: 50 participants School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil
2.9 School meals served Priority 5	School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts.....6,028	School meals served at 2022 P2: Total lunches.....52,414 Total breakfasts.....8,691	School meals served at 2023 P2: Total lunches.....51,385 Total breakfasts.....18,819 Aferschool Program Snack...7,501	School meals served at 2024 P2: Total lunches.....47,537 Total breakfasts.....21,541 Aferschool Program Snack...10,227	Maintain or increase school meals served at P2 Total lunches.....26,283 Total breakfasts.....6,028
2.10 Ventilation and heating in classrooms	Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.	Replace 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at	Replaced 9 unit heaters at Ridgewood School and 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood. The Ridgewood Commons	Replaced 9 unit heaters at Ridgewood School and 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood. The Ridgewood Commons	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Ridgewood and 13 at Cutten.	ventilation/heating system and 13 ventilation/heating systems at Cutten waiting to be hooked into new electricity upgrade.	ventilation/heating system almost complete and 13 ventilation/heating systems at Cutten waiting to be hooked into new electricity upgrade. Scheduled new heater/ventilation systems in Cutten Staff lounge.	

Goal Analysis

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

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

It was the districts intention to increase Social Work and/or Behavioral Services

Provide school social work and/or behavioral services.

a. .80 FTE School Social Worker

Overestimated cost of program.(Action 2.1)

It was the district's intention to increase Social Work Services to Unduplicated Count Students

Focus school social work services on unduplicated count students.

a. 1.0 FTE Certificated School Social Worker

The district did increase Social Work services by hiring a new Social Worker, but salary of the new hire was less than estimated.(Action 2.2)

It was the district's intention to replace unit heaters with mini-split electrical and ventilation units, and to Install bi-polar ionization devices and other funds were utilized.

a. Phase 1 Ridgewood School

b. Phase 2 Cutten School, part 1

c. Phase 3 Cutten School, part 2

d. Electrical upgrade at Cutten School

The Phase 1 Ridgewood School, Phase 2 Cutten School part 1 projects were completed; however, due to supply chain issues related to COVID-19 and PG & E backlogs, Phase 3 Cutten School part 2 and the Electrical upgrade at Cutten School is projected to be completed in the 2024-2025 school year. (Action 2.4)

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

Social Work and/or Behavioral Services (Action 2.1): \$34,350 unspent as we overestimated.

Social Work Services to Unduplicated Count Students (Action 2.2): \$116,744 unspent as we over estimated cost of the second Social Worker School Climate Team and PBIS (Action 2.3):\$70 underspent as we overestimated.

Heating and Ventilation Upgrade (Action 2.4): \$143,763 underspent due to partial implementation action.

Equipment and Supplies Other Than Curriculum (Action 2.6): \$5,404.00 underspent as we utilized other resources

Facility Deferred Maintenance (Action 2.7): \$48,664.00 underspent due to a delay in the project completion

Support Services to Parents (Action 2.8): \$100 underspent as other positions covered the supervision estimated for childcare during parent meetings

Communication with Parents (Action 2.9): \$107,509 unspent as we overestimated.

Student Council (Action 2.15): \$166.00 underspent as funds were not needed

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

Support for students' social-emotional well-being is a critical need in order to remove barriers to learning. The unavoidable factors caused by the pandemic have compounded these needs. A 1.0 FTE full time social worker was implemented to provide behavioral supports..

Unfortunately, our

attendance rate has been on a downward trajectory (2020-2021: 96.37%; 2021-2022, 95.54%; 2022-2023, 92.81%), but at P2 for the 2023-2024 school year we see it is at 94% and we are working hard to keep this percentage up. Our chronic absentee rate has also been rising (2020-2021, 7.33%; 2021-2022, 13.1%; 2022-2023, 20.7%), but at P2 for the 2023-2024 it is at 5.63% which is going down. We do feel attendance has been impacted by the effects of Covid-19 as our district had high attendance rates, and relatively low chronic absenteeism before that time. Our suspension rate went up (2019-20, .8%; 2021-2022, 1.3%);however, in 2022-2023 we saw a decline in suspensions to .7%, and at P2 iin 2023-2024 it is at 1.2% which is very low. Students with disabilities are a sub group that have been most affected. Even more increased efforts were made by social workers, the specialized academic instructors, and administration to reach out to parents and students to provide in school and community supports (Action 2.1,2.2, 2.3).

Parent participation and involvement of the unduplicated student group lags behind that of all students. We have identified this as a systemic issue that must be addressed. It was difficult identifying data to show progress for the 2023-2024 year as we had very little participation from parent feedback opportunities and surveys.

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

There are no planned changes for this goal.

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

Goals and Actions

Goal

Goal #	Description
3	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Building a better world, one student at a time.

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
Cutten Elementary School District	Becky MacQuarrie Superintendent	bmacquarrie@cuttensd.org 7074413900

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.

Our vision: Building a better world, one student at a time.

Our mission: The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the “Cutten-Ridgewood Family”.

The Cutten School District has provided excellence and stability in educating children since 1891. About 40 years ago, the decision was made to change the district’s two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials,

facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly--knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep--seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality small school education for their children.

Statistically, of an enrollment of 562 students in May 2023:

14.6% Hispanic or Latino of Any Race
2.3% American Indian or Alaskan Native:
3.7% Asian or Pacific Islander
62.8% White
.4% African American:
15.8% Two or More Races
2% English Learners
.2% Foster Youth
3.7% Homeless
45.2% Socioeconomically Disadvantaged
15.8% Students with Disabilities

Priorities for the district over the past three decades include:

- close relationships with parents / guardians, as evidenced by the award--winning PTA, the Cutten Ridgewood Student Foundation (CRSF) raised approximately \$400,000 for the schools in the past, and the high number of parents /guardians present in classrooms, events, and on field trips
- assistants in every classroom for at least three hours every day
- high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ample access to administrators who maintain an open door policy and who are present at the vast majority of school events
- 21st century innovative teaching and learning with the use of technology to enhance reading, writing, listening, speaking and language skills. Students must have equitable access to technology, from solid, reliable infrastructure to devices that provide opportunities to develop 21st century competencies
- dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate
- improvement and enhancement of aging facilities

In 2018, the District successfully passed a General Obligations Bond measure. The work for both sites was completed in the Spring of 2024. The plan for Ridgewood School included: safe ingress to the school campus; an additional building which includes office space and 1-2 classrooms; parking lot improvements; remodeling of the commons area; and remodeling of all student and adult bathrooms. Phase 1 was completed in the May of 2024 which included the Commons remodel/upgrade, (HVAC, staff room, staff bathrooms, student bathrooms, fiber optics, fire alarm, an upgraded electrical energy capacity, variety of ADA upgrades, and new fencing/gate) . The additional building and the parking improvements are on hold until more funding for TK and facilities can be acquired. The delays caused by the COVID-19 shut down affected product supply chain, availability, and costs, as well as, the moderization funding from the State was not made avaiable during the construction. The plan for Cutten School included: safe ingress to the school campus; new fencing and gates; window replacement; and kitchen remodel. This project was completed in June of 2023. The School District is considering moving forward to place a General Obligations Bond measure on the November, 2024 ballot to complete the original Bond goals from 2018.

Reflections: Annual Performance

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

Part 1:

Met/Exceed in 2023:

CASSPP ELA

All students: 43.31%

SED: 43.34%

SWD: 34%

Hispanic: 38.09%

White: 47.53%

CASSPP MATHEMATICS

All students: 42.99%

SED: 41.27%

SWD: 44.90%

Hispanic: 26.19%

White: 46.04%

Local measures Cutten School District of student achievement: Second Trimester results-"progressing' or 'met'

Reading, 66%

Writing, 71%

Math, 82%

Actions addressing the needs of our lowest performing groups for academic achievement:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Part 2:

2023 Dashboard

Lowest Performance Level (School Performance)

- Chronic Absenteeism:

Cutten School District 20.7%

Cutten Elementary, 17.3%

Ridgewood Elementary, 24.7%

Lowest Performance Level (Student Group Performance LEA Level)

- Chronic Absenteeism:

District Overall, 20.7%

Hispanic, 29.2%

Socioeconomically Disadvantaged, 30.7%

Homeless, 37.5%

Two or More Races, 22.8%

Students with Disabilities, 32.1%

White, 18.1%

Lowest Performance Level (Student Group Performance School Level)

- Chronic Absenteeism

Cutten School

All Students, 17.3%

Hispanic, 18.2%

Socioeconomically Disadvantaged, 31%

Two or More Races, 24.1%

Students with Disabilities, 24.6%

White, 14.6%

Rdgewood School
All Students, 24.7%
Hispanic, 38.6%
Socioeconomically Disadvantaged, 29.4%
Two or More Races, 20.6%
Students with Disabilities, 42.1%
White, 22.4%

Actions addressing the needs of our lowest performing groups for chronic absenteeism: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Reflections: Technical Assistance

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

N/A

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
<p>Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.</p>	<p>During the 2023-2024 school year the District facilitated significant outreach and frequently communicated with educational partners to drive decision-making for the District while developing this LCAP. We utilized communication pathways that are a normal part of our school districts communication routine to inform families about the LCAP and to provide a venue to gather feedback and suggestions. Weekly communication with all educational partners includes parent newsletters and staff bulletins. Regular messaging via Remind occurs to maintain communication with all educational partners. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are monthly check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. There are teacher site meetings monthly, as well as department and School Climate meetings monthly. Classified employees meet bi-yearly, and aides meet monthly. Frequent employee surveys were gathered to obtain feedback. Student opinions were gathered at Student Council meetings and to the Cutten Student Body via the School Climate and the LCAP surveys. We distributed three different surveys for all staff to complete. The surveys focused on LCAP needs, school climate, and California state standards curriculum and implementation. The School Climate Survey was distributed in Spring, 2024, tthe Implementation of State Standards Survey (teachers only)</p>

were all distributed in Spring, 2024, and the LCAP survey was initiated in the Fall, and reminders sent out frequently throughout the year.

Consultation with District Partners 2023-2024 School Year

- Aug. 14 School Board Meeting- Administrator Comments and Communication on LCAP
- Aug. 21 District Meeting-Beginning of year, overall LCAP goals shared
- Sept. 5 Meeting with HBTA
- Sept. 15 SELPA Support Services Meeting
- Sept. 11 School Board Meeting-Administrator Comments and Approve Ammendments on LCAP
- Oct. 3 Meeting with HBTA
- Oct. 11 SELPA Support Services Meeting
- Oct. 9 School Board Meeting- Administrator Comments and Communication on LCAP
- Oct. 17 Site Council-LCAP overview
- Nov. 7 Meeting with HBTA
- Nov. 13 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs
- Nov. 28 School Site Council-Comprehensive Safe School PlaN
- Dec 5 Meeting with HBTA
- Dec. 5 SELPA Monthly Reporting Meeting
- Dec. 11 School Board Meeting-Opportunity for Visitor Comment
- Jan 17 Cutten LPAC Advisory Meeting
- Jan. 8 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP
- Jan. 16 Site Council-Superintendnet Review of CA Dashboard and LCAP
- Feb. 6 Meeting with HBTA
- Feb 7 District Advisory Meeting
- Feb. 12 SELPA Monthly Reporting Meeting
- Feb. 12 School Board Meeting-mid Year LCAP update
- Mar. 5 Meeting with HBTA
- Mar. 11 School Board Meeting-Approval on updated SARC's and Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report
- Mar. 19 School Site Council-LCAP update

	<p>April 2 Meeting with HBTA</p> <p>April 5 Cutten Open House-LCAP input sessions</p> <p>April 8 School Board Meeting-Administrator Comments and Communication on LCAP</p> <p>April 19 Ridgewood Open House LCAP input sessions</p> <p>May 11 Meeting with HBTA</p> <p>May 13 School Board Meeting-Administrator Comments and Approve Ammendments on LCAP</p> <p>May 21 Site Council -School Wellness Policy and Approve SPSA updates</p> <p>June 6 Meeting with HBTA</p> <p>June 11 Site Council Meeting-LCAP review</p> <p>June 13, SELPA Review/Suggestions</p> <p>June 24 School Board Meeting Public Hearing</p> <p>June 25 School Board Meeting 2023-24 LCAP adoption</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a result of our educational partner's feedback, we included improving our academic intervention programs. To address this, we added actions related to implementing targeted intervention programs and support services for underperforming students, particularly those in the Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups. We also received feedback regarding the social/emotional well-being of our students, and ways to improve our high chronic absenteeism rates which have placed us on the Additional Targeted Support and Improvement (ATSI) plan. In an effort to support students social/emotional needs, and chronic absenteeism, we will continue to employ School Social workers/social-emotional counselors, as well as continue to provide a full time School Psychologist. By addressing our goals,Cutten Elementary School District will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase community involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for 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, mathematics, and science. Additionally, English learners will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified academic and language acquisition needs of our students based on state and local data.

The analysis of the 2022-2023 California Assessment of Student Performance and Progress (CASSPP) data indicated a clear need to continue supporting English Language Arts (ELA), and mathematics. For example:

- » 44.72% of all students in grades 3–6 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 35.27% of socioeconomically disadvantaged (SED) students, 34% of students with disabilities (SWD), and 38.09% Hispanic or Latino students met or exceeded standard.
- » 42.99% of all students in grades 3–6 met or exceeded standard in mathematics on the Smarter Balanced assessments. However, only 41.27% of SED students, 44.90% of SWD students, and 26.19% of Hispanic or Latino students met or exceeded standard.
- » We had fewer than 11 English learner students in our district this school year, so data was repressed.

Additional student outcomes related to academic performance are found in the Measuring and Reporting Results section. (Priority 8)

During the LCAP development process, educational partners identified the need for:

- » Ongoing instructional support for ELA and mathematics

- » Ongoing need for smaller class sizes and continued need for support staff in all classrooms.
- » Expanded learning opportunities for students who are SED, EL, and FY specifically in the area of the arts: music, drama, art

After consultation with SELPA, we will employ qualified special education staff to ensure that SWD's unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education. We also received feedback about parent enagement and ways to increase parent participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers, Instructional Materials, and Facilities (P1)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)			100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	
1.2	Implementation of State Standards (P2)	Academic content standards, including English learners, are fully implemented (2023-24 Local data)			Academic content standards, including for English learners, are fully implemented	
1.3	ELA CAASPP Scores (P4)	Met/Exceed in 2022-2023: ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38%			ELA All students: 47% SED: 46% SWD: 37% Hispanic: 41% White: 51%	

		White: 48%				
1.4	Math CAASPP Scores (P4)	Met/Exceed in 2022-2023:MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%			MATHEMATICS All students: 46% SED: 44% SWD: 48% Hispanic: 29% White: 49%	
1.5	CA Science Test Scores (P4)	Met/Exceeded in 2022-2023:SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%			All students 51% SED:50% SWD: 39 % Hispanic: 36% White: 54%	
1.6	English Learner Progress & English Learner Reclassification Rate(P4)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size			The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	
1.7	Local ELA/Math Assessment Data (P8)	Second Trimester results-"progressing' or 'met' 2022-2023 Reading, 66% Writing, 71% Math, 82%			Second Trimester results- "progressing' or 'met' Reading, 69% Writing, 74% Math, 85%	

1.8	Pupil Access to a Broad Course of Study(P7)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)			All students have access to a broad course of study	
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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
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1.1	Teacher Assignment	<p>a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program</p> <p>b. Provide induction support as needed through NCTIP</p> <p>c. Classroom supplies; \$300 per classroom</p>	\$3,251,272.00	No
1.2	ELA and Math Intervention	<p>Provide and ELA Tier 2 RTI /Targeted Intervention Program (TIP) and Tier 2 RTI / Targeted Intervention for Math, including program oversight and training,and purchase research--based curriculum and assessment.</p> <p>a. 0.50 FTE Classified Coordinator - Cutten School</p> <p>b. 0.60 FTE Classified Coordinator - Ridgewood School</p>	\$60,430.00	Yes
1.3	Instructional Aide Support	<p>Instructional aides to provide support specifically for EL student groups</p> <p>a. .75 FTE Instructional aides</p>	\$18,355.00	No
1.4	Student to Teacher/Instructional Aide Ratio	<p>Support opportunities for differentiation to provide appropriate instruction for the low-income, foster youth, and EL student population that is underperforming by decreasing student to teacher and instructional aide ratio.</p> <p>a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6</p> <p>b. 0.375 FTE instructional aide</p>	\$99,477.00	Yes
1.5	Music Education	<p>Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.</p> <p>a. 1.0 FTE certificated music teacher</p>	\$106,183.00	Yes

1.6	Library Staffing	Staff libraries for increased access for students, staff, and families. a. 1.50 FTE Library tech / aide b. Supplies c. Professional Development d. Certificated Librarian services through contract with HERC	\$105,042.00	Yes
1.7	Language Development Support	Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need. a. ELPAC Coordinator b. Instructional materials	\$9,782.00	Yes
1.8	Special Education Services	Employ Special Education staff.	\$680,366.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified need for student and staff sense of safety and school connectedness based on state and local data, including climate surveys, as well as chronic absenteeism, and suspension rates. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting outcomes related to students' sense of safety and connectedness. For example:

- » The chronic absenteeism rate for all students in grades K–6 increased to 21%. However, the chronic absenteeism rates increased for socioeconomically disadvantaged (SED) students (31%).
- » The suspension rate for all students in grades K–12 dropped to 1%. However, suspension rates increased for SED students (1.4%).

EL and Foster Youth data were suppressed.

Our attendance team conducted a root cause analysis to determine the causes of higher rates of chronic absenteeism. It was determined that COVID-19 protocols and the preventative health rules to stay home were one of the leading causes of chronic absenteeism.

During the district's educational partner engagement process, it was suggested that the district expand our comprehensive social work support, school psychologist, counseling programs, and continue supporting our Leadership and School Climate teams in order to provide social and emotional support for students, and professional development in PBIS, restorative practices, and SEL for all staff.

To ensure that students 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 the work of our School Climate team and professional development in SEL for all school staff as well as increasing access to social work support, we expect students to feel more connected to school, which will improve outcomes.

After consulting with SELPA we will employ qualified special education staff to ensure that SWD unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement (P3)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th):124/307(40%) Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil			Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full	

					representation) with one parent of unduplicated pupil	
2.2	Attendance Rate (P5)	94% attendance rate			96% attendnace rate	
2.3	Chronic Absenteeism Rate (P5)	All: 21% chronic absenteeism rate SED: 31% chronic absenteeism rate SWD: 32% chronic absenteeism rate Hispanic: 29% chronic absenteeism rate White: 18% chronic absenteeism FY: Supressed EL: Supressed (2023 Dashboard)			All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate SWD: 5% chronicabsenteeis m rate Hispanic: 5% chronicabsenteeis m rate White: 5% chronic absenteeism rate	
2.4	Suspension & Expulsion Rates (P6)	6 students suspended, of an enrollment of 580 All students: 1 % SED: 1.4 % SWD:2.8% Hispanic: 0% American Indian: N/A% White:.8% Two or more races: 1.1% FY: Supressed EL: Supressed Expulsion rate = 0% (2023 Dashboard):			Maintain or decrease all student suspension rate from 1%. All student groups suspension rate maintained or declined from baseline. Maintain 0% expulsion rate.	
2.5	Sense of Safety and School Connectedness (P6)	53% response rate (35 of 67 fifth grade students)			Increase response rate to 70%	

		<p>School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org 2023-2024 ParentStaff responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness:100%</p>			<p>Maintain or improve responses from baseline.</p>	
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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	Social Work and/or Behavioral Services	Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	\$83,062.00	Yes
2.2	Social Work Services to Unduplicated Count Students	Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	\$82,450.00	Yes
2.3	Support Services to Parents	Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school.	\$8,511.00	Yes

		<ul style="list-style-type: none"> a. Child care b. Trainer / Interpreter fees c. Meeting supplies 		
2.4	Decrease Suspension Rate	<p>Decrease suspension rate.</p> <ul style="list-style-type: none"> a. .10 FTE Social Worker b. Incentives 	\$10,382.00	Yes
2.5	Decrease Chronic Absenteeism	<p>Decrease chronic absenteeism.</p> <ul style="list-style-type: none"> a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives 	\$10,383.00	Yes
2.6	Bus Transportation Service for Low income Students	<p>Provide a safe and reliable means of transportation to and from school for low-income students.</p> <ul style="list-style-type: none"> a. .75 FTE Bus driver 	\$79,438.00	Yes
2.7	Attendance and Parent Education Support	<p>Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.</p> <ul style="list-style-type: none"> a. .20 FTE Administrator 	\$28,567.00	Yes
2.8	School Psychologist/Counseling Services	<ul style="list-style-type: none"> a. School Psychologist/Counseling services for identified students b. 1.0 FTE classified counselor 	\$92,290.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$528,965	\$

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
9.143%	0.000%	\$0.00	9.143%

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	<p>Action: ELA and Math Intervention</p> <p>Need: SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments</p>	By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have	1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring, small group instruction, differentiated learning activities, and academic counseling. Providing academic interventions on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.</p>	
<p>1.4</p>	<p>Action: Student to Teacher/Instructional Aide Ratio</p> <p>Need: SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments and local data.</p> <p>Scope: LEA-wide</p>	<p>By providing more instructional support in classrooms , we will be able to provide differentiation to our unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring, small group instruction, differentiated learning activities, and academic counseling. Providing more academic support on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately</p>	<p>1.3, 1.4, 1.5, 1.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		enhancing overall student achievement and success for unduplicated students.	
1.5	<p>Action: Music Education</p> <p>Need: Music education can benefit students identified in the unduplicated group by providing an opportunity to access music education that is not otherwise available.</p> <p>Scope: LEA-wide</p>	<p>Implementing a district-wide music education program accessible to all students, with targeted support for unduplicated students can address the needs of unduplicated students by providing for equitable access to enrichment activities, it can enhance engagement and attendance, have social emotional benefits, improve academic achievement, provide cultural relevance and inclusivity, provide opportunities for talent development, and build community and school culture. By embedding these strategies within the LCAP LEA-wide the district can ensure that all students have access to a high quality music education program which enriches the overall educational experience but also specifically addresses and supports the unique needs of unduplicated students. Repeatedly, ed partners express their support for a robust music program, specifically families of unduplicated students (Parent surveys, District LCAP meetings, Board Meetings, Site Council meetings, teacher Leadership and School Climate meetings, and in person outreach to parents).</p>	1.2,1.3, 1.4, 1.5, 1.7
1.6	<p>Action: Library Staffing</p> <p>Need: Library access for students identified in the unduplicated group provide an opportunity to access reading materials to improve academic achievement as per local and CASSPP data.</p> <p>Scope:</p>	<p>Library access for students identified in the unduplicated group can enhance student learning, literacy, and academic achievement by ensuring access to comprehensive library services. This service is needed on an LEA-wide basis in order to provide student access to wider variety of resources to support the curriculum, caters to different reading levels and interests, and promotes literacy and research skills.</p>	1.3, 1.4, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	<p>Action: Social Work and/or Behavioral Services</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension.expulsion, safety, and sense of belonging data.</p> <p>Scope: LEA-wide</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes,providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	2.2, 2.3, 2.4, 2.5
2.2	<p>Action: Social Work Services to Unduplicated Count Students</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by</p>	2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension.expulsion, safety, and sense of belonging data.</p> <p>Scope: LEA-wide</p>	<p>identifying root causes,providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	
2.3	<p>Action: Support Services to Parents</p> <p>Need: Our unduplicated students have higher chronic absesnteeism and suspension rates than all students based on attendance data.</p>	<p>Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>more effectively. Flexible options make it easier for more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	
<p>2.4</p>	<p>Action: Decrease Suspension Rate</p> <p>Need: Our unduplicated students have higher suspension rates than all students based on suspension data.</p> <p>Scope: LEA-wide</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high suspension rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an</p>	<p>2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	
<p>2.5</p>	<p>Action: Decrease Chronic Absenteeism</p> <p>Need: Our unduplicated students have higher chronic absenteeism rates than all students based on attendance, chronic absenteeism data.</p> <p>Scope: LEA-wide</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis</p>	<p>2.2, 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.6	<p>Action: Bus Transportation Service for Low income Students</p> <p>Need: Our unduplicated students have a higher chronic absenteeism than all students based on attendance, chronic absenteeism.</p> <p>Scope: LEA-wide</p>	Providing transportation ensures all students, especially those who are disadvantaged or have limited access to reliable transportation, have equal opportunities to attend school regularly. By implementing a comprehensive transportation plan, the district can address the transportation needs, ensuring LEA-wide that all students have reliable access to school and educational opportunities. This action supports equity and helps remove barriers that can hinder the academic and social emotional success of unduplicated students.	2.1,2.2,2.3
2.7	<p>Action: Attendance and Parent Education Support</p> <p>Need: Our unduplicated students have higher chronic absenteeism and suspension rates than all students based on attendance data.</p> <p>Scope: LEA-wide</p>	Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education more effectively. Flexible options make it easier for more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.8	<p>Action: School Psychologist/Counseling Services</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, and suspension data.</p> <p>Scope: LEA-wide</p>	<p>Employing a School Psychologist Counselor and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an School Psychologist/Counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	2.2, 2.3, 2.4, 2.5

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Instructional Aide Support</p> <p>Need: The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group underperforms as compared to students as a whole on the CASSPP tests.</p> <p>Scope:</p>	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group requires yearly testing, as well as, designated, and intergrated supports to support language and acadmics as per the ELPAC data when the number of EL's is large enough to report. It is an LEA-wide need as EL students attend both school sites.	1.3, 1.4, 1.5, 1.6
1.7	<p>Action: Language Development Support</p> <p>Need: The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group underperforms as compared to students as a whole on the CASSPP tests.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group requires yearly testing, as well as, designated, and intergrated supports to support language and acadmics as per the ELPAC data when the number of EL's is large enough to report. It is an LEA-wide need as EL students attend both school sites.	1.2,1.3, 1.4, 1.5, 1.7

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

N/A

Additional Concentration Grant Funding

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

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

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	5,785,496	528,965	9.143%	0.000%	9.143%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,618,458.00	\$948,832.00	\$0.00	\$158,700.00	\$4,725,990.00	\$4,701,301.00	\$24,689.00

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	Teacher Assignment	All	No			All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$3,242,272.00	\$9,000.00	\$2,842,900.00	\$372,838.00		\$35,534.00	\$3,251,272.00	
1	1.2	ELA and Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$60,430.00	\$0.00	\$60,430.00				\$60,430.00	
1	1.3	Instructional Aide Support	All	No			All Schools Specific Schools: Ridgewood, Cutten TK-6		\$18,355.00	\$0.00				\$18,355.00	\$18,355.00	
1	1.4	Student to Teacher/Instructional Aide Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th		\$99,477.00	\$0.00	\$99,477.00				\$99,477.00	

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
							grades									
1	1.5	Music Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$106,183.00	\$0.00	\$106,183.00				\$106,183.00	
1	1.6	Library Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades		\$97,864.00	\$7,178.00	\$105,042.00				\$105,042.00	
1	1.7	Language Development Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6 grades		\$9,782.00	\$0.00	\$9,782.00				\$9,782.00	
1	1.8	Special Education Services	All	No			Specific Schools: Ridgewood; Cutten TK-2; 3-6		\$680,366.00	\$0.00		\$575,555.00		\$104,811.00	\$680,366.00	
2	2.1	Social Work and/or Behavioral Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cutten TK-2; 3-6 grades		\$83,062.00	\$0.00	\$83,062.00				\$83,062.00	
2	2.2	Social Work Services to Unduplicated Count Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades		\$82,450.00	\$0.00	\$82,450.00				\$82,450.00	

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	2.3	Support Services to Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$0.00	\$8,511.00	\$8,511.00				\$8,511.00	
2	2.4	Decrease Suspension Rate	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$10,382.00	\$0.00	\$10,382.00				\$10,382.00	
2	2.5	Decrease Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$10,383.00	\$0.00	\$10,383.00				\$10,383.00	
2	2.6	Bus Transportation Service for Low income Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$79,438.00	\$0.00	\$78,999.00	\$439.00			\$79,438.00	
2	2.7	Attendance and Parent Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$28,567.00	\$0.00	\$28,567.00				\$28,567.00	
2	2.8	School Psychologist/Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood		\$92,290.00	\$0.00	\$92,290.00				\$92,290.00	

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
							od; Cutten TK-2; 3- 6th grades									

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
5,785,496	528,965	9.143%	0.000%	9.143%	\$775,558.00	0.000%	13.405 %	Total:	\$775,558.00
								LEA-wide Total:	\$765,776.00
								Limited Total:	\$9,782.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	ELA and Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$60,430.00	
1	1.4	Student to Teacher/Instructional Aide Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$99,477.00	
1	1.5	Music Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$106,183.00	
1	1.6	Library Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades	\$105,042.00	

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	1.7	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6 grades	\$9,782.00	
2	2.1	Social Work and/or Behavioral Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cutten TK-2; 3-6 grades	\$83,062.00	
2	2.2	Social Work Services to Unduplicated Count Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades	\$82,450.00	
2	2.3	Support Services to Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$8,511.00	
2	2.4	Decrease Suspension Rate	Yes	LEA-wide	Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$10,382.00	
2	2.5	Decrease Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$10,383.00	
2	2.6	Bus Transportation Service for Low income Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$78,999.00	
2	2.7	Attendance and Parent Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$28,567.00	

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 (%)
2	2.8	School Psychologist/Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$92,290.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,124,360.00	\$6,367,815.01

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	Teacher Assignment	No	\$3,541,218.00	3,398,136.17
1	1.2	ELA and Math Intervention	No	\$145,050.00	57,171.33
1	1.3	Special Education Resource Program and Speech & Language Services	No	\$598,860.00	432,308.74
1	1.4	Special Day Class	No	\$238,595.00	213,230.13
1	1.5	Instructional Aides	No	\$445,786.00	492,611.14
1	1.6	Instructional Aide Support	Yes	\$27,582.00	13,319.19
1	1.7	GATE Services	No	\$21,740.00	21,738.16
1	1.8	Student to Teacher/Instructional Aide Ratio	Yes	\$152,340.00	152,203.46
1	1.9	Music Education	Yes	\$81,983.00	82,360.84
1	1.10	Music Education	Yes	\$26,034.00	26,096.88

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	1.11	Next Generation Science Standards	No	\$9,500.00	15,489.00
1	1.12	Arts Education	No	\$10,330.00	10,330.00
1	1.13	Technology and Infrastructure	No	\$159,096.00	159,391.06
1	1.14	Summer School	Yes	\$45,580.00	46,588.85
1	1.15	Devices for Student Groups	No	\$20,100.00	20,100.00
1	1.17	Leadership Team	No	\$91,613.00	49,412.75
1	1.18	Library Staffing	Yes	\$97,909.00	103,371.93
1	1.19	Language Development Support	Yes	\$10,005.00	10,392.03
1	1.20	Classroom Funds	No	\$25,000.00	25,000.00
2	2.1	Social Work and/or Behavioral Services	Yes	\$104,694.00	70,344.47
2	2.2	Social Work Services to Unduplicated Count Students	Yes	\$216,249.00	99,505.94
2	2.3	School Climate Team and PBIS	No	\$10,070.00	8,500
2	2.4	Heating and Ventilation Upgrade	No	\$339,650.00	293,974.49

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	2.5	Maintenance/Custodial Staff and Resources	No	\$420,378.00	442,390.36
2	2.6	Equipment and Supplies Other Than Curriculum	No	\$5,404.00	0
2	2.7	Facility Deferred Maintenance	No	\$48,664.00	0
2	2.8	Support Services to Parents	Yes	\$100.00	0
2	2.9	Communication with Parents	No	\$108,425.00	916.08
2	2.10	School Meal Program Enhancement	No	\$0.00	0
2	2.11	Bus Transportation	No	\$101,380.00	102,073.01
2	2.12	Decrease Suspension Rate	No	\$0.00	0
2	2.13	Decrease Chronic Absenteeism	Yes	\$0.00	0
2	2.14	Bus Transportation Service for Low-income Students	Yes	\$0.00	0
2	2.15	Student Council	No	\$166.00	0
2	2.16	Career Exploration and Cultural Events to Build School Connections	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Attendance and Parent Education Support	Yes	\$0.00	0
2	2.18	Counseling Services	No	\$20,859.00	20,859

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)
545,297	\$698,195.00	\$557,594.74	\$140,600.26	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	1.6	Instructional Aide Support	Yes	\$27,582.00	13,319.19		
1	1.8	Student to Teacher/Instructional Aide Ratio	Yes	\$152,340.00	152,203.46		
1	1.9	Music Education	Yes	\$81,983.00	82,360.84		
1	1.10	Music Education	Yes	\$26,034.00	26,096.88		
1	1.14	Summer School	Yes		0.		
1	1.18	Library Staffing	Yes	\$97,909.00	103,371.93		
1	1.19	Language Development Support	Yes	\$10,005.00	10,392.03		
2	2.1	Social Work and/or Behavioral Services	Yes	\$85,993.00	70,344.47		
2	2.2	Social Work Services to Unduplicated Count Students	Yes	\$216,249.00	99,505.94		
2	2.8	Support Services to Parents	Yes	\$100.00	0		
2	2.13	Decrease Chronic Absenteeism	Yes	\$0.00	0		
2	2.14	Bus Transportation Service for Low-income Students	Yes	\$0.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.17	Attendance and Parent Education Support	Yes	\$0.00	0		

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)
6,036,665	545,297	0	9.033%	\$557,594.74	0.000%	9.237%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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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