



LCFF Budget Overview for Parents

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

CDS Code: 12-62927-0000000

School Year: 2024-25

LEA contact information:

Linda Row

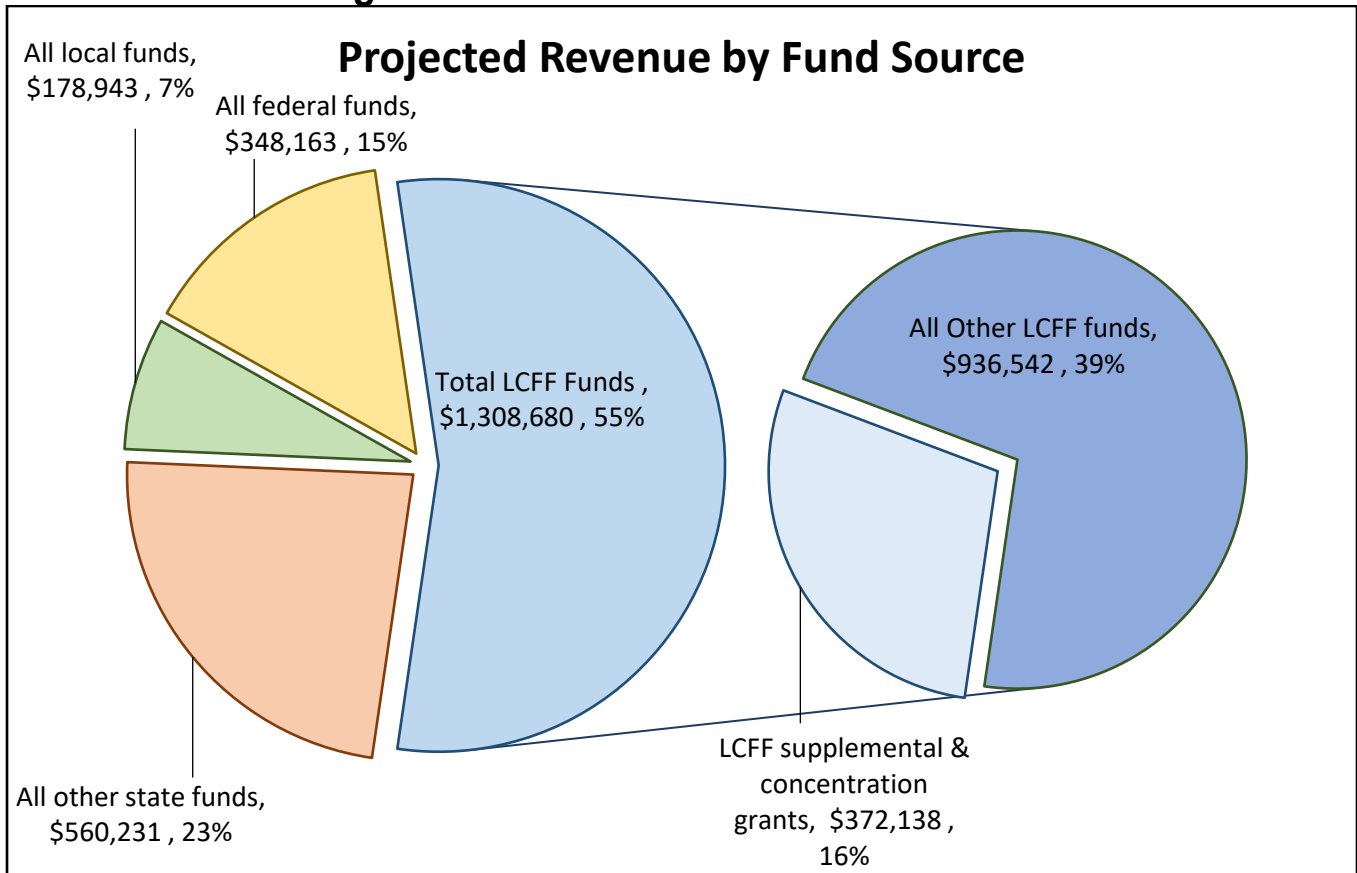
Superintendent/Principal

lrow@loleta.org

(707)733-5705

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

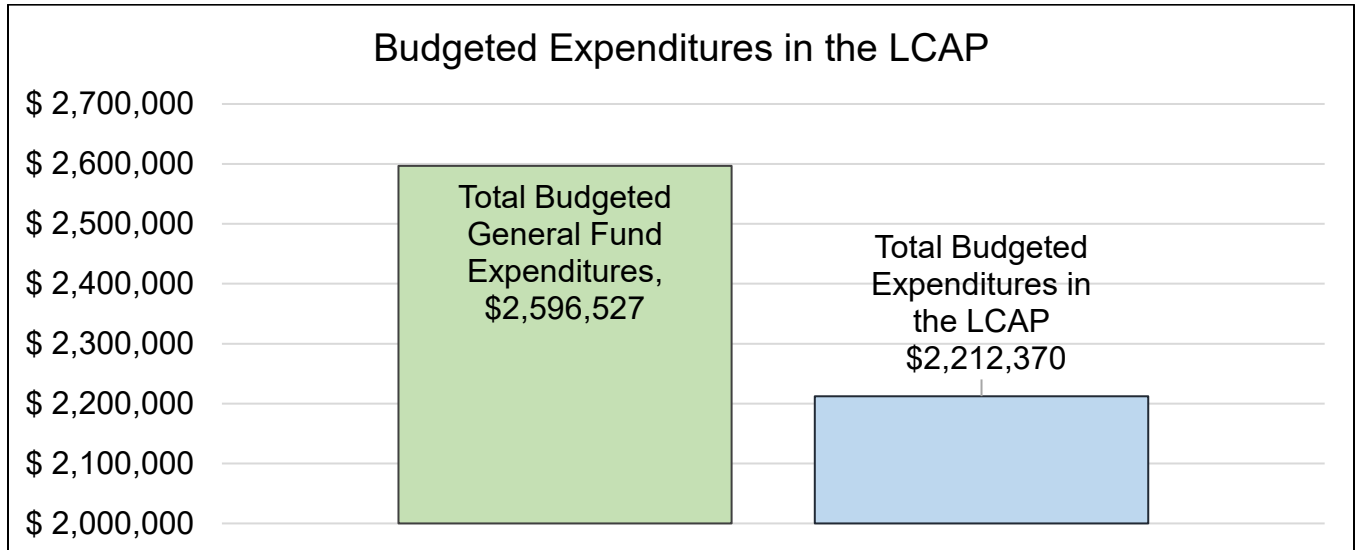


This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$2,396,017, of which \$1,308,680 is Local Control Funding Formula (LCFF), \$560,231 is other state funds, \$178,943 is local funds, and \$348,163 is federal funds. Of the \$1,308,680 in LCFF Funds, \$372,138 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 Loleta Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$2,596,527 for the 2024-25 school year. Of that amount, \$2,212,370 is tied to actions/services in the LCAP and \$384,157 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

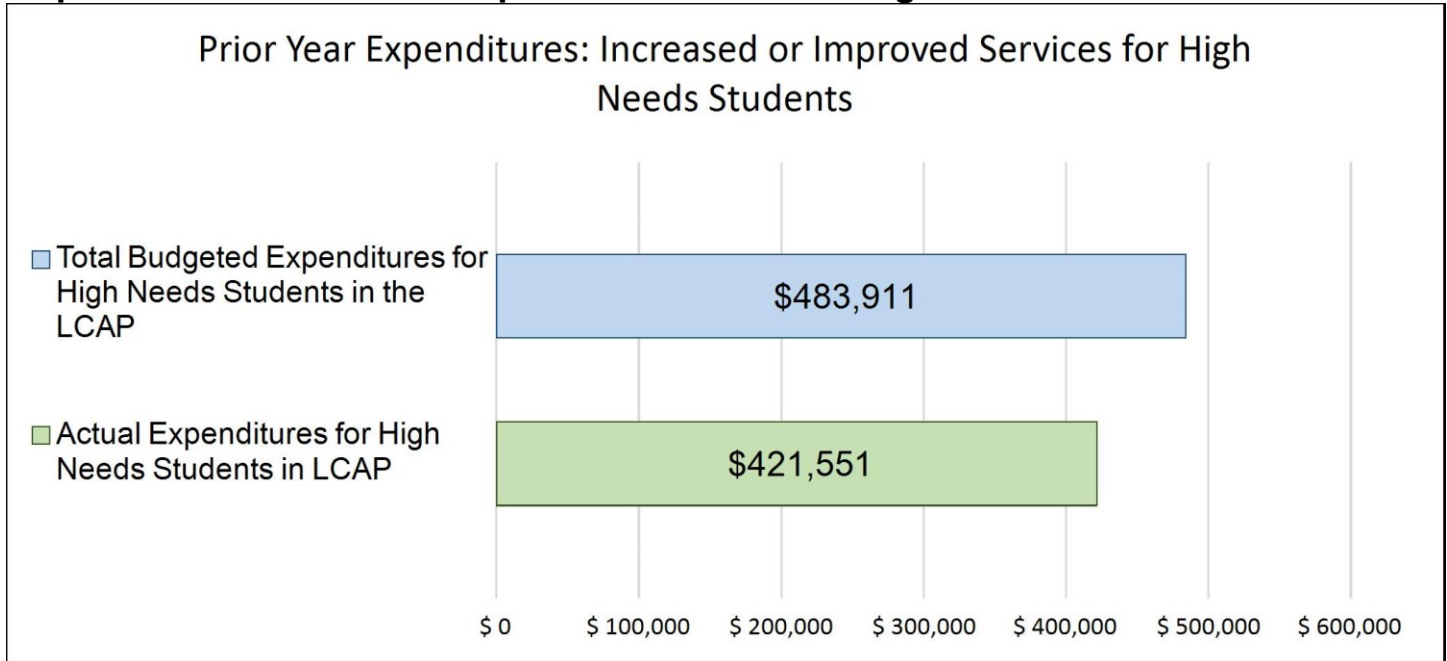
The LCAP does not reflect standard operating expenditures such as utility bills; supplies such as soap, toilet paper and paper towels; insurance coverage; and office supplies such as copier paper, toner, first aid supplies for students.

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

In 2024-25, Loleta Union Elementary School District is projecting it will receive \$372,138 based on the enrollment of foster youth, English learner, and low-income students. Loleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loleta Union Elementary School District plans to spend \$391,503 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 Loleta Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Loleta Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Loleta Union Elementary School District's LCAP budgeted \$483,911 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$421,551 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$62,360 had the following impact on Loleta Union Elementary School District's ability to increase or improve services for high needs students:

The expenditures were less than budgeted because two staff members in positions funded with supplemental and concentration dollars resigned and the positions were not filled. The duties of the two roles were assigned to other staff.



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
Loleta Union Elementary School District	Linda Row Superintendent/Principal	lrow@loleta.org (707)733-5705

Goals and Actions

Goal

Goal #	Description
1	<p>Revised Goal for 23-24: Loleta will continue to invest in a diverse and highly qualified staff, a robust, standards-based curriculum and a broad course of study to prepare each of our students for success in high school and beyond.</p> <p>Previous Goal: Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. To facilitate the academic learning the school works to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.CAASPP ELA Scores	2019 reporting: 116.5 pts below standard.	6.56% are reported as met or exceeded per data quest.	2022 results: 152 points below standard	2023 results: 119.4 points below standard	Improve to 60 pts below standard
2.CAASPP Math Scores	2019 reporting: 132.6 pts below standard	0% met or exceeded in Math per dataquest.	2022 results: 142.3 points below standard	2023 results: 157.6 points below standard	Improve to 100 pts below standard
3.Maintain 100% appropriately assigned and fully credentialed staff while expanding to decrease combination classes.	100% of teachers are appropriately assigned.	100% of teachers are appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	Maintain appropriately assigned and fully credentialed teachers in the subject areas and for the pupils they are teaching while increasing the faculty.
4.Local Assessment ELA Scores (IXL)	Beginning of the year 2021:7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below	2022-2023 End of Year TK/K ~ 0.4 below 1st ~ 0.4 below 2nd ~ 0.6 below	2023-2024 End of Year TK/K - not enough data reported to establish average	By end of year 2024, students in the 7th and 8th grade will be 1 grade level below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		5th ~ 2.72 Below 6th ~ 2.98 Below 7th ~ 3.71 Below 8th ~ 5.28 Below	3rd ~ 2.10 below 4th ~ 2.70 below 5th ~ 3.51 below 6th ~ 3.40 below 7th ~ 4.96 below 8th ~ 5.12 below	1st ~ 0.6 below 2nd ~ 0.7 below 3rd ~ 1.5 below 4th ~ 3.0 below 5th ~ not enough data reported to establish average 6th ~ not enough data reported to establish average 7th ~ not enough data reported to establish average 8th ~ not enough data reported to establish average	their grade as measured by IXL.
5. Local Assessment in Math (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below	2022-2023 End of Year TK/K ~ 0.4 below 1st ~ 0.6 below 2nd ~ 0.4 below 3rd ~ 2.70 below 4th ~ 2.19 below 5th ~ 3.11 below 6th ~ 3.60 below 7th ~ 3.59 below 8th ~ 5.54 below	2023-2024 End of Year TK/K -not enough data reported to establish average 1st ~ 0.6 below 2nd ~ 0.7 below 3rd ~ 1.5 below 4th ~ 3.0 below 5th ~ not enough data reported to establish average 6th ~ not enough data reported to establish average 7th ~ not enough data reported to establish average	By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th ~ not enough data reported to establish average	
6. Maintain 100% curriculum materials sufficiency	The district maintains a 100% curriculum materials sufficiency	The district maintained 100% curriculum materials sufficiency	The district maintained 100% curriculum sufficiency.	The district maintained 100% curriculum sufficiency.	Maintain 100% curriculum materials sufficiency to standards-aligned instructional materials.
7. Increase the number of students who score proficient on the Smarter Balanced State Assessments (SBAC) and CA Science Test.	The district is in the NOT MET category for all 5th grade for the CA Science Test and there are no results for 8th grade.	NO SBAC CAST due to COVID	The number of students tested in each grade (5th and 8th) was too small to report, but combined results show 65% of the students tested performed at the Standard Not Met level and 35% of students tested at performed at the Standard Nearly Met level.	The number of students tested in each grade (5th and 8th) was too small to report, but the 2023 combined results show 59% of the students tested performed at the Standard Not Met level and 40% of students tested at performed at the Standard Nearly Met level.	Improve to 50% of 5th grade to Met category for SBAC and Science.
8. A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).	Baseline of 9 words per minute	The typing program was canceled due to a funding freeze at the start of the school year; however students had access to many more online curriculum which likely improved their typing skills	Students in the 3rd/4th grade class average 15 words per minute	Students in the 3rd/4th grade class average 10 words per minute	Increase to a baseline of 25 words per minute for 8th graders.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9. See a 5% improvement in EL proficiency as demonstrated by the ELPAC.	UPDATED: 2019 Dashboard English Learner Progression Indicator ELPI 55.6%	No ELPI dashboard data available 2020-2021 Dataquest 27.78% moderately developed 60% somewhat developed 22.22% minimally developed	2022 Dashboard data shows 57.1% of ELs making progress towards English language proficiency.	2023 Dashboard data shows that 82.4% of EL students are making progress towards English language proficiency.	Increase to 60% progression.
10. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction.	Teachers indicate a 3 or beginning implementation of ELD.	Teachers continue to indicate a 3 or beginning implementation of ELD.	Teachers reported an average rating of 3 or initial implementation of ELD standards	Teachers reported an average rating of 3 or initial implementation of ELD standards	Teachers indicate a 4 or full implementation of ELD.
11. A 10 % decrease in the number of major referrals as documented by the SWIS system on PBIS.	2019 reports 346 Major referrals.	Loleta Elementary School's school 20-21 climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors.	264 Major incidents were reported. Conduct identified as major included leaving class without permission, classroom disruption, inappropriate language, technology violations, bullying, sleeping in class, returning to class late from recess, physical altercations, work refusal, and inappropriate cell phone use.	29 Behavior Tracking Forms have been submitted to the office year to date. Of those, 8 were marked as major.	Decrease by 100 Major referrals as reported by the SWIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 85 Major referrals throughout the months of August through April and 313 Minor referrals throughout the months of August through April during the 2021-2022 school year. All referrals were addressed with students and major referrals were addressed with parents.</p>	<p>98% of the referrals were written for students in 5th - 8th grade.</p>		
<p>12.Implementation of the academic content and performance standards adopted by the State Board.Teachers working on common core standards implementation.</p>	<p>The majority of teachers indicate the district is at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for</p>	<p>Due to COVID, The majority of teachers indicate the district continues to be at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the</p>	<p>Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation. Availability of standards aligned instructional materials:</p>	<p>Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation. Availability of standards aligned instructional materials:</p>	<p>Move all indicators as reflected by survey to a 4 or Full implementation.On our survey a majority of teachers indicate a 5 or full implementation with sustainability.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2- beginning development for providing where they can improve in delivering instruction aligned to the new common core. A majority of Teachers indicate on our survey regarding curriculum and implementation a 4 rating or full implementation of standards.</p>	<p>district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2- beginning development for providing where they can improve in delivering instruction aligned to the new common core. A majority of Teachers indicate on our survey that they are struggling with a lack of a complete ELA curriculum and the math curriculum is in dire need; meaning we need to purchase more for use. Overall, teachers report a lack of sufficient materials in math, foreign language and health in the core curriculum areas; although</p>	<p>average ranking across all subjects was 3 or Initial Implementation.</p> <p>Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 2 or Beginning Development.</p> <p>Implementing academic standards in art, music, world language: average ranking across all subjects was 2 or Beginning Development.</p> <p>Engaging with teachers and administrators to identify areas of need: average ranking was 1 or Exploration and Research Phase.</p>	<p>average ranking across all subjects was 4 or Full Implementation.</p> <p>Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 3 or Initial Implementation</p> <p>Implementing academic standards in art, music, world language: average ranking across all subjects was 2 or Beginning Development.</p> <p>Engaging with teachers and administrators to identify areas of need: average ranking was 3 or Initial Implementation.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		supplemental curriculum materials are bountiful			
13. Suspension Rate	23.7% suspension rate 2019	Based on SIS- Power School 4.9% of students were suspended In House for the 20-21 school year	11% suspension rate in 22-23	As of 6/11/2024 4.8% suspension rate	Decrease to a 10% suspension rate.
14. Efforts will be made to maintain a broad course of study including math, English, Spanish, science, social studies, physical education, technology, PE and VAPA, Health and World Language standards for all students within the context of a relevant vibrant curriculum.	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom),	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom), In addition we have a teacher being trained through the art initiative program, which is a 4 year program, to provide arts across the curriculum	The broad course of study includes math, English, science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom).	The broad course of study includes math, English, science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom).	Expand current levels to all students taking a second language, implementation of standards for art in every class and maintain all other courses of study.
15. Provide increased academic support staff to increase accessibility to	Currently have a ratio of 1:3 adults per students in the school	Ratio of 1:3 continues among adults to students focusing on unduplicated youth	1:3.5 adult-to-student ratio to facilitate support for unduplicated students.	1:3 adult to pupil ratio during the 2023-2024 school year	Maintain a ratio of 1:3 adults to pupil to facilitate interventions for our unduplicated

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs and services for our unduplicated and individuals with exceptional needs. Increase the number of aides to having an aide in every classroom for tutoring intervention to ensure access to a broad course of study.	to focus on unduplicated.	during the 20-21 school year			students and special needs populations.
16. Reclassification of EL.	Baseline: 55.6% progress rate and 5% reclassification rate in 2018-19.	May 5, 2022 Dataquest 2021-2022 showed 3.7% RFEP, see metric 9 for progression	2022-2023 5 students or 22% were reclassified as English Proficient based on local reclassification data.	2023-2024 One student or 7% was reclassified as English Proficient based on local reclassification data.	Desired outcome : Increase to 60% progression rate and all Level 4 students are reclassified.

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 was effective in providing basic services, fully implementing 89% of its planned actions to support this goal in the 2023-2024 school year. The one action that was partially implemented, Action 1.2 English Learner support, was because the bilingual aide moved out of state and the position was not filled after she left. The support for English Learners was subsequently provided by a different bilingual staff member. There were a number of pandemic-era actions that were longer relevant or for which COVID funding had run out and so were discontinued for the 2023-2024 school year. District staff, community-based organizations, and outside providers worked together to provide opportunities for students in visual and performing arts, music, dance, and world languages. Special education services were fully staffed within the district and additional support was provided by HCOE and SELPA. Transportation services were eventually fully implemented with mixed effectiveness (see below). The district maintained a low student to staff ratio despite budget constraints.

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.

- 1.1 \$14,000 under Budgeted Expenditures because personnel costs were less than expected.
- 1.3 \$3,156 over Budgeted Expenditures because we spent more on computer repairs than expected.
- 1.4 \$6,500 under Budgeted Expenditures because some curriculum orders were not made due to staff turnover.
- 1.5 \$120 over Budgeted Expenditures because we paid for teacher professional development.
- 1.7 \$73,299 under Budgeted Expenditures because end of year billing was not complete at the time of writing and the district had 11 fewer students with disabilities than the year before.
- 1.9 \$6,360 under Budgeted Expenditures because the bus was not in operation until the middle of the school year.
- 1.11 \$28,951 under Budgeted Expenditures because an aide resigned part way through the year and the position was left vacant.
- 1.12 \$2,172 under Budgeted Expenditures because we spent less on textbooks and instructional materials than expected.
- 1.13 \$26,837 under Budgeted Expenditures because a portion of one certificated staff member's salary was not included in this action.

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

Based on the Dashboard data, the district's actions specifically aimed at supporting English Learners were effective, with 82.4% of EL students are making progress towards English language proficiency. This rate exceeded the desired outcome by 22.4%. However, staff confidence in implementing the ELD standards has not increased to a Level 4 as desired. Despite budget constraints the district was able to maintain an aide in each classroom, including in the special education program, but the quality of academic support varied widely from person to person and so the cumulative effect on student academic achievement is difficult to estimate. For much of the year the district was without a bus driver and once the driver was trained, the bus broke down frequently. This greatly reduced the effectiveness of this action because the district could not provide consistent and reliable home-to-school transportation, which many of our families rely on. Again, the effect on student academic progress is difficult to quantify. Although the district maintained a fully-credentialed teaching staff for most of the year, teacher turnover in the 7th/8th grade combo class had a negative impact on student academic progress in those grade levels. While new curriculum was purchased and adopted by the Board, the implementation of new materials was uneven from grades TK to 8. The district successfully maintained a full-service special education program, serving more than 30 students with services ranging from remote speech therapy to intensive academic and behavioral support.

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 2024-2027 LCAP will be a completely new document. While many metrics will be retained and revised, all of the goals and actions will be newly written. In the 2024 - 2027 LCAP Goal 1 will continue to focus on basic services and academic support. Metrics related to staffing, instructional materials, implementation of standards, state test scores, EL progress, and discipline data will be maintained but will be refined

and may be aligned with goals other than Goal 1. Actions related to staffing will be clarified to align with specific academic areas (general education, special education, English language development). Actions that reflect one-time COVID funding will be retired.

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	Provide in person instruction as a primary mode of education and support continuing education through Independent Study as needed (e.g. natural disasters which may prevent on campus participation).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Maintain attendance data for IS vs in person learning.	1 student is signed up for IS- 99% in person.	3 students signed up for ISP during the 21-22 school year	There were no students in long-term Independent Study in the 22-23 school year. Instruction was delivered in a 100% in-person model.	There were no students in long-term Independent Study in the 23-24 school year. Instruction was delivered in a 100% in-person model.	Move to 100% in person learning.
2. Math - IXL comparison	Beginning of the year 2021:7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below	2022-2023 End of Year TK/K ~ 0.4 below 1st ~ 0.6 below 2nd ~ 0.4 below 3rd ~ 2.70 below 4th ~ 2.19 below 5th ~ 3.11 below 6th ~ 3.60 below 7th ~ 3.59 below 8th ~ 5.54 below	2023-2024 End of Year TK/K - not enough data reported to establish average 1st ~ 0.6 below 2nd ~ 0.7 below 3rd ~ 1.5 below 4th ~ 3.0 below 5th ~ not enough data reported to establish average 6th ~ not enough data reported to establish average 7th ~ not enough data reported to establish average	Improve to only 1 grade level below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th ~ not enough data reported to establish average	
3. ELA - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below 7th ~ 3.71 Below 8th ~ 5.28 Below	2022-2023 End of Year TK/K ~ 0.4 below 1st ~ 0.4 below 2nd ~ 0.6 below 3rd ~ 2.10 below 4th ~ 2.70 below 5th ~ 3.52 below 6th ~ 3.40 below 7th ~ 4.96 below 8th ~ 5.12 below	2023-2024 End of Year TK/K - not enough data reported to establish average 1st ~ 0.6 below 2nd ~ 0.7 below 3rd ~ 1.5 below 4th ~ 3.0 below 5th ~ not enough data reported to establish average 6th ~ not enough data reported to establish average 7th ~ not enough data reported to establish average 8th ~ not enough data reported to establish average	Improve to only 1 grade level below.
4.Attendance rate will increase by 2%	Current rate of 93%.	Current Attendance percentage rate for 21-22 as of P2 was 99%	The attendance rate for 22-23 as of May 10 was 82% (ADA)	The attendance rate for 2023-2024 as of 5/28/2024 was 88% (ADA)	Maintain an average attendance of 95%
5.Chronic Absenteeism .	Current rate of 26%. ("chronic" as 18 or more absences) 3 % per year.	Two students were chronically absent throughout the school year	Average Chronic Absenteeism rate K-8 52%	Average Chronic Absenteeism rate as of 5/28/2024 is 57%	Decrease chronic absenteeism to 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6..Office staff or student support team to make a phone call about absent students 100 percent of the time.	Office staff to make a phone call about absent students 100 percent of the time.	Office staff made phone calls to parents of absent students 100% of the time	Office staff made phone calls to parents of absent students 100% of the time	Office staff made phone calls to parents of absent students 80% of the time	Maintain 100% call rate of absence students.

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 successfully returned to a full-time, in person instructional model following the pandemic, with 100% of actions fully implemented. The district does not offer a long-term Independent Study program. Summer school plans (Action 2.1) was fully implemented in 2023. Action 2.2 related to pandemic-era cleaning and sanitation was discontinued.

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.

2.1 \$43,985 under Budgeted Expenditures because the program did not use all of the budgeted personnel.
 2.7 \$27,000 under Budgeted Expenditures because all technology-related expenditures were associated with Action 1.3
 2.8 \$11,975 under Budgeted Expenditures because the classified staff person resigned and the position was restructured.

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

Because this goal is simply focused on a return to an in-person instructional model, it can be said that all actions were effective in meeting the goal. As noted, Action 2.1 related to summer school was fully implemented. Action 2.3, technology services, was fully implemented and Action 2.4, support of unduplicated pupils was fully implemented. Due to staff shortages, the district fell short of meeting the desired outcome for Metric 2.6, not making phone calls home to very absences 100% of the time. Progress on the metrics related to the attendance and chronic absenteeism rates were negatively affected by the continued winter "triple-demic" of influenza, COVID, and RSV as well as transportation issues due to storms, flooding, and lack of bus transportation.

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 2024-2027 LCAP will be a completely new document. While many metrics will be retained and revised, all of the goals and actions will be newly written. The new Goal 2 will focus on fostering positive connections to school by providing expanded and enriched learning opportunities, social-emotional learning, and behavioral support services. Metrics to be used include chronic absenteeism rates, attendance rates, measures of staff and student feelings of safety and belonging, days of intersession programming, and number of enrichment opportunities.

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	<p>Revised Goal: With an equity focus, Loleta will implement a multi-tiered system of support to identify and address the academic, behavioral and social emotional needs of each student and will actively seek the partnership of families and the community to foster an inclusive, culturally-competent, and welcoming school environment where students can thrive.</p> <p>Previous Goal: Create a safe and welcoming environment, where nutrition and good choices are supported, using positive interventions, restorative practices and engaging, flexible curriculum so every child can be successful.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Cafeteria menus include culturally relevant meals. Survey results from students regarding food changes	See cafeteria food menu from 8/19- 2/20 and compare each year..	Cafeteria did provide culturally relevant meals monthly in addition to focusing on school events, holidays and cultures as compared to baseline	The cafeteria provides culturally-relevant meals at least once a month and on special occasions	The cafeteria provides culturally-relevant meals at least once a month and on special occasions	Include an average of 1 culturally relevant meal per month.
2. Cafeteria increases the amount of locally grown produce from our Loleta gardens and local areas by 5 percent each year.	Using the menu from 2/20 record how much food is local produce and measure average increases.	Cafeteria staff report that a minimum of 40% of produce provided was locally grown from the Loleta garden.	Cafeteria staff reported that about 15% of produce used in the student nutrition program is from local sources and/or the Loleta garden.	Cafeteria staff reported that about 25% of produce used in the student nutrition program is from local sources and/or the Loleta garden.	Increase the amount of produce from fresh garden sources by on average 10%.
3. Students rotate through the gardening, nutrition	New to the school. Surveys at the end of each month to measure student	Informal surveys of students indicated that over 50% of students reported that	100% of students surveyed reported that they liked to work in the garden.	100% of students surveyed reported that they liked to work in the garden.	30% of students report satisfaction with rotations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and preserving class one month a year.	participation and satisfaction.	gardening was one of their favorite rotations.			
4. Students rotate through 10 different months of enrichment classes per year.	New to the school. Surveys at the end of each month to measure student participation and satisfaction.	When students were in person, classes rotated to the garden and learned about the growing cycle, climates and harvesting procedures. Preserving of food lessons occurred with some of the student grade levels. Informal surveys of students by staff indicated their favorite was PE, gardening, coding and music. Other rotations were not able to occur due to COVID. 87% Positive Feedback as reported by teachers.	96% of students surveyed reported that they enjoyed the environmental science unit and 100% reported that they liked learning about traditions and customs.	95% of students surveyed reported satisfaction with enrichment activities.	30% of students report satisfaction with rotations.
5. After School Program attendance is steady throughout the year with good survey results.	Taking attendance from enrolled students in August and compare to average daily attendance in the program through the year. Currently a 54%	Due to COVID there were a lot of absences this year over 5 day periods of time for many students. As a result, in addition to fear of families	The first semi-annual ASES report for the period 7/1/ 22 through 12/31/22 showed a 44% attendance rate.	The first semi-annual ASES report for the period 7/1/ 23 through 12/31/23 showed a 52% attendance rate.	78% attendance as proposed for grant.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendance is recorded.	exposing their children to longer days at school, they often picked them up earlier. Also, many parents were displaced from work due to COVID and did not need after school care. Attendance for the ASES program this year averaged at around 50% as of P2. All students were offered the opportunity throughout the year to register for ASES and this will continue for the following year. In addition, 4 year old's will be registering and attending school in the 2022-2023 school year which will likely increase numbers and also give children a head start on academics.			
6.Chronic Absenteeism decreases by 3 percent each year.	26 % in 2018 - 2019. We are looking for a 3 % decrease per year for the next 3 years.	Two students were chronically absent during the school year	More than 52% of students were chronically absent in the 22-23 school year.	The chronic absenteeism rate as of 5/28/2024 is 57%	Decrease chronic absenteeism to 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7.FIT reports remain "good" each year.	We currently have a "good" report expect for a "fair" in our roofs. Continue this with the expectation that when are roofs are fixed it will move to a "good" overall. Roofs are planned to be fixed summer of 2022.	This year we again have an overall score of "Good" at 90% rating. The roof continues to give us a rating of "fair" at 85%. There is a plan to fix the roof in the summer of 2022. After roof repairs our rating will move to "Good".	The overall rating of the school was "good" for the 22-23 school year.	The overall rating of the school was "good" for the 23-24 school year.	"Good" report on all aspects of the physical maintenance of the school.
8.On school surveys, community report feeling welcomed and safe.	Increase CHKS participation by 10% per year for students, staff and parents.	CHKS will be administered in spring of 2023; however, local surveys were administered and majority of responses demonstrated that parents felt relationships between staff and families was respectful, the school supported a welcoming environment. However it was noted that one staff member in particular appeared to preferred to suspend versus create a trauma informed environment and used intimidation as a strategy for behavior management versus	The CHKS was not administered in the 2022-2023 school year. The survey for Local Indicator #3, Parental Involvement and Family Engagement went out to all staff, the LES Advisory Group, ELAC, and was posted on the school website. There were a total of 10 surveys completed.	Only students in grades 5 and 7 were surveyed with the CHKS. Staff participation on the CSSS was 92%. Parents were not surveyed with the CHKS; however, 14 parents (63%) responded to a local survey administered by the Community School Team.	Get 50 % of parents and 80% of students and 95% of staff to complete the surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		relationship building. In addition, parents communicated that not all teachers communicate with families on a regular basis.			
9..Expulsion rate.	2019-2020 expulsion rate is 0 percent	2021-2022 Expulsion rate is 0 percent	The 2022-2023 expulsion rate was 0%	The 2023-2024 expulsion rate was 0%	Maintain a zero percent expulsion rate.
10.No students will drop out.	2019-2020 drop out rate is 0 percent.	2021-2022 Drop out rate is 0 Percent	The 2022-2023 drop out rate was 0%	The 2023-2024 drop out rate was 0%	Maintain a zero percent drop out rate.
11. Parent participation will increase by 2% in our 3 outreach groups: Stakeholders Advisory, ELAC (English Language Advisory Committee), and Indian Education Advisory Committee. Back to School night and community dinners.	2019 - 2020 25% combined participation rate in our outreach groups. Reaching out personally to families to encourage participation in these important feedback groups will be practiced. Notices in banner form on the website, phone calls inviting people and more posters for better communication.	<p>It is difficult to determine percentage increase for participation as participation changes dependent upon meeting days and focus.</p> <p>Parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings.</p> <p>Back to school nights and Community Dinners did not occur during the 21-22 school year, but are</p>	<p>2022-2023 combined participation rate in outreach groups was approximately 5%.</p> <p>Community events were better attended but there is no baseline for comparison.</p>	<p>The 2023-2024 combined participation rate in outreach groups was approximately 10%.</p> <p>Community events were better attended but there is no baseline for comparison.</p>	Develop participation from 40% of families in community and group activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		planned for 22-23 school year			
12. English Language Advisory Committee (ELAC)	2020-2021 5% participate	2021-2022 Based on meetings held 5% continue to participate on average but are continuing to improve in attendance	2022-2023 ELAC parent participation averaged 37%	2023-2024 ELAC parent participation averaged 22%.	Through more personal outreach with bilingual translators, maintaining online meetings in Spanish and sending home minutes in Spanish about what was done in the meetings, we will encourage more family involvement increase involvement to 25%
13. Parent participation, including those of students with disabilities	100% of parents attend IEPs and SSTs	100% of parents attend IEPs and SSTs	78% of parents attended IEPs. 100% of parents attended SSTs.	Approximately 99% of invited parents attended IEP meetings. 100% of invited parents attended SSTs	Maintain 100 percent participation in IEP's and SSTs.
14. Encourage student voice directly by holding student focus groups mediated by HCOE regarding climate issues.	35% of students gave feedback during student focus groups being held at the school reflecting students 100% felt they had a safe adult to talk with and 3% reported bullying.	Focus groups did not happen this year; however our school psychologist did create a survey and the results demonstrated that students did not take it very seriously due to their responses.	Students in grades TK-8 participated in Belong Circles and listening sessions facilitated by True North as part of the Community School initiative. Approximately 75 students participated in the activities and	Students in grades TK-8 participated in Belong Circles and listening sessions facilitated by True North as part of the Community School initiative. Twenty-seven students, or 32%, participated in the	Increase the participation of student voice in the student focus groups up to 50%. Maintain 100% felt they had a safe adult to talk with and 1% report bullying.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>There were 14 responses total and most want snacks and treats Some students that gave feedback shared that they were not sure what they would like from staff; but they were able to express they wanted better school food. Regarding bullying, mostly junior high responses, they did not feel bullied.</p> <p>42% said they "maybe" had a staff member they could talk to. 21% said they did not and the remaining said yes, they did</p> <p>The majority of student responses indicated friends were the best part of school.</p> <p>Students felt that adults in the school treated them with respect.</p>	<p>provided feedback on topics on preferred learning activities and campus security.</p> <p>In a separate local survey, 72% of students said they feel safe at school and 96% of students surveyed said they had an adult to talk to. 100% reported that they had friends at school.</p>	<p>local survey administered by the Community School Team.</p> <p>Only 12 students participated in the CHKS with 43% of that group reporting that they felt connected to school and 17% reporting that the school has an anti-bullying climate.</p> <p>51 students or 61% participated in one-to-one interviews on school climate. In that survey, 94% of students surveyed could identify a caring adult on campus.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Over 90% of students (primarily 7/8th grade) indicate that fight/agure a lot</p> <p>96% of students indicated they treat each other well</p> <p>Almost 100% indicated that there is an adult to reach out to if they have a need.</p> <p>66% indicated they felt safe at school</p>			
15.100% of discipline issues handled with restorative practices.	75% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.	Loleta Elementary School's school climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address	89% of discipline issues were handled with restorative practices. The district provided professional development to all staff in trauma-informed behavioral management strategies, the escalation cycle, and equity.	90% of issues are handled with restorative practices	90% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 4 suspensions for the 2021-2022 school year as of P2			
16.Enrichment academic classes being offered to increase interest in school and decrease absenteeism.	School wide participation in rotations for 10 months.	School wide participation in rotations did occur during in person learning. Rotations did not happen during distance learning due to COVID.	100% of students participated in enrichment activities during the school day.	100% of students participated in enrichment activities during the school day.	Confirm schoolwide participation in rotations.
17.Increased communication between school/families and teachers/families through surveys, by phone, online and sent home.	Surveys asking for best contact with parents using multiple medias in first day packet. Communicating through social media such as Facebook. to be a better alternative along with phone calls and post cards. Professional development in	Loleta Elementary School teachers attempt to increase parent and community communication through emails and classroom newsletters. An all call system through texts and email seeks to inform families of special events, covid updates, and	There is no measurable baseline for this metric. However, Loleta continues to use a variety of means to reach out to families including the school's Facebook page, monthly advisory meetings, monthly newsletter and calendar, the school	There is no measurable baseline for this metric. However, Loleta continues to use a variety of means to reach out to families including the school's Facebook page, monthly advisory meetings, monthly newsletter and calendar, the school	80 percent of parents report they feel the school and teachers are communicating well with them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>PowerSchool school wide will be completed. Classes taught to parents who wish to learn the SIS. Google classroom being utilized in all classes to support parent understanding of class activities. Surveys asking about success of outreach.</p>	<p>schoolwide news. The LES Facebook site provides updates and announcements of events, photos, and student and staff shutouts. A monthly packet is sent home with announcements and information to families about school news. Information is shared during monthly Advisory Committee meetings with representatives from the Wiyot Tribe, Bear River Rancheria, and Northern Indian Development Council attending to share information and collaborate on events, concerns, and projects. The English Language Advisory Committee (ELAC) meets monthly and a representative from the school attends to provide updates and increase parent’s knowledge of school policy, procedures, and events and address concerns of</p>	<p>website, individual phone calls, text messages, surveys, and automated mass phone calls/texts through OneCall.</p>	<p>website, individual phone calls, text messages, surveys, and automated mass phone calls/texts through ParentSquare/Aeries.</p> <p>A listening session facilitated by True North asked parents to rank their preferred method of contact.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		community members. Calls from parents and guardians are attempted to be promptly addressed to increase community connectedness and feelings of collaboration and response to concerns.			
18.4-5 sports teams are being offered to encourage team play and culture.	4 sports seasons are being offered with 20% participation by students.	Sports teams were provided in basketball and were successful but due to funding additional sports were not offered during the 21-22 school year	Both boys and girls basketball seasons were offered in 2022-2023.	Boys basketball was offered in the 2023-2024 school year.	5 sports seasons are strongly in place with 30% of students participating.
19.School Safety and connectedness	2021 Elem CHKS showed 53% feel connected. 71% feel safe at school.	CHKS will be administered in the Spring of 2023 but a local survey administered to staff and responded by 11 staff members showed that most staff feel supported by others; students are recognized for good behavior. Staff did express concerns about high standards for achievement. Most, but not all, staff reported that they believe students are	The CHKS was not administered in the 2022-2023 school year. However, a local survey showed that 72% of students said they feel safe at school and 96% of students surveyed said they had an adult to talk to. 100% reported that they had friends at school.	Only 12 students participated in the CHKS with 43% of that group reporting that they felt connected to school and 17% reporting that the school has an anti-bullying climate. On a local survey 80% of students surveyed reported that they felt safe at school 78.5% of students surveyed reported a sense of belonging to the school	Increase connectedness by students to 90% and 90% feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		treated fairly at school. Most staff agree that teachers treat students fairly regardless of their race or culture. 70% strongly agree or agree and 30% disagree.		94% of students surveyed were able to identify a caring adult at school	
20.Parent participation, engagement and partnering with school. Increase public relations around our community outreach committees, increase surveys and feed back.	33% feel the school encourages them to be an active partner. 38% feel the school is a safe place for their child. 35% feel there is promotion of parental involvement. 15% of parents feel involved in the school. 11% feel the school actively seeks the input of parents.	Parent feedback was gathered through a survey because the CHKS is only administered every other year. However, through a local survey results showed that parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings. Loleta is hopeful that having in person meetings and family nights during the 22-23 school year will help increase parent engagement.	The CHKS was not administered in the 2022-2023 school year. However, data gathered from the Local Indicator survey for Parental Involvement and Family Engagement (Priority #3) indicate that the district is at an average of Level 2, Beginning Development in efforts to create a welcoming environment for all families and work in active partnership with families to support improved student outcomes.	Data gathered from the Local Indicator survey for Parental Involvement and Family Engagement (Priority #3) indicate that the district is at Level 4, full implementation in efforts to create a welcoming environment for all families.	Increase to: 50% feel the school encourages them to be an active partner. 75% feel the school is a safe place for their child. 50% feel there is promotion of parental involvement. 35% of parents feel involved in the school. 50% feel the school actively seeks the input of parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>21. Teacher engagement and school climate as indicated by CHKS survey 2021</p>	<p>50% of teachers feel there are caring adult relationships as supports for students. 32% feel the school is a safe place for staff, 45% feel the school is a safe place for students.</p>	<p>Staff feedback was gathered through a google survey because the CHKS is only administered every other year. Out of 11 respondents, results demonstrated:</p> <p>100% of staff felt supported by other teachers and staff at the school with 45% agreeing; 27% strongly agreeing and 27% neither disagreed or agreed.</p> <p>80% of staff respondents report that teachers frequently recognize students for good behavior; with 20% neither agreeing or disagreeing.</p> <p>46% of staff felt teachers had high expectations for student achievement however 36% did not agree with this statement.</p>	<p>The CHKS was not administered in the 2022-2023 school year. However in a local survey 62% of staff survey respondents stated that they felt safe, supported and respected by their colleagues.</p>	<p>23 certificated and classified staff members participated in the California School Staff Survey (CSSS). 77% of staff believe that adults really care about every student 60% believe the school is a safe place for staff 67% believe the school is a safe place for students</p>	<p>Increase to 75% of teachers feel there are caring adult relationships as supports for students. 90% feel the school is a safe place for staff, 90% feel the school is a safe place for students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>27% of staff felt that students were not treated fairly by adults at school whereas 56% felt students were treated fairly.</p> <p>70% of staff felt that teachers treat students fairly regardless of race, ethnicity or culture; and 30% indicated they disagreed</p> <p>40% of staff indicated they felt safe at school; 40% indicated they neither agreed or disagreed; and 20% disagreed</p> <p>73% of staff indicated that adults teach children to express themselves in proper ways; however 27% disagreed</p>			

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 fully implemented 87.5% of the planned actions. The one action (3.9) that was only partially implemented was due to the staff member moving out of state and the position not being filled after he left due to budget constraints.

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.

3.1 \$25,000 under Budgeted Expenditures because only a partial amount of funding towards the cafeteria came out of supplemental and concentration grant funds.

3.7 \$68,214 over Budgeted Expenditures because an additional position was attributed to this Action.

3.9 \$23,000 under Budgeted Expenditures because the employee in this position resigned and the position was deliberately not filled.

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

The district successfully maintained a full-service special education program (Action 3.3), serving more than 30 students with services ranging from remote speech therapy to intensive academic and behavioral support. The cafeteria program (Action 3.1) provided daily meals and snacks for all pupils at no cost to the families. Expanded and enriched learning opportunities (Action 3.2) were provided to all students by district staff and community partners. The after school program (Action 3.4) consistently operated before and after school as well as during school breaks at no cost to families. The district maintained a safe and clean campus by employing a full time Director of Maintenance (Action 3.5). Social-emotional and behavioral support was successfully provided by the behavioral therapist (Action 3.7) who will be a certified Marriage and Family Therapist by the June 2024. Two full-time staff members were funded by the California Community School Grant (Action 3.8) who focused on family and community outreach to foster a welcoming and inclusive campus climate.

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 2024-2027 LCAP will be a completely new document. While many metrics will be retained and revised, all of the goals and actions will be newly written. The new Goal 3 will focus on active family and community engagement. Metrics will include the percentage of families involved in formal advisory committees, percentage of families attending IEP, 504, or SST meetings, percentage of families demonstrating positive opinions of the district via surveys, and the number of family and community events held during the school year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Linda Row Superintendent/Principal	lrow@loleta.org (707)733-5705

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.

Loleta Union Elementary School District is a small, single-school district serving students in TK - 8. Built in the 1950s, the school is located on a bluff with a view of the Pacific Ocean in the small town of Loleta in Humboldt County. The community supports farming and ranching, a sizable “bedroom community” for parents who work in Fortuna to the south or Eureka to the north, and a large workforce for the Bear River Casino.

Student enrollment averages about 100 students over the 10 grade levels. Loleta Elementary serves two Native American tribes: the Bear River Band of the Rohnerville Rancheria and the Wiyot Tribe at Table Bluff. About 80% of the students who attend Loleta identify as Native American and about 50% of the overall population are tribally-affiliated. About 25% of the students are identified as English Learners and 95% of our students are considered to be socio-economically disadvantaged.

The school staff reflects the diversity in the community and student population, with Native American, Hispanic, and White staff members. Loleta employs 7 full time teachers, including an Education Specialist to serve students with disabilities and an English Language Development teacher to serve English Learners. All of the school's classes are combination classes, meaning that each general education teacher serves students in two grade levels in the same classroom. Special Education support services are typically provided in a pull-out model where students go to a separate classroom for academic support. English Language Development services are provided in designated and integrated modes. A variety of classified staff personnel, such as special education aides, bilingual aides and instructional aides provide additional support to the students in the classrooms.

As a Community School, Loleta works in partnership with our on-site Loleta Community Resource Center (LCRC) to position the school as a hub for a variety of services for students, families, and community members. The LCRC is operated by Providence Health, a local health-care system. Loleta's Community School initiative includes partnerships with the two tribes, as well as with other community-based organizations such as Two Feathers Native American Family Services, the Department of Public Health, Arcata Playhouse, Friends of the Van Duzen River, and the True North Organizing Network. This multi-agency approach fosters effective family outreach, culturally-relevant support services, enjoyable community events, and enrichment activities. Members of these organizations also serve on the district's advisory committees: the Loleta Elementary School Advisory Committee, the English Language Acquisition Committee (ELAC) and the Native American Parent Advisory Committee (NAPAC). The district offers extended learning time, summer and intersession programs, school bus transportation, a full-service cafeteria that serves breakfast, two snacks, and lunch each day, and a thriving school garden that provides produce for the cafeteria, as well as pumpkin patch and a corn maze in the fall.

Reflections: Annual Performance

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

Based on data from the 2023 CA Dashboard as well as our local indicators and benchmark data, Loleta needs to improve outcomes in the areas of academic performance in Math, ELA, and Science; attendance; the implementation of state standards; suspension rate; and fostering family and community engagement. These areas of need are reflected in the Goals and Actions of this plan.

As a single school district, Loleta's LEA-level and school-level data are the same.

CAASPP English Language Arts Assessment

State testing data from the 2023 Dashboard shows that on average, Loleta students in grades 3-8 scored 119.4 points below standard (pbs) on the CAASPP English Language Arts assessment. Specific student groups performed as follows:

Low Income = 125 pbs

American Indian = 137 pbs

English Learners = 91.9 pbs

Students With Disabilities = 136 pbs

Hispanic = 114.6 pbs

Fewer than 11 students in the testing group, no data reported: Homeless, Two or More Races, White

Grade-level reports for the CAASPP English Language Arts assessment shows that 0% of the students tested in grades 3 through 6 scored at the Standard Met or Standard Exceeded Level but 25% of the 7th graders and 6% of the 8th graders scored at the Standard Met level.

CAASPP Mathematics Assessment

State testing data from the 2023 Dashboard shows that on average, Loleta students in grades 3-8 scored 157.6 points below standard on the CAASPP mathematics assessment. Specific student groups performed as follows:

Low Income = 159.2 pbs

American Indian = 157.9 pbs

English Learners = 148.3 pbs

Students With Disabilities = 166.5 pbs

Hispanic = 172.5 pbs

Fewer than 11 students in the testing group, no data reported: Homeless, Two or More Races, White

Grade-level reports for the CAASPP mathematics assessment shows that 0% of the students tested in grades 3 through 8 scored at the Standard Met or Standard Exceeded Level.

Broadly speaking, of the five student groups listed, English Learners are performing the most strongly in both ELA and math, while American Indian students scored lowest in ELA and students with disabilities scored lowest in math. While all students would benefit from increased academic support, the student groups specifically identified by the California Department of Education for intervention based on the 2023

Dashboard include socioeconomically disadvantaged students for math test scores, and socioeconomically disadvantaged, American Indian, and students with disabilities for suspension rates.

Actions identified to address math test scores: Action 1.1, Action 1.2, Action 1.3, Action 1.6, Action 1.7, Action 1.8, Action 1.12, Action 1.14, Action 1.15

Actions identified to address suspension rates: Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 3.4

California Science Test

The results of the 2023 CA Science Test (CST) for grades 5 and 8 show that 99% of students tested scored at the Not Met or Nearly Met Standard level. Survey responses for the implementation of academic standards indicate a need for professional development specific to the Next Generation Science Standards (NGSS)

Local Indicator: 2024 Survey on Implementation of Academic Standards (Priority 2)

Areas identified as Level 2 or Beginning Development Phase

Providing professional learning for teaching to the NGSS standards

Policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to NGSS

Progress implementing CTE, PE, and VPA standards

The suspension rate reported on the 2023 Dashboard was 8.7%. For comparison, the state suspension rate for the same period was 3.5%. It is worth noting that a small student population affects the way the data looks. If a district has a student enrollment of 100 students and 4 students are suspended for at least one day over the course of the school year, the district's suspension rate will exceed the state rate. If you have two students in a demographic group and one is suspended, the suspension rate for that group is 50%. In looking at the student group data, it is also worth noting that groups overlap and any single student may be identified in a number of categories. In other words, one student may be identified as Hispanic, socioeconomically disadvantaged, an English Learner, and a student with disabilities. In the 2023-2024 school year the school was identified for Additional Targeted Support and Improvement (ATSI) by state for the suspension rate of students with disabilities (see below).

During the 2022-2023 school year:

Homeless = 21.4% of students identified as homeless were suspended for at least one day.

Two or More Races = 23.1% of students identified as being of two or more races were suspended for at least one day.

White = 7.1% of students identified as White were suspended for at least one day.

American Indian = 8.5% of students identified as American Indian were suspended for at least one day.

SED = 9.6% of students identified as socioeconomically disadvantaged were suspended for at least one day.

SWD = 14% of students with disabilities were suspended for at least one day.

EL = 4.3% of English Learners were suspended for at least one day.

Local Indicators on the Dashboard shows Not Met for Two or More Years for Basics: Teachers, Instructional Materials, Facilities. This is because the district failed to validate data from the 2021-2022 school year with the state. Data for the 2022-2023 and 2023-2024 school years were appropriately submitted and certified.

Chronic Absenteeism; As of March 27, 2024 32% of students were considered Chronically Absent, meaning they have missed more than 10% of school days.

An area of strength that the district will continue to invest in is the performance of our English Learners. As noted above, our ELs are performing the most strongly in both ELA and math, have the lowest suspension rate of identified student groups and had a high (24%) reclassification rate in 2023. The number of ELs who are chronically absent is proportionate to the overall population, with about 25% of chronically absent students identified as ELs.

Reflections: Technical Assistance

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

Based on the 2023 Dashboard data, Loleta School District is eligible for technical assistance from the Humboldt County Office of Education (HCOE) through the Differentiated Assistance (DA) process. The district has one eligible student group (socioeconomically disadvantaged students) identified in the areas of Suspension and Academics, specifically student performance on the CAASPP math assessments. The district has chosen to focus on student math performance for the DA process because it involves all 10 grade levels and teachers. A district-level team works with the County Office's School Support and Instructional Leadership division to participate in a 5-module study series to identify the root causes of poor student math performance (157 points below standard), identify specific problems of practice and address them through a plan/do/study/act (PDSA) cycle. Progress will be routinely measured with local benchmarks to ensure that the team is not waiting for lagging data such as the CAASPP results to evaluate the effectiveness of the PDSA cycle. A focus on mathematics mindset, assessment, and instruction will continue into the 2024-2025 school year. During the 2024-2025 school year, the team will implement and monitor actions to ensure they are having the desired impact.

In addition, the school was identified by the state for Additional Targeted Support and Improvement (ATSI) based on the suspension rate for students with disabilities. Work to foster a positive and culturally-affirming school climate to address the suspension rate is ongoing and is being supported by community-based organizations such as Two Feathers Native American Family Services, the Wiyot tribe, the Bear River Band of the Rohnerville Rancheria, and the Humboldt County Office of Education. Classified and certificated staff engage in professional development around trauma-informed practices, restorative practices, implicit bias, understanding the escalation cycle, social-emotional learning, mindset, and understanding the antecedents and functions of student behaviors. Starting in the 2024-2025 school year the district will participate in the Teen Court program operated by the Boys and Girls Club that serves as a restorative alternative to suspension.

Actions identified to address math test scores: Action 1.1, Action 1.2, Action 1.3, Action 1.6, Action 1.7, Action 1.8, Action 1.12, Action 1.14, Action 1.15

Actions identified to address suspension rates: Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 3.4

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>From the Spring of 2023 through the Spring of 2024, the District used a variety of means to consult with teachers in the development of the LCAP. Teaching staff reviewed student data in monthly staff meetings and prioritized areas for improvement based on the 7 state priority areas. In the fall of 2023 the Community School team conducted a survey that gathered information in the areas of Academics and Basic Services, Expanded and Enriched Learning, and Family and Community Engagement. Teachers provided input regarding the implementation of state standards via the Local Indicator Priority 2 survey as well as the parental involvement and family engagement survey(Priority 3). Teachers on the school Leadership Team engaged in self-assessments related to the implementation of MTSS that identified areas for improvement. The Leadership team also analyzed student data such as state testing results, chronic absenteeism rates, and the results of local surveys with the specific purpose of identifying actions to include in the LCAP. Teachers who participated in the Differentiated Assistance process engaged in a root cause analysis discussion related to student math scores on the CAASPP. In the late spring of 2024 the Community School Coordinator conducted one-on-one interviews with teachers to gather data about the direction of the school, areas for improvement, and areas to celebrate. Teachers participated in the California School Staff Survey and in the Workplace Violence Prevention Plan survey, both of which elicited input about staff feeling of safety, belonging, and connectedness at the school site.</p>

Principals/Administrators	Loleta is a single school district with only one administrator, the Superintendent/Principal, who leads the LCAP development process.
Other School Personnel	Classified staff were engaged in the LCAP development process in much the same way and on the same timeline as teachers. Classified staff reviewed student data in monthly staff meetings and prioritized areas for improvement based on the 7 state priority areas. In the fall of 2023 the Community School team conducted a survey that gathered information in the areas of Academics and Basic Services, Expanded and Enriched Learning, and Family and Community Engagement. Classified staff provided input on the parental involvement and family engagement survey(Priority 3). Classified staff on the school Leadership Team engaged in self-assessments related to the implementation of MTSS that identified areas for improvement. The Leadership team also analyzed student data such as state testing results, chronic absenteeism rates, and the results of local surveys with the specific purpose of identifying actions to include in the LCAP. In the late spring of 2024 the Community School Coordinator conducted one-on-one interviews with classified staff to gather data about the direction of the school, areas for improvement, and areas to celebrate. Classified staff also participated in the California School Staff Survey and in the Workplace Violence Prevention Plan survey, both of which elicited input about staff feeling of safety, belonging, and connectedness at the school site.
Parents	Throughout the 2023-2024 school year, parents and families were engaged in a variety of ways. At the fall 2023 Harvest Festival, the District's community partner, True North Organizing Network, conducted listening sessions to elicit feedback on the overall progress of the school and areas for improvement. The District held monthly DELAC and Advisory group meetings to present student data, conduct the mid-year review of the LCAP, and gather input for the development of LCAP actions. In the fall of 2023 the Community School team conducted a survey that gathered information in the areas of Academics and Basic Services, Expanded and Enriched Learning, and Family and Community Engagement from families. Anecdotal data was gathered during IEP meetings, parent/teacher conferences, informal conversations, and school events such as Back to School Night. At the spring 2024 Open House, families participated in an activity to rank the state priority areas from most to least important.

Students	Students were involved in the development of the LCAP by participating in listening sessions, surveys, in-class discussions facilitated by the school counselor and/or the Community School Coordinator, and Belong Circles facilitated by True North. Students in 5th and 7th grades participated in the California Healthy Kids Survey (CHKS).
Community Partners	Loleta enjoys robust community partnerships with a variety of agencies and organizations. Throughout the 2023-2024 school year, the school administrator met weekly with a staff member of Two Feathers Native American Family Services to discuss student support services, areas of need, and areas of growth. The Community School team met routinely with the staff of the Loleta Community Resource Center operated by Providence Health, and with staff members of True North Organizing Network. In the winter of 2024 staff from Two Feathers participated in an LCAP development meeting facilitated by the administrator to elicit input specific to the LCAP. Community partners including tribal representatives participated in the surveys and listening sessions. Anecdotal data was gathered during community events and informal conversations.

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

Input from educational partners fell broadly into the areas of Academics and Basic Services, Expanded and Enriched Learning, and Family and Community Engagement, which helped shape the three LCAP goals.

Academics and Basic Services

District staff ranked state test scores as their second most important area for schoolwide improvement and the state of the facilities as number five (out of 20 areas). Families and community members ranked basic services (teachers, facilities, and textbooks) as their second most important area after parent engagement. Some student feedback reflected the belief that students should be performing better academically and needed more support. The actions in Goal 1 are related to certificated and classified staff, instructional materials, academic support, staff professional development for academic subjects, and staff support for students with disabilities and unduplicated pupils.

Expanded and Enriched Learning

District staff ranked student engagement as their most important area for schoolwide improvement and parents ranked it third. Staff responses on the California School Staff Survey showed that student behavior, peer relationships and mental health were areas of concern and student feedback indicated that they wanted more enrichment activities. The actions in Goal 2 are related to student mental health and behavioral support, enrichment activities both during the school day and in the after school/summer program, and staff professional development related to school climate.

Family and Community Engagement

Families and community members ranked Family Engagement as their number one priority area. Survey results, conversations, and informal feedback all indicate a need for the school to improve in making the campus a welcoming place for families, develop better communication systems to keep families informed and encourage participation in shared decision making opportunities. The actions in Goal 3 relate to the community school initiative, the investment in stronger communication systems, and the means to foster greater parent engagement in school activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With an equity lens, Loleta will develop a robust system of integrated supports to meet students' academic and basic needs.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed to address the state priority areas of basic services, state standards, and pupil achievement. Based on data from the 2023 CA Dashboard, as well as from our local academic progress data, Loleta needs to improve student outcomes in the areas of academic performance in Math, ELA, and Science and continue to provide services for English Learners and students with disabilities to ensure their access to the general education curriculum. District staff ranked state test scores as their second most important area for schoolwide improvement and the state of the facilities as number five (out of 20 areas). Loleta was identified by the state for Differentiated Assistance due to low math scores on the CAASPP, particularly for our socio-economically disadvantaged students, which represent more than 90% of our student population. Families and community members ranked basic services (teachers, facilities, and textbooks) as their second most important area after parent engagement. Note that many of the metrics are expressed as averages as the district enrollment is too small to yield meaningful disaggregated data. The actions to support this goal focus on academic support as well as facilities, transportation, and cafeteria services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average CAASPP ELA scores in grades 3-8 expressed in points above or points below standard.	2023 data: average score in grades 3-8 was 119.4 points below standard			By spring 2027, improve average CAASPP ELA scores in grades 3-8 to 60 points below standard	

1.2	Average CAASPP Math scores in grades 3-8 expressed in points above or points below standard.	2023 data: average score in grades 3-8 was 157.7 points below standard			By spring 2027 improve average CAASPP Math scores in grades 3-8 to 75 points below standard	
1.3	CAASPP Science Scores for grades 5 and 8 expressed as the average percentage of students scoring in each of the performance categories	2023 data: 59% of students tested scored in the Standard Not Met performance category and 40% of students tested scored in the Standard Nearly Met performance category.			By spring 2027 increase CAASPP Science Scores for grades 5 and 8 to 50% of students scoring in the Standard Met performance category	
1.4	Percentage of teachers who are fully credentialed, and number of students with access to standards-aligned instructional materials, (2023-24 Local data)	2023-2024 school year: 100% of teachers are fully credentialed and all students have access to standards-aligned instructional materials.			Maintain 100% fully credentialed and appropriately assigned teachers and all students having access to standards-aligned instructional materials.	
1.5	Percentage of English Learner students annually reclassified as Fluent English Proficient (RFEP)	2024 data: 7% of English Learner students were reclassified as Fluent English Proficient (RFEP)			Maintain 5% or more of English Learners annually reclassified as Fluent English Proficient (RFEP)	
1.6	Average self-reported ranking on a 5 point scale of the district's implementation of state academic standards, including access to ELD for English Learners, based	2024 Data: Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation.			Increase ranking to Level 4, Full Implementation, in all areas on the Priority #2 survey of the implementation of state standards.	

	on survey results for local indicator Priority #2	<p>Availability of standards aligned instructional materials: average ranking across all subjects was 4 or Full Implementation.</p> <p>Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 3 or Initial Implementation</p> <p>Implementing academic standards in art, music, world language: average ranking across all subjects was 2 or Beginning Development.</p> <p>Engaging with teachers and administrators to identify areas of need: average ranking was 3 or Initial Implementation.</p>				
1.7	Academic benchmark data ELA	Transitioning to new local assessment tool during upcoming school year. Will establish baseline in 2024-25.			50% of students meet or exceed grade level expectations in ELA	
1.8	Academic benchmark data Math	Transitioning to new local assessment tool during upcoming school			50% of students meet or exceed grade level	

		year. Will establish baseline in 2024-25.			expectations in Math	
1.9	Academic benchmark data Science	Transitioning to new local assessment tool during upcoming school year. Will establish baseline in 2024-25.			50% of students meet or exceed grade level expectations in Math	
1.10	Number of days of home to school transportation service provided annually for students, inclusive of regular school days, intersession, and summer.	2023-2024 data: 85 days of home to school transportation were provided inclusive of regular school days, intersession, and summer.			Provide at least 210 days annually of home to school transportation inclusive of regular school days, intersession, and summer.	
1.11	The percentage of English Learners making progress towards English Proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)	2023 data: 82.4% of English Learners making progress towards English Proficiency			Maintain 75% or more of English Learners making progress towards English Proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)	
1.12	Average ranking of facility cleanliness and safety as measured by the annual Facility Inspection Tool (FIT) score	2023-2024 FIT ranking was "good"			Maintain a "good" or better ranking of facility cleanliness and safety as measured by the annual Facility Inspection Tool (FIT) score	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers	Recruit, hire, and retain a diverse and highly-qualified general education teaching staff.	\$378,821.37	No
1.2	Aides	Ensure that each classroom has an instructional aide.	\$68,821.83	No
1.3	Special Education	Provide in-house and contracted special education services for students with disabilities.	\$428,207.77	No
1.4	ELD	Provide designated and integrated English Language Development support for English Learners.	\$80,952.07	Yes

1.5	Assessment	Employ a testing coordinator to manage required state testing processes, training, and reporting. (Expenses in GA 1.4 for now)	\$500.00	No
1.6	Curriculum	Ensure that textbooks, consumables, and online content subscriptions, are current, standards-aligned and sufficient in number.	\$34,627.00	No
1.7	Instructional Materials	Ensure that instructional materials and supplies are age appropriate and sufficient in number.	\$5,000.00	No
1.8	Academic Support	Provide additional academic support for all students to meet their identified areas of need.	\$1,200.00	No
1.9	Cafeteria	Provide a full-service student nutrition program that is compliant with state and federal standards.	\$134,236.31	No
1.10	Facilities	Provide safe and clean facilities that are in good repair.	\$194,593.31	No
1.11	Transportation	Provide reliable home to school transportation during the regular school year and during intersession programs.	\$64,989.06	No
1.12	Technology	Ensure that the technology infrastructure is efficient and up to date, and equipment is updated and fully functional.	\$16,650.00	No
1.13				
1.14	Certificated Staff	Employ certificated staff to support unduplicated pupils (English Learners, socio-economically disadvantaged and foster youth).	\$38,505.45	Yes

1.15	Classified Staff	Employ classified staff to support unduplicated pupils (English Learners, socio-economically disadvantaged and foster youth).	\$112,401.73	Yes
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster positive connections to school by providing expanded and enriched learning opportunities, social-emotional learning, and behavioral support services.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

The District has developed this goal to address the state priority areas of Pupil Engagement, School Climate and Course Access. During the Spring 2024 LCAP development sessions, school staff ranked Pupil Engagement as their number one priority area, based in particular on the student chronic absenteeism rate. School climate survey data shows that student perceptions of safety and connection to school are strong but could be improved. In addition, Loleta has been identified by the state for Differentiated Assistance due to the suspension rate of Native American students, students with disabilities, and students who are socio-economically disadvantaged. The metric measuring the percentage of students seeking counseling support aims to reduce that number through stronger Tier 1 interventions, direct instruction in pro-social conduct, and referral to outside agencies as needed. This goal includes actions intended to foster a more positive school climate through integrated behavioral and mental health support services, an engaging and relevant course of study, and expanded and enriched learning time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Attendance Rate: End of Year attendance totals as measured by the student information	2024 End of Year Data: 88% average attendance rate as measured by the YTD			Increase the end of year average attendance rate to 93% as measured by the student	

	system's YTD Attendance Totals Report.	Attendance Totals Report.			information system's YTD Attendance Totals Report.	
2.2	Chronic Absenteeism Rate: The percentage of students who are absent for 10% or more of enrolled days as measured by attendance records in the student information system and the CA School Dashboard.	2024 End of Year Data: 57% of students were chronically absent as measured by attendance records in the student information system.			Reduce the chronic absenteeism rate to at least match the state average of 24.3% (2023 data) as measured by attendance records in the student information system and the CA School Dashboard.	
2.3	Middle School Dropout Rate The percentage of students in grades 6-8 who leave school without an identified next school of enrollment as measured by enrollment records in the student information system and verification in CalPADS.	2024 End of Year Data: 0% middle school dropout rate.			Maintain a 0% middle school dropout rate as measured by enrollment records in the student information system and verification in CalPADS.	
2.4	Pupil Suspension Rate: The percentage of students suspended at least one day during the school year as measured by discipline records in the student information system and	2023 End of Year Dashboard Data: 8.7% pupil suspension rate.			Reduce pupil suspension rate to at least match state average of 3.4% as measured by discipline records in the student information system, CalPADS	

	CalPADS and the CA School Dashboard.				and the CA School Dashboard.	
2.5	Pupil Expulsion Rate The percentage of students expelled from the district as measured by discipline records in the student information system.	The pupil expulsion rate for the 2023-2024 school year was 0%			Maintain a 0% pupil expulsion rate as measured by discipline records in the student information system and CalPADS.	
2.6	School Climate Survey Data: The percentage of students reporting high levels of safety and school connectedness	2024 Data: Only 12 students participated in the CHKS with 43% of that group reporting that they felt connected to school and 17% reporting that the school has an anti-bullying climate. On a separate local survey, 80% of students surveyed reported that they felt safe at school 78.5% of students surveyed reported a sense of belonging to the school 94% of students surveyed were able to identify a caring adult at school			Increase the rate of students reporting feeling safe and connected to school to 90% as measured by a school climate survey.	

2.7	Expanded Learning Hours: Number of expanded learning daily program hours as measured by the program calendar and schedule.	The District offered 210 days of expanded learning programming during the 2023-2024 school year.			Offer expanded learning programming for 9 hours a day for at least 210 days annually (180 school days and 30 intersession days) as measured by the program calendar and schedule.	
2.8	Number of hours of art and music instruction per week provided during the instructional day	There were 0 hours of regularly-scheduled arts and music instruction during the 2023-2024 school year.			Provide at least 5 hours per week of art and music instruction across all grade levels during the instructional day.	
2.9	Percent of students engaging in in-house counseling support services as measured by parent permission slips	2203-2024 Data: 38% of students engaged in support services with the school counselor			Reduce percentage of students seeking counseling support to 25%.	
2.10	MTSS implementation as measured by the Schoolwide Implementation Tool (SIT) Scores.	Fall 2023 Data: Vision for Readiness: Level 1, Installing Identity: Level 1, Installing Approaches to Learning: Level 1, Installing			Increase self-reported ranking in each area to Level 3, Sustaining, as measured by the Schoolwide Implementation Tool (SIT)	

		Structures: Level 1, Installing				
2.11	Pupil Access to a Broad Course of Study	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-2024 Local data)			All students have access to a broad course of study	

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	Counselor	Employ a school counselor to provide behavioral and mental health support services for students.	\$100,868.45	Yes
2.2	Student Support	Maintain staffing to provide student and family support services.	\$68,275.75	Yes
2.3	Incentives	Offer incentives, awards, and acknowledgments to recognize student progress and achievement.	\$1,810.00	No
2.4	Professional Development	Provide staff professional development related to social-emotional learning, positive behavioral strategies, and other school climate related topics.	\$7,000.00	No
2.5	Expanded Learning	Provide before school, after school, intersession, and summer school programming for TK-6 students.	\$225,431.69	No
2.6	Arts Instruction	Provide arts and music instruction during the regular school day.	\$65,454.00	No
2.7	Garden	Use local grant funds to employ a .5 FTE school gardener.	\$26,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Loleta will strive to build a welcoming and positive school community by fostering active family and community engagement in all aspects of operations.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

During the LCAP development process it became clear through anecdotal and survey data that the District needs to prioritize parent and family involvement in order to improve student outcomes. While evaluating the state priority areas, families ranked Parental Involvement as their number one area for improvement and school staff ranked it as number two. The District has developed robust community partnerships through the Community School initiative which provide additional support and enrichment for students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement and Family Engagement Survey (state priority #3)	<p>2023-2024 Average Ranking:</p> <p>Building Relationships: Level 3, Initial Implementation</p> <p>Building Partnerships: Level 2, Beginning Development</p> <p>Seeking Input: Level 3, Initial Implementation</p>			Increase average rankings in each area to Level 4, Full Implementation, as measured by responses on the state Priority 3 survey	

3.2	Data from use of ParentSquare communication system as measured by the system Dashboard and reports.	<p>2023-2024 Data: ParentSquare is a new tool for the District.</p> <p>0 automatic absence notifications were sent</p> <p>94% of families have a contactable number in the system</p> <p>21% of families have downloaded the app</p> <p>50% of staff are registered in the system</p>			<p>100% of student absences will receive a daily automatic notification.</p> <p>100% of families will have a contactable number in ParentSquare</p> <p>95% of parents will have downloaded the app</p> <p>100% of staff will be registered in system.</p>	
3.3	Family participation, including families of unduplicated pupils, in regularly scheduled advisory committee meetings (DELAC, LES Advisory, Native American Parent Advisory Committee) as measured by meeting minutes.	<p>2023-2024 Data:</p> <p>DELAC: 22% of EL parents participated in meetings</p> <p>LES Advisory: 0% of parents participated in meetings</p> <p>NAPAC: 2% of parents participated in meetings</p>			<p>DELAC: 50% of families will participate</p> <p>LES Advisory: 30% of parents will participate</p> <p>NAPAC: 50% of parents will participate</p>	
3.4	Parent participation rate in IEP meetings as measured by program records	<p>2023-2024 Data:</p> <p>99% of invited parents attended their student's IEP meetings</p>			100% of invited parents will attend their student's IEP meetings.	

3.5	Percentage of students, families and staff reporting a sense of safety and school connectedness as measured by local survey results.	Transitioning to new local survey tool during upcoming school year. Will establish baseline in 2024-25.			Students: 90% Parents/Guardians : 90% Staff: 90%	
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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
3.1	Community School	Employ staff to lead the Community School initiative	\$143,024.69	No
3.2	Family Outreach & Communication	Upgrade communication systems, school website, and methods for connecting with families.	\$15,000.00	No

3.3	Family Engagement	Actively support family attendance and participation in advisory meetings.		No
3.4	Community Partnerships	Maintain strong partnerships with community based organizations to engage and connect with students and families.		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$372138	\$48313.38

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.734%	0.000%	\$0.00	40.734%

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
1.14	<p>Action: Certificated Staff</p> <p>Need: 2023 CA School Dashboard Data shows that low income students scored 125 points below standard (orange level) on the CAASPP ELA and 159 points below standard (red level) on the CAASPP Math test indicating a need for increased academic support. In addition,</p>	As a single school district Loleta's services are provided on an LEA and schoolwide basis. With more than 90% of our students identified as socio-economically disadvantaged, any action principally directed towards supporting unduplicated pupils becomes a de facto schoolwide action. Using supplemental and concentration funds to maintain certificated staffing to support English Learners and to limit combination classes two grade levels in each classroom, especially in the primary	1.1, 1.2, 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>Loleta has been identified for Differentiated Assistance support based on the math scores for our socio-economically disadvantaged students.</p> <p>Scope: LEA-wide</p>	<p>grades, addresses the need for targeted academic support. LEA-wide implementation is most appropriate due to our small, single-school district and small class sizes.</p>	
<p>1.15</p>	<p>Action: Classified Staff</p> <p>Need: Loleta has been identified for Differentiated Assistance support based on the suspension rate for our socio-economically disadvantaged students (among other student groups). Local data also shows high rates of chronic absenteeism among our low income students.</p> <p>Scope: LEA-wide</p>	<p>As a single school district Loleta's services are provided on an LEA and schoolwide basis. Using supplemental and concentration funds to employ an additional caring adult in each classroom addresses the need for increased social emotional and behavior support to foster better connection to school. LEA-wide implementation is most appropriate due to our small, single-school district and small class sizes.</p>	<p>Suspension Rate Chronic Absenteeism Rate</p>
<p>2.1</p>	<p>Action: Counselor</p> <p>Need: Based on educational partner input and review of local survey data, we determined that the majority of Loleta's students come from a background of poverty and generational trauma. Combined with the lingering effects of the pandemic, these environmental factors pose significant challenges to student success.</p>	<p>As a single school district Loleta's services are provided on an LEA and schoolwide basis. It is unusual for a school with so few students to have a full time school counselor, so this is clearly and increased and improved service to support unduplicated pupils. LEA-wide implementation is most appropriate due to our small single-school district and small class sizes.</p>	<p>Suspension Rate Chronic Absenteeism Rate Rate of counseling support services</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
	Scope: LEA-wide		

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
1.4	<p>Action: ELD</p> <p>Need: Districts are required to provide appropriate services to English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Having a fully credentialed ELD teacher, designated and integrated ELD services, and ELD-specific curriculum support EL students' progress toward English proficiency.	EL reclassification rate English Language Progress Indicator EL student scores on CAASPP
2.2	<p>Action: Student Support</p> <p>Need: The majority of Loleta's students come from a background of poverty and generational trauma and many are English Learners. Combined with the lingering effects of the pandemic, these environmental factors pose significant challenges to student success. Students and families alike need support in navigating the school system, getting connected with community-based resources and learning skills to promote positive student outcomes.</p>	Having a bilingual staff member who can communicate fluently in Spanish with the families of our English Learners to help them obtain support for their students provides a direct benefit to our English Learners as well as our other unduplicated pupil groups.	1.5, 1.11

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

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

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.

The additional concentration grant add-on funding will be used to help fund the following positions that provide direct support to unduplicated pupils:
 School Counselor
 Student and Family Engagement specialist

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	913581	372138	40.734%	0.000%	40.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,044,619.52	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	Teachers	All	No			All Schools	Ongoing	\$375,121.37	\$3,700.00	\$328,894.45	\$37,564.00		\$12,362.92	\$378,821.37	
1	1.2	Aides	All	No			All Schools	Ongoing	\$68,821.83	\$0.00		\$5,721.55		\$63,100.28	\$68,821.83	
1	1.3	Special Education	Students with Disabilities	No			All Schools	Ongoing	\$141,940.77	\$286,267.00		\$383,720.77		\$44,487.00	\$428,207.77	
1	1.4	ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$80,357.07	\$595.00	\$80,952.07				\$80,952.07	
1	1.5	Assessment	Students in grades 3-8	No			All Schools	Ongoing	\$0.00	\$500.00		\$500.00			\$500.00	
1	1.6	Curriculum	All	No			All Schools	Ongoing	\$0.00	\$34,627.00	\$19.00	\$34,608.00			\$34,627.00	
1	1.7	Instructional Materials	All	No			All Schools		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.8	Academic Support	All	No			All Schools	Ongoing	\$0.00	\$1,200.00		\$1,200.00			\$1,200.00	
1	1.9	Cafeteria	All	No			All Schools	Ongoing	\$61,428.31	\$72,808.00	\$49,652.31	\$15,729.00		\$68,855.00	\$134,236.31	
1	1.10	Facilities	All	No			All Schools	Ongoing	\$91,037.36	\$103,555.95	\$194,593.31				\$194,593.31	

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	1.11	Transportation	All	No			All Schools	Ongoing	\$33,418.06	\$31,571.00	\$48,307.00	\$16,382.00	\$300.06		\$64,989.06	
1	1.12	Technology	All	No			All Schools	Ongoing	\$0.00	\$16,650.00	\$16,650.00				\$16,650.00	
1	1.13															
1	1.14	Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$38,505.45	\$0.00	\$38,505.45				\$38,505.45	
1	1.15	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$112,401.73	\$0.00	\$112,401.73				\$112,401.73	
2	2.1	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,868.45	\$0.00	\$91,368.45			\$9,500.00	\$100,868.45	
2	2.2	Student Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$67,235.75	\$1,040.00	\$68,275.75				\$68,275.75	
2	2.3	Incentives	All	No			All Schools	Ongoing	\$0.00	\$1,810.00		\$1,810.00			\$1,810.00	
2	2.4	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$7,000.00		\$2,000.00	\$5,000.00		\$7,000.00	
2	2.5	Expanded Learning	All	No			All Schools	Ongoing	\$173,126.39	\$52,305.30		\$225,431.69			\$225,431.69	
2	2.6	Arts Instruction	All	No			All Schools	Ongoing	\$0.00	\$65,454.00		\$65,454.00			\$65,454.00	
2	2.7	Garden	All	No			All Schools	Ongoing	\$26,000.00	\$0.00			\$26,000.00		\$26,000.00	
3	3.1	Community School	All	No			All Schools	Through 2027	\$137,753.69	\$5,271.00		\$143,024.69			\$143,024.69	
3	3.2	Family Outreach & Communication	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Family Engagement	All	No			All Schools	Ongoing								
3	3.4	Community Partnerships	All	No			All Schools	Ongoing								

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
913581	372138	40.734%	0.000%	40.734%	\$0.00	0.000%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$80,952.07	
1	1.14	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,505.45	
1	1.15	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,401.73	
2	2.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,368.45	
2	2.2	Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$68,275.75	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,845,104.03	\$1,612,300.45

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	1.1 Personnel	No	\$381,708.81	\$367,217
1	1.2	1.2 English Learners Support/Foster Youth	Yes	\$108,161.25	\$104,450.61
1	1.3	1.3 Technology	No	\$14,114.50	\$17,300
1	1.4	1.4 Curriculum	No	\$33,556.00	\$26,963
1	1.5	1.5 Professional Development	No	\$0.00	\$120.00
1	1.6	1.6 Curriculum and Professional Development	No		
1	1.7	1.7 Special Education Program	No	\$331,886.93	\$258,587.69
1	1.8	1.8 Professional Development	No		
1	1.9	1.9 Transportation	Yes	\$43,730.00	\$13911
1	1.10	1.10 Certificated Staff (Discontinued 2022-2023)	No		

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	1.11 Classroom Aides	No	\$97,758.68	\$68,807.59
1	1.12	1.12 Textbooks and Instructional Materials (New Action 2022-2023)	Yes	\$9,299.00	\$7127
1	1.13	1.13 Personnel (Revised 2023-2024)	Yes	\$119,113.57	\$72938
2	2.1	2.1 Summer School (Revised 2022-2023)	No	\$99,327.13	\$71,702
2	2.6	2.2 Cleaning and Safety (Discontinued 2022-2023)	No		
2	2.7	2.3 Technology	Yes	\$27,017.50	
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$73,301.74	\$60,411.00
3	3.1	3.1 Cafeteria (Revised 2023-2024)	Yes	\$35,000.00	\$15000
3	3.2	3.2 Enrichment education/student mental health education	No	\$13,675.00	\$4,625.22
3	3.3	3.3 BSA services revised 2023 - 2024 3.3 Special Education Services	No	\$45,037.00	\$45,037.00
3	3.4	3.4 ASES Program	No	\$85,399.19	\$98,151
3	3.5	3.5 Facilities/Maintenance (2023-2024)	No	\$109,913.34	\$103,345.00
3	3.7	3.6 School counselor or social worker	Yes	\$80,036.00	\$148250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	3.7 Community School	No	\$111,736.76	\$125,769.21
3	3.9	3.8 Personnel	Yes	\$25,331.63	\$2,588.13

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)
\$411759	\$483,911.36	\$421,550.61	\$62,360.75	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	1.2 English Learners Support/Foster Youth	Yes	\$71,081.92	\$101325.61		
1	1.9	1.9 Transportation	Yes	\$43,730.00	\$13911		
1	1.12	1.12 Textbooks and Instructional Materials (New Action 2022-2023)	Yes	\$9,299.00	\$7127		
1	1.13	1.13 Personnel (Revised 2023-2024)	Yes	\$119,113.57	\$72938		
2	2.7	2.3 Technology	Yes	\$27,017.50	\$0		
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$73,301.74	\$60,411		
3	3.1	3.1 Cafeteria (Revised 2023-2024)	Yes	\$35,000.00	\$15000		
3	3.7	3.6 School counselor or social worker	Yes	\$80,036.00	\$148250		
3	3.9	3.8 Personnel	Yes	\$25,331.63	\$2,588		

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)
\$987932	\$411759	0	41.679%	\$421,550.61	0.000%	42.670%	\$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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