LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sulphur Springs Union School District
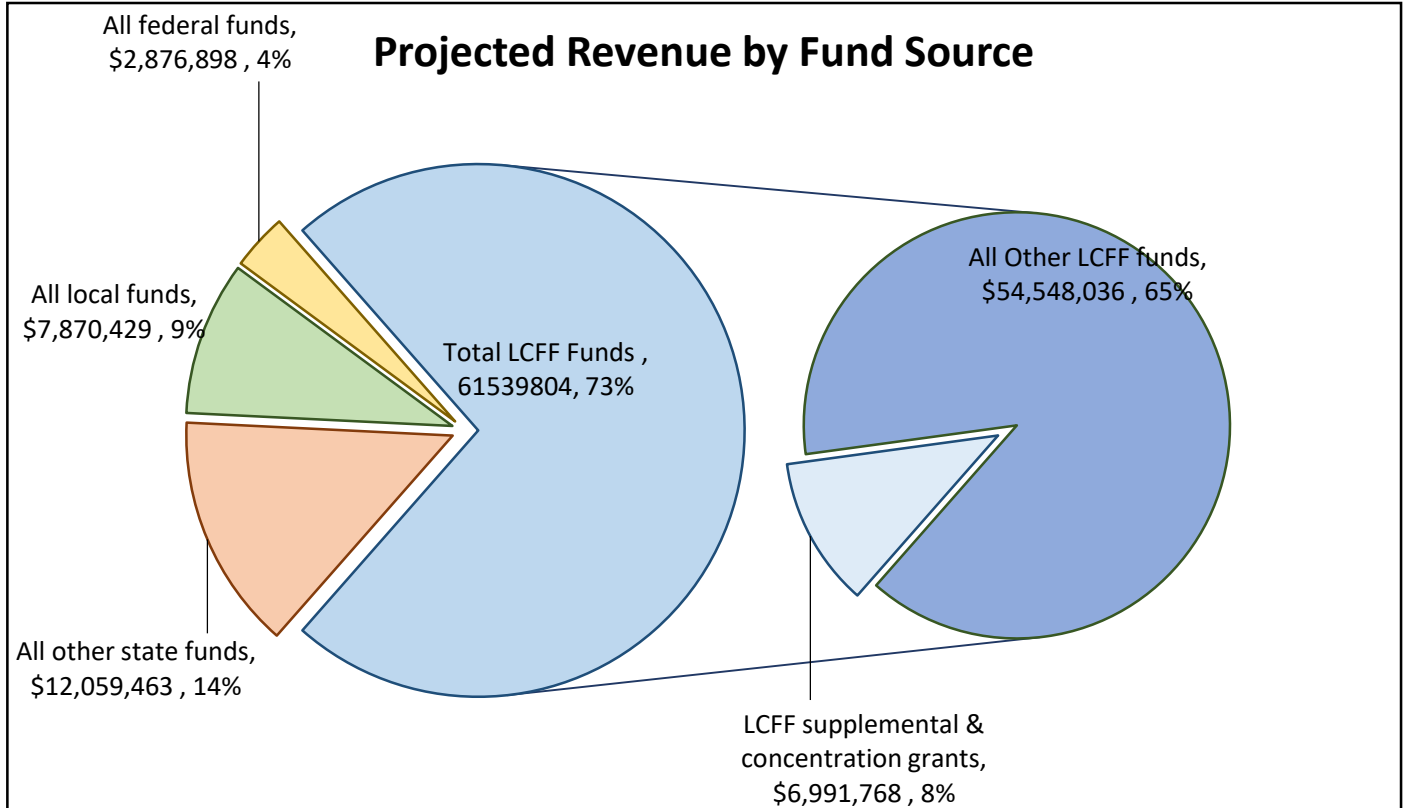
CDS Code: 19-65045

School Year: 2024-25

LEA contact information: Dr. Catherine Kawaguchi

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $2,876,898 , 4%

All local funds, $7,870,429 , 9%

Total LCFF Funds , 61539804, 73%

All other state funds, $12,059,463 , 14%

All Other LCFF funds, $54,548,036 , 65%

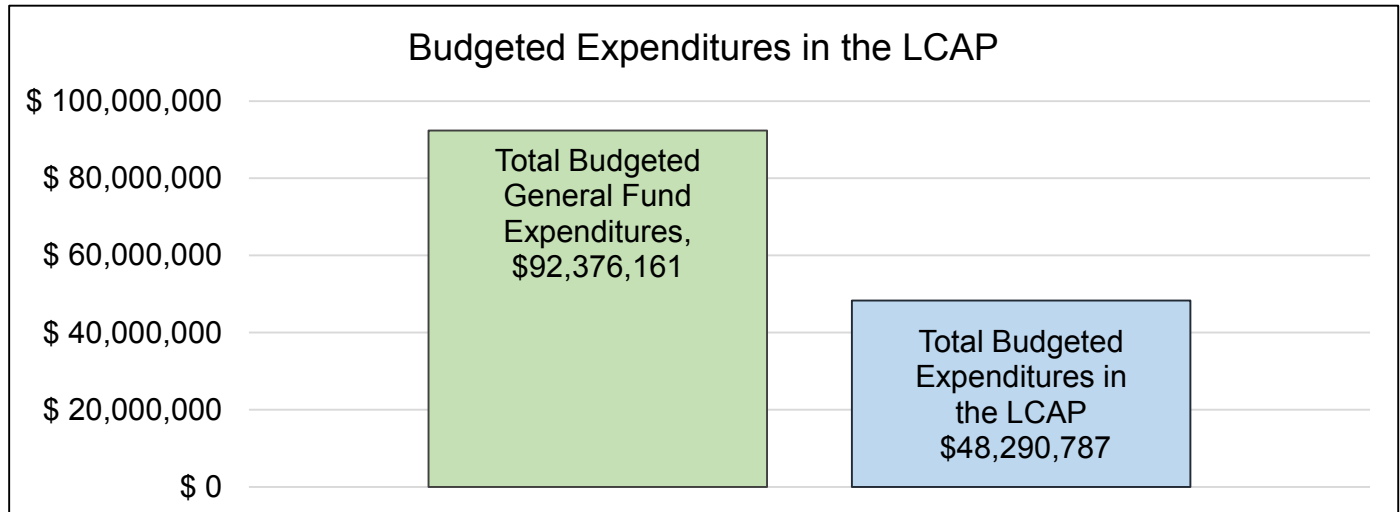LCFF supplemental & concentration grants, $6,991,768 , 8%

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

The text description for the above chart is as follows: The total revenue projected for Sulphur Springs Union School District is $84,346,594.00, of which $61,539,804.00 is Local Control Funding Formula (LCFF), $12,059,463.00 is other state funds, $7,870,429.00 is local funds, and $2,876,898.00 is federal funds. Of the $61,539,804.00 in LCFF Funds, $6,991,768.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $92,376,161	Total Budgeted Expenditures in the LCAP $48,290,787

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

The text description of the above chart is as follows: Sulphur Springs Union School District plans to spend $92,376,161.00 for the 2024-25 school year. Of that amount, $48,290,787.00 is tied to actions/services in the LCAP and $44,085,374.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund budget expenditures not described in the LCAP include those costs of operations and general business expenses of the District as well as certain specialized programs. These expenditures include utilities, insurance (liability, auto, workers comp), postage, fuel, and transportation, Special Education (such as teachers and aides), regional Special Education programs, after-school programs, long-term debt obligations, District Administration, copier rentals, custodial supplies, retirement benefits, District and school office support, supplies, equipment, and one time state grant funds.
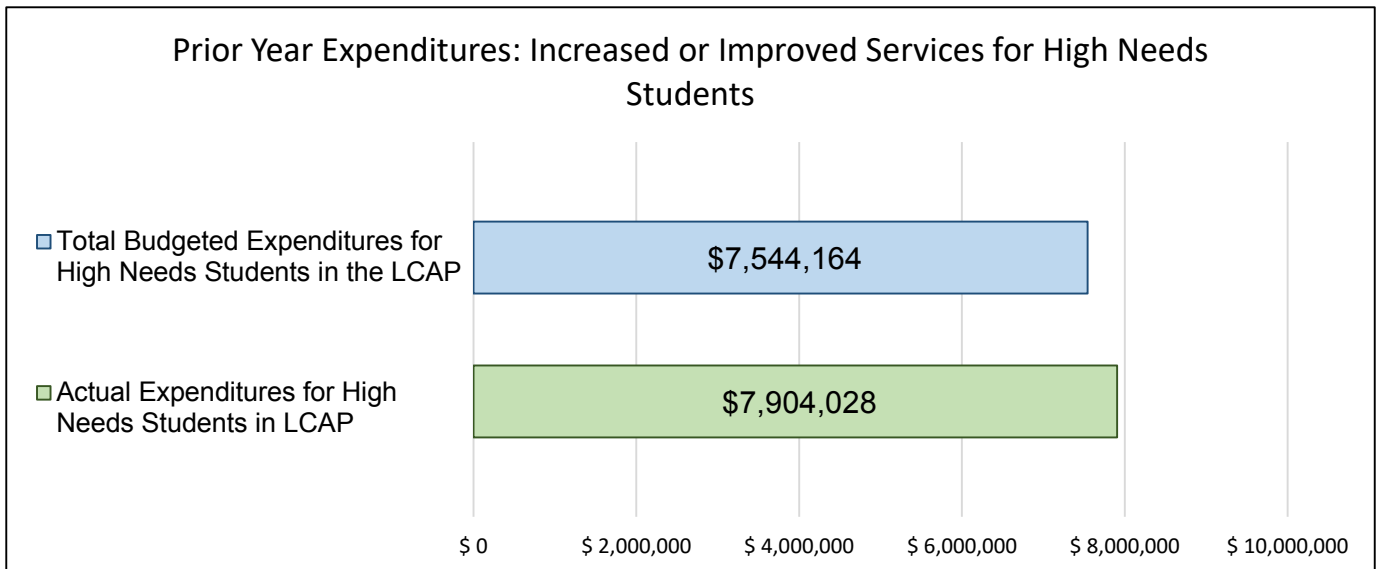
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

LCFF Budget Overview for Parents

In 2024-25, Sulphur Springs Union School District is projecting it will receive $6,991,768.00 based on the enrollment of foster youth, English learner, and low-income students. Sulphur Springs Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sulphur Springs Union School District plans to spend $8,359,626.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$7,544,164
☐ Actual Expenditures for High Needs Students in LCAP	$7,904,028

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

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

The text description of the above chart is as follows: In 2023-24, Sulphur Springs Union School District's LCAP budgeted $7,544,164.00 for planned actions to increase or improve services for high needs students. Sulphur Springs Union School District actually spent $7,904,028.00 for actions to increase or improve services for high needs students in 2023-24.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sulphur Springs Union	Catherine Kawaguchi Superintendent	ckawaguchi@sssd.k12.ca.us (661) 252-5131

Goals and Actions

Goal

Goal #	Description
1	In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
100% of teachers and administrators are appropriately assigned.	100% 20-21 CTC.CA.GOV	100% 21-22 CTC.CA.GOV	100% 22-23 CTC.CA.GOV	100% 23-24 CTC.CA.GOV	100% 24-25 CTC.CA.GOV
100% of school facilities are in good repair to support student learning.	100% 20-21 Facilities Inspection Tool	100% 21-22 Facilities Inspection Tool	100% 22-23 Facilities Inspection Tool	100% 23-24 Facilities Inspection Tool	100% 24-25 Facilities Inspection Tool
100% of students are provided and	100% 20-21	100% 21-22	100% 22-23	100% 23-24	100% 24-25

educated with standards aligned materials.	Williams Inspection Report	Williams Inspection Report	Williams Inspection Report	Williams Inspection Report	Williams Inspection Report
Increase student attendance rate to further promote student engagement in school.	95.9% 20-21 PI/P2 Report	92.7% 21-22 P1 Report	93.09% 22-23 P1 Report	94.6% 23-24 P1 Report	97.4% 24-25 PI/P2 Report
Decrease chronic absenteeism rates to support academic success and social/emotional wellness for students.	9.6% 20-21 Aeries / A2A Report	16% 21-22 Aeries / A2A Report	10% 22-23 Aeries / A2A Report	13.47% 23-24 Aeries / A2A Report	8.1% 24-25 Aeries / A2A Report
100% of students have access to a broad course of study	100% 2020-2021	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% 24-25

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 2023-2024 school year showed improvement in hiring classified staff members from the prior 2022-2023 school year. The District still continues to face some challenges with filling certain classified staff positions, particularly positions to support students with disabilities. Principals and the Superintendent have sent home information to parents in their weekly messages sharing open positions at each of the school sites.

The District was able to hire experienced teachers for the 2023-2024 school year since it offered unlimited years of service upon hiring. The District understands the importance of having highly qualified teachers, and knows that teachers that come with experience will have a direct positive impact on student achievement.

For the 2023-2024 school year, the District continued to maintain its enrollment from the 2022-2023 school year. This was a success for the District since many of its neighboring districts saw a decrease in enrollment. The Superintendent and staff continue to welcome new families in the District, and held its New Families' Orientation meetings in January to ensure that families are informed about the District's offerings to support and nurture student growth in academics as well as in social/emotional wellness. The Superintendent continues to include information on the Friday Updates for all families about always accepting new enrollments, and the school sites have banners posted with information to parents about where and how to enroll their child in the District.

There was an increase in costs to support Transportation for unduplicated, especially homeless, Foster Youth, and English Learner students in the District.

The District experienced more families of unduplicated students, including homeless and Foster Youth, requesting transportation for the 2023-2024 school year. There was an additional route added to support the need for the 2023-2024 school year.

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

1.1 - The District was able to hire experienced teachers. The District successfully was able to hire teachers with unlimited years of service.
1.2 - Additional educational materials were purchased to address the academic needs of all students due to an increase in enrollment and sending educational materials home to Foster and Homeless students to reduce barriers that may be getting in the way of their learning.
1.4 - The District did experience a difficult time staffing classified noon supervisors due to staff shortages.
1.7 - The District has a strong focus on providing increased transportation services to unduplicated students due to decreased attendance participation in 2022-23. The District's ADA dropped from an average of 95% to about 93%. The District is allocating more funds to support unduplicated students getting to school.

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

The actions under Goal 1 were effective and continued to support students in achieving academic success during the 2023-2024 school year based on the metric of having 100% of teachers highly qualified (1.1) and providing all students standards aligned materials (1.2). For the 2023-2024 school year, the District offered unlimited years of service to new teachers, and this afforded the District the opportunity to hire teachers with experience and who had years of trainings and knowledge of how to effectively support students' academic success. This greatly supported all students, including low income, homeless, Foster Youth, and English Learners.

The District has actively focused on positive attendance and decreasing chronic absenteeism rates (1.6). As was reflected on the 2023 CA Dashboard, the chronic absenteeism rate was 19.6%. On the Mid-Year LCAP report for the 2023-2024 school year, it was reported that the chronic absenteeism rate decreased to 14.49%, P1 Report. The metrics of increasing attendance rate and decreasing chronic absenteeism are essential metrics to continue to target to support and increase students' academic success in school.

Safety drills have been conducted on a regular basis throughout the year which greatly supports students and staff to feel safe at school, and know what to do in the event of an emergency (1.5). CrisisGo is the software system that the District continues to implement. Staff continue to strengthen their knowledge of the software system to support student and staff safety. The 2023-2024 LCAP student and staff surveys continue to show that they do feel safe while attending school, 86%. In addition, parents 2023-2024 LCAP survey results reflect that they do feel that their child is safe while attending school, 85%.

The importance of implementing the District's maintenance plan was highly effective to continue to support the safety of students and staff at all nine school sites (1.3). Monthly safety walks were conducted by District staff and any areas that needed to be addressed where implemented. In addition, students' play areas were included as part of the monthly safety plan to further support student safety.

The District's focus to continue to maintain noon supervisors at all nine school sites continue to be highly effective to support student safety and supervision of students (1.4). As reflected on the student surveys, students do feel that they are safe while attending school, 85%.

The need to continue to provide transportation for unduplicated students increased during the 2023-2024 school year (1.7). The District saw the need to continue to provide increased transportation services for unduplicated students to ensure that they would have access to school. In addition, this action was effective as reflected by the decrease in chronic absenteeism District wide, 14.49%, and an increase in attendance rate for unduplicated students.

	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.
	An action was added to Goal 1 to support two elementary schools: Canyon Springs and Leona Cox Community Schools. Based on the 2023 CA Dashboard, both schools scored in the red performance levels for chronic absenteeism. The schools will need additional resources provided to decrease chronic absenteeism, especially for the following student groups: socioeconomically disadvantaged, students with disabilities and Hispanic.

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.

Goal

Goal #	Description
2	Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Increase of students meeting grade level standards on state and/or local assessments in English Language Arts	CAASPP - English Language Arts 2018-2019 (SBAC Reports) 3rd Grade - 59% 4th Grade - 57% 5th Grade - 61% 6th Grade - 59% STAR - ELA 2020 STAR Report 3rd Grade - 62% 4th Grade - 54% 5th Grade - 53%	CAASPP assessments were waived for the 2021 assessment period. STAR assessments were conducted in lieu of the CAASPP. The grade level scores for the STAR Assessment for 2021 are as follows: STAR - ELA 2021 STAR Report 3rd Grade - 52%	CAASPP - English Language Arts 2022 (SBAC Reports) Overall - 50% 3rd Grade - 49% 4th Grade - 54% 5th Grade - 48% 6th Grade - 49% STAR - ELA 2022 STAR Report 3rd Grade - 49% 4th Grade - 52%	CAASPP - English Language Arts 2023 (SBAC Reports) Overall - 49% 3rd Grade - 47% 4th Grade - 50% 5th Grade - 52% 6th Grade - 47% The District has transitioned from the STAR - ELA Assessment to iReady Assessments. The current	CAASPP - English Language Arts 3rd Grade - 55% 4th Grade - 60% 5th Grade - 55% 6th Grade - 55% STAR - English Language Arts 2022 STAR Report 3rd Grade - 60% 4th Grade - 60% 5th Grade - 60%

	6th Grade - 49%	4th Grade - 52% 5th Grade - 39% 6th Grade - 31%	5th Grade - 44% 6th Grade - 52%	diagnostic data is as follows: 2023 iReady Assessment Report 3rd Grade - 57% 4th Grade - 41% 5th Grade - 41% 6th Grade - 42%	6th Grade - 60%
Increase of students meeting grade level standards on state and/or local assessments in mathematics.	CAASPP - Mathematics 2018-2019 (SBAC Report) 3rd Grade - 54% 4th Grade - 51% 5th Grade - 44% 6th Grade - 46% STAR - Math 2020 STAR Report 3rd Grade - 63% 4th Grade - 59% 5th Grade - 57% 6th Grade - 58%	CAASPP assessments were waived for the 2021 assessment period. STAR assessments were conducted in lieu of the CAASPP. The grade level scores for the STAR Assessment for 2021 are as follows: STAR - Math 2021 STAR Report 3rd Grade - 52% 4th Grade - 52% 5th Grade - 39% 6th Grade - 31%	CAASPP - Mathematics 2022 (SBAC Report) Overall - 39% 3rd Grade - 49% 4th Grade - 43% 5th Grade - 29% 6th Grade - 37% STAR - Math 2022 STAR Report 3rd Grade - 49% 4th Grade - 43% 5th Grade - 26% 6th Grade - 33%	CAASPP - Mathematics 2023 (SBAC Reports) Overall - 39% 3rd Grade - 50% 4th Grade - 44% 5th Grade - 30% 6th Grade - 32% The District has transitioned from the STAR -Math Assessment to iReady Assessments. The current diagnostic data is as follows: 2023 iReady Assessment Report 3rd Grade - 28% 4th Grade - 30% 5th Grade - 36% 6th Grade - 36%	CAASPP - Mathematics Overall - 55% 3rd Grade - 55% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% STAR - Mathematics Report 3rd Grade - 55% 4th Grade - 50% 5th Grade - 40% 6th Grade - 40%
Increase the percentage of Reclassified Fluent English Proficient (RFEP) students.	2020-2021 District Reclassifification Data: ELPAC, CAASPP, Local Assessments, Report Card data RFEP - 71 students were reclassified	2021-2022 District Reclassifification Data: ELPAC, CAASPP, Local Assessments, Report Card data RFEP - 88 students were reclassified	2022-2023 District Reclassifification Data: ELPAC, CAASPP, Local Assessments, Report Card data RFEP - total number of students will be determined at the end of the 2023 school-year	2022-2023: Total number of students RFEP at the end of June 2023: 67 2023-2024 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card data To date: 83 students have been reclassified RFEP.	2023-2024 RFEP - 95 students will be reclassified
Reduce the number of Long Term English Learners (LTELs). Students who are at risk of becoming LTELs - those in 6th	2020-2021 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data	2021-2022 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data	2022-2023 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data LTELs - 122 students are	2023-2024 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data	2023-2024 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data LTELs - 50 students are at

grade that have been in the ELD programs 5+ years.	LTELs - 75 students are at risk of becoming Long Term English Learners	LTELs - 214 students are at risk of becoming Long Term English Learners	at risk of becoming Long Term English Learners	The Definition of LTELs have changed from 6 years to 7 years as an English Learner. LTELs - To date, 25 students are at risk of becoming Long Term English Learners.	risk of becoming Long Term English Learners
Increase the number of students scoring well developed (4) English Language Proficiency Assessment for California (ELPAC)	2019 -2020 ELPAC Data: ELPAC 64 students scored well developed (4) on the ELPAC	2020 -2021 ELPAC Data: ELPAC Score Reports 119 students scored well developed (4) on the ELPAC	2021 -2022 ELPAC Data: ELPAC Score Reports 91 students scored well developed (4) on the ELPAC	2022-2023 ELPAC Score Reports: Students scored well developed (4) on the ELPAC, 16.78%, 142 students. 2023-2024 ELPAC Score Reports for Students that scored well developed (4), May 21. 2024: 82 students.	2023-2024 100 students will score well developed (4) on the ELPAC
Increase the number of students who have letter, sound, and number recognition at the end of the academic year.	2021 ESGI Assessment Letter Recognition TK: 34% K: 62% 1: 54% Sound Recognition TK: 34% K: 62% 1: 54% Number Recognition TK: 33% K: 76% 1: 65%	2021 ESGI Assessment Letter Recognition TK: 40% K: 67% 1: 60% Sound Recognition TK: 40% K: 67% 1: 60% Number Recognition TK: 38% K: 80% Math Addition Facts within 20 1: 70% Subtraction Facts within 20 1: 42%	2022 ESGI Assessment Letter Recognition TK: 75% K: 90% 1: 96% Sound Recognition TK: 49% K: 76% 1: 95% Number Recognition TK: 86% K: 86% Math Addition Facts within 20 1: 70% Subtraction Facts within 20 1: 56%	2023 ESGI Assessment Letter Recognition TK: 54% K: 78% 1: 94% Sound Recognition TK: 18% K: 57% 1: 90% Number Recognition TK: 67% K: 64% Math Addition Facts within 20 1: 81% Subtraction Facts within 20 1: 71%	2023 - 2024 ESGI Assessment Letter Recognition TK: 50% K: 80% 1: 70% Sound Recognition TK: 50% K: 80% 1: 70% Number Recognition TK: 50% K: 80% Math Addition Facts within 20 1: 70% Subtraction Facts within 20 1: 70%
Increase the number of 5th grade students performing at or above grade level on the California Science	2018-2019 CAASPP Data 39.52% at or above grade level	CAASPP scores on the California Science Test for 2021-2022 indicated a decrease in the number of students who scored at or	CAASPP scores will be released the summer of 2023.	CAASPP score for the 2023 the California Science Test: 30.18% CAASPP score for 2024 the	2023-2024 CAASPP Data 45% at or above grade level

Test.		above proficiency (SBAC Reports). The scores are as follows: CAASPP scores were released the summer of 2022. Overall - 32%		California Science Test will be taken in the Spring of 2024.	
Fully implement the California State Standards in core subject areas.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.
Access to a broad course of study	Principals will collect daily schedules from teachers at the beginning of the school year indicating student access to a broad course of study.	100% of teachers have provided daily schedules which indicate access to a broad course of study.	100% of teachers to continue to provide daily schedules which indicate access to a broad course of study.	100% of teachers have provided daily schedules which indicate access to a broad course of study.	100% of teachers provide daily schedules which indicate access to a broad course of study.

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 implementation of Goal 2 proved to be successful, implementing all of the actions stated within this goal. The District continued to support students by removing barriers to allow access to grade level curriculum with the use of supplemental materials. Students were successfully able to utilize online programs and print materials such as i-Ready and Orton-Gillingham strategies, which ensured access and equity for all including Foster Youth, English Learners, and low income students.

The use of these programs developed and refined foundational skills in English Language Arts and mathematics, and added instructional tools during Tier I, II, and II instruction. We continue to refine the use of supplemental programs so that teachers are better equipped to monitor and address the instructional needs of students and adjust when necessary.

During the 2023-2024 school year, the District offered professional development training to support teachers to assist with addressing student needs. Some trainings were conducted outside of the school day, therefore making it difficult for some teachers to participate. The trainings offered outside of the school day presented a challenge for the District since training was not able to be offered during the day due to the lack of having enough substitutes to cover the classes. Even though this was a challenge, the District worked to acquire additional substitutes. Principals, Personnel, and the Superintendent continued to post information about how to become a substitute in the District in updates sent to parents through ParentSquare.

One successful endeavor was the consistency of Tier II and III instruction from Teachers on Special Assignment (TOSAs). They were able to focus on

students needed intensive grade level intervention for foundational skills. They were also instrumental in supporting the assessment process with District local assessments as well as the ELPAC.

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 – The District continues to have a strong focus on providing professional development for teachers to support unduplicated students in addressing their academic and social/emotional needs.

2.2 - The District purchased additional supplementary supplies to target the educational needs of unduplicated students.

2.3 – There was a strong focus to provide collaboration time to teachers to better support the needs of unduplicated students. This was a success for our District.

 2.5 - The District saw a need to increase its intensive instructional program to target unduplicated students who were not meeting their academic goals.

2.6 - The District was able to use current staff to administer the summative English Language Proficiency assessments.

2.8- The District was able to provide an intensive intervention program during the summer sessions for unduplicated students using ELOP funds to support the summer program.

2.10 -There was a stronger than anticipated need for Library Resource Technicians to support unduplicated students.

2.11- Due to staff shortages of qualified TOSAs, the District completed a needs assessment on students' needs and shifted intervention for unduplicated students to have a stronger focus on supporting students' social/emotional needs. The District was able to successfully hire additional Social Workers to support students' social/emotional needs. The funds were shifted to Goal 4 Action 5.

2.13 - There was a higher than anticipated need in purchasing technology devices for the unduplicated student population.

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 has continued to provide collaboration time for teachers to support and increase student learning to address learning needs of English Learners, Foster Youth, and low income students (2.3). Student academic results have shown that teacher collaboration has contributed to improving student outcomes by providing teachers time to review lessons, set SMART goals, plan units, and create and support a more supportive and effective learning environment that benefits students academically, socially, and emotionally. In addition, with the support of providing highly effective data, such as iReady, teachers are able to collaborate and work together on providing interventions when needed to mitigate learning loss and provide additional supports as needed. Further, with the support of providing students additional instructional minutes, teachers are able to support English Learners and low income students with mastering grade level standards and increase English Learners with achieving English proficiency (2.5). During collaboration time, teachers are able to effectively plan lessons that support students during the additional time as well.

The District fully supports the increased academic improvement of students through early intervention and the development of teachers. The District had a continued focus on the implementation of Orton-Gillingham professional development and strategies to support the overall goal (2.1 and 2.4). Orton-Gillingham data indicated an increase in early learning and foundational skills in TK through 2nd grade students for students in the Sulphur Springs Union School District. To support this initiative, the District also provided supplemental materials to support student learning and intervention (2.2). The purchase of i-Ready and Math Genius Squad provided supplemental online and in- person classroom supports for students. Students are able to utilize i-Ready in school and at home while Math Genus Squad provided on demand and ongoing professional development for teachers (2.1). Intervention also included summer intervention to address students' academics needs (2.8). There was an increased focus on unduplicated and low performing students in the areas of academic intervention, language acquisition, and social emotional learning.

The Educational Services Program Coordinators support instruction for targeted populations through data analysis and professional development for teachers

(2.1 and 2.7). This support has also enabled Teachers on Special Assignment to plan for student support through a professional learning community process while implementing Tier II and Tier III intervention for students (2.11).

The District's focus on early intervention and literacy is highly effective, (2.15). The need for low income, Foster Youth, and English Learners to have access to high-quality early education programs is essential. These student groups have higher chances of not being provided parental support in their educational learning, face social and/or emotional trauma, lack opportunities for oral speaking experiences, and an inadequacy of educational materials, such as devices and internet. Orton-Gillingham and ESGI data from the early literacy and mathematics assessments have shown that students benefit from early learning programs, and are better equipped to begin Kindergarten and access instruction.

Early learning is also essential to improve health, social-emotional, and cognitive outcomes of unduplicated students to enhance their opportunities to be on track to graduate from high school, college, and be career ready. Excellent early childhood programs, such as preschool and Transitional Kindergarten, promote healthy social-emotional development, assist with English language acquisition, and support in building a strong academic foundation. In addition, the District focused on integrating preschool students with special needs into the State preschool program during the 2023-2024 school year to further support unduplicated students with access to effective early childhood programs and the opportunity to build their social / emotional skills with their peers (2.16). In addition, the District has seen that preschool and Transitional Kindergarten students are scoring higher in kindergarten math, reading, cognitive flexibility, attentiveness, and persistence. Due to this goal being highly effective, this goal and action (2.16) is being continued from the 2024-2025 LCAP.

The need to continue to provide additional digital devices to support instruction and further assist English Learners, Foster Youth, and low income students with mastering grade level standards has continued to support and increase student achievement (2.13). In addition, the support of computer lab assistants at all nine school sites has also supported low income students accessing their academic program (2.14). In addition, computer lab assistants have been highly effective with supporting students who are Foster Youth and/or homeless with providing supports for those students that need access to the internet while learning at home.

Teachers saw the effectiveness of giving the summative English Language Proficiency Assessment for California to their students during the 2023-2024 school year (2.6). By the classroom teacher providing the assessment, they were able to see what English Learners are being tested on, and how this can directly support their instructional practices in the classroom to increase English proficiency for their English Learners. Substitutes will be continued to be provided to release teachers so that they can provide the assessment to their English Learner students. The increase in reclassification rate of English Learners has continued to support this action.

The importance of students being exposed to literacy is a strong focus in the District and is continued to be supported by all nine schools by having a library resource technician to further support student learning (2.10). This highly effective action has continued to assist English Learners, low income, Foster Youth students with access to books and materials in their homes, which has supported an increase in student achievement.

The implementation of visual and performing arts was increased and highly effective to support and increase student learning (2.12). Students were provided visual and performing arts opportunities through CalArts and Cultivating Creative Minds. This assisted in the goal to increase attendance, support social emotional wellness, and supported students' overall growth and development.

The District continues to understand the importance of articulating with the William S. Hart Union High School District staff to further support and assist the District students with transitioning to junior high (2.9). By providing students access to the junior high counselors and administrators in the students' 6th grade year, gives additional supports to the District students by knowing what to expect in 7th grade. In addition, the students' parents are provided information in the spring time about classes they should prepare their child for so that they are successful when they enter 7th grade.

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

There were changes made to the metrics and desired outcomes for the 2024-2025 year that resulted from the reflections, LCAP survey data and feedback. The metrics in this section were adjusted to support desired outcomes to reflect current data based on CAASPP and iReady assessment data. More specifically, the iReady English Language Arts data provided for Kindergarten, 1st grade, 2nd grade were included for specific skills of students within the grade levels reported. iReady assessments were implemented in the 2023-2024 school year as a new assessment for students to support teachers and administrators with monitoring students mastering grade level standards. The iReady assessments are being added to support students mastery of grade level standards in English Language arts and mathematics. Educators are able to analyze the iReady results and create goals and actions as to next steps that will be taken to support and increase student learning.

There was an increase in funding to support the intensive intervention programs due to an increase in professional development focused on early intervention. This is reflected in the budget, as well as a need to increase its intensive instructional program.

The District continues to have a strong focus on bringing visual and performing arts to unduplicated students to enhance their learning experience. Although the metrics, goals and actions have not changed, there is an increased need to support this goal and action (2.12) due to increasing the need to hire music credentialed teachers. In addition, the District continues to support students with additional intervention support in tiers II and III with the Teachers on Special Assignment (2.16). The Teachers on Special Assignment will provide additional intervention support for identified students and will assist classroom teachers with instructional programs and intervention support as needed to further support academic achievement (2.16). There is a continued focus on increasing English Language development for English Learners at 4 elementary schools: Canyon Springs, Mitchell, Sulphur Springs, and Valley View Community Schools (2.17). Teachers and Teachers on Special Assignment will participate in additional professional development that assists them in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham strategies to assist students with increasing their phonological awareness of the English Language rules.

This year, the District has a focus on early literacy and intervention for students. To support this effort, teachers in general and special education have participated in professional development focused on Orton-Gillingham strategies to address the gaps in foundational skills and mitigate learning loss.

The District also introduced Math Genius Squad in 2023-2024 to assist teachers with additional training and resources in mathematics to strengthen effective instruction to support students in mastering grade level standards. The Math Genius Squad trainings for teachers are proving to be useful for teachers in teaching mathematics to students.

There will continue to be a focus on supporting early childhood education. Action 2.15 has been adjusted to focus on providing opportunities for students with special needs in the preschool program to be integrated with their typically developing peers. Intervention for students with special needs fosters a sense of belonging and promotes an inclusive environment. Integration also allows students with special needs to learn alongside their peers, providing access to a wider range of educational experiences, which can enhance their academic progress and performance.

Teachers and administrators have also attended several trainings with iReady representatives to assist them with data analysis in the areas of English Language Arts and mathematics. The data analysis trainings have greatly assisted staff to know which students need to be targeted for additional intervention and support to assist students in mastering grade level standards.

In addition, low performing and unduplicated students were offered to participate in academies held during the summer breaks which focused on academic intervention, language acquisition and social emotional learning. An increased number of students participated in each session which supported the overall goal of increasing student achievement.

In the coming year, the District will continue to address and mitigate learning loss by providing increased opportunities for intervention and enrichment outside of the school day and school year. The offerings will include after-school homework help, academic and enrichment classes offered through the Expanded Learning Opportunities Programs and school-based tutoring.

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.

Goal

Goal #	Description
3	All families and the broader community are welcomed and are partners in supporting the whole child.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Increase percent of families who expressed satisfaction with their opportunities to be engaged and connected with the school community.	93% 20-21 LCAP Parent Survey	87.1% 21-22 LCAP Parent Survey	95% 22-23 LCAP Parent Survey	96% 23-24 LCAP Parent Survey	98% 24-25 LCAP Parent Survey
Increase percent of families who expressed satisfaction with their opportunities to participate in school events as per LCAP survey.	90% 2020-21 LCAP Parent Survey	89.7% 2021-22 LCAP Parent Survey	95% 22-23 LCAP Parent Survey	98% 23-24 LCAP Parent Survey	98% 2024-25 LCAP Parent Survey
Increase percent of families who expressed their satisfaction with opportunities to participate in school	90% 20-21 LCAP Parent Survey	93.9% 21-22 LCAP Parent Survey	96% 22-23 LCAP Parent Survey	93% 23-24 LCAP Parent Survey	98% 23-24 LCAP Parent Survey

decision making as per the LCAP survey.					
Increase the number of school volunteers at each school as per LCAP survey and individual school data.	Volunteers from each school from 2019 school year, minimum of 10 volunteers per each school. 2019-20 Volunteer Sign-in Sheets/Raptor Security System LCAP Survey 2019-20	Volunteers were allowed to support schools starting in December 2021. The District had a late start of allowing volunteers in the classrooms due to the pandemic and recommendations from the Los Angeles County Department of Public Health to not allow volunteers in schools. Unfortunately, due to the surge in January of 2022, volunteers were not permitted in classrooms again until beginning of March 2022, according to the local health department. For the 2021-2022 school year, the overall number of volunteers is expected to decrease at each school site from the 2019 school year due to the pandemic.	The number of volunteers at each school site greatly increased from the 21-22 school year. The highest number of volunteers at one site for the 22-23 school year was 185. The average number of volunteers across all nine schools is 76. All volunteers have completed the required training video prior to being in the classrooms. Volunteers sign-in at each school site and use the Raptor Security System. 2022-2023 Volunteer Sign-in Sheets 2022-2023 LCAP Survey	The number of volunteers at each school site continued to increase for the 23-24 school year. The highest number of volunteers at one site for the 23-24 school year was 210. The average number of volunteers across all nine schools is 56. All volunteers have completed the required training video prior to being in the classrooms. Volunteers sign-in at each school site and use the Raptor Security System. 2023-2024 Volunteer Sign-in Sheets, 2023-2024 LCAP Survey	10% increase from 2019 2024-25 Volunteer Sign-in Sheets 2024-25 LCAP Survey
Increase parent participation in school and District advisory groups, such as PACs, SSCs, ELACs, and DELACs.	Data from 2019 at each school and District, per advisory group. 2019-20 school year: 2 members for PAC, 10 members for SSC, at least 6 members for ELAC, 30 members for DELAC Sign-in Sheets from PAC, SSC, ELAC, DELAC meetings	For 2021-22 School Year: PAC- between 11-15 participants on average at each meeting SSC- 10-11 members per school site ELAC- Average 5-10 participants per site at each meeting DELAC- 40-50 participants Sign-in Sheets, Zoom Meetings Attendance Logs	For 2022-2023 School Year PAC, between 9 and 15 participants on average at each meeting SSC, 10-13 members per school site ELAC, average 5-20 participants per site at each meeting DELAC, between 30-45 participants Sign-in Sheets, Zoom meetings, In-Person meetings	For 2023-2024 School Year: PAC, between 9 and 15 participants on average at each meeting SSC, 10-13 members per school site ELAC, average 5-20 participants per site at each meeting DELAC, between 20-40 participants Sign-in Sheets, Zoom meetings, In-Person	10% increase 2024-25: Sign-in Sheets from PAC, SSC, ELAC, DELAC meetings
Increase percent of	95%	88.5%	90%	92.5%	97%

families who expressed satisfaction with their child feeling safe and secure while attending school.	20-21 LCAP Parent Survey	21-22 LCAP Parent Survey	22-23 LCAP Parent Survey	23-24 LCAP Parent Survey	24-25 LCAP Parent Survey

Goal Analysis

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

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

During the 2023-2024 school year, all of the actions under Goal 3 were implemented to support all families and the broader community to continue to strengthen educational partners to support student achievement. All staff continued to focus on creating strong partnerships with families, and this was supported through the use of ParentSquare. The LCAP parent survey continues to reflect an increase in home / school communication by using ParentSquare. There was an increase from the prior year LCAP parent survey. For 2023-2024 school year, 96% of families stated that ParentSquare increased home-to-school communication as compared to 92% in the 2022-2023 LCAP parent survey. During the school year, several meetings with families shifted to in-person meetings and less virtually. In addition, all of the schools' PTAs grew in number of memberships and families showed a stronger connection to the schools than was present in 2022-2023 school year.

A huge success this past year was the Student and Family Wellness Collaborative. Families and community partners from throughout Santa Clarita met on Zoom for three meetings, as well as, collaborated together and worked together to put on the Many Families One Community Family Resource Fair. This was the 8th year hosting this event, and it was the best attended event so far. Many families shared how appreciative they were for the free resources that were provided to support and strengthen the entire family. The continued partnership with William S. Hart Union High School District continues to strengthen since both districts know the importance of the family network, and both districts support student success, preschool through 12th grade.

The District translator positions continue to be a great enhancement to the educational program in our District since there is a targeted focus to ensure that English Learner families have access to all information that supports their child. There was an increase in translation support for families since the District experienced having new families come from various countries, especially Russia and Ukraine.

Translation support continues to be success and a challenge for the District. There is a need for additional translation support at all 9 school sites. This area of concern will be reviewed for the 2024-2025 school year to support families with having access to translation support as needed at all of the District schools.

The District continued to have an increase in parent volunteers throughout all 9 schools. Staff have worked on making sure that parents were welcomed in our schools. The highest number of volunteers at one school site during the 2023-2024 school year was 210.

All of the advisory groups continue to be welcomed so that administration and Principals can continue to gain insight from families, and work with them to be partners in their child's education. The 2023-2024 LCAP parent survey showed that 96% of families felt that the District views family engagement as a high priority. In addition, 92.5% of families stated on the 2023-2024 LCAP parent survey that their school keeps families well-informed of school events and opportunities to be involved to support their child.

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.
3.5 The District provided additional support to engage parents in the Many Families One Community Event hosted in partnership with the William S. Hart Union High School District. The District saw a significant increase in parent participation this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
All of the actions under Goal 3 were highly effective. There continues to be a strong focus on supporting the whole family to be partners with the school District to support all students, including low income, Foster Youth, English Learners, and homeless. During the 2023-2024 school year, several families from all schools joined together to support with providing additional resources for families in need. The District's Family Resource Center was able to host two holiday drives this past year and provided families with food and clothing. Further, additional resources were provided to families in need by members of the Student and Family Wellness Collaborative hosting a booth at the Many Families One Community Family Resource Fair on March 16, 2024. There were over 60 booths at the event and resources were provided to families to support social/emotional wellness, as well as, academics (3.5). During the 2023-2024 school year, all schools increased their rate of parents volunteering in the classrooms from prior years (3.1). In addition, the PTAs at each of the schools focused on parent engagement, and worked together to support families to be part of the school settings. All of the PTAs held a Fall and/or Spring Festival where families came on campus and spent time celebrating and strengthening family engagement (3.1). In addition, all Principals, teachers, and District Office Administrators continue to use ParentSquare to further support engagement of families with their child's educational program and remove any language barriers that may be impeding families with understanding what is taking place in the classroom. The need for translation services continues to be a high priority for the District (3.2). The District experienced an increase in the unduplicated student population, low- income, English Learners, Foster Youth, and continued to utilize District translators to support families of English Learners. The District also experienced an increase in translation support for families that have come from other countries. The translation services are monitored through a 'Help Desk' ticket system, and the District is able to monitor the need. Since there were several meetings held through Zoom and in-person during the 2023-2024 school year, the need for translation support increased. Families have reported on the District LCAP the need to continue translation supports since they shared that it has reduced language barriers and allowed them to be part of their child's educational program. The Director of Curriculum and Instruction, as well as, the Educational Program Services Coordinators continued to reach out to English Learner families to ensure that they had access to all materials, and were able to ask questions and get support when needed to support their child (3.4). The Director of Curriculum and Instruction as well as the 9 Principals made sure that parents of English Learners had access to attend the ELAC and DELAC meetings. The majority of the meetings were held through Zoom, since several families have continued to ask for this support. Even though the meetings were held through Zoom, there was a high attendance in DELAC meetings. The Educational Services Department continued to ensure that families knew that they could join DELAC and welcomed families to participate at all meetings. A success for the 2023-2024 school year was the implementation of Latino Literacy meetings with families. The Educational Services Program Coordinator held meetings to support families by showing them ways to increase literacy with their child. Parents were given books to take home and read with their child and parents were provided questions to ask their child to support reading comprehension. The District continues to ensure that all school sites and the Superintendent has Advisory Groups to continue to provide input and feedback with the implementation of students' educational programs (3.3). The Advisory Groups have been highly effective since they have provided input through the LCAP surveys and at meetings about the effectiveness of several academic and social/emotional initiatives that have been provided at the schools. In addition, the District translators have attended the Advisory meetings to support with translation needs so that any language barriers are removed to further enhance parents' understanding of what is being shared at the meetings to support their child (3.2).

The goal and actions under goal 3 are highly effective to continue for the 2024-2025 school year. Staff continue to focus on partnering with all families and ensuring that families and educational partners know the great work that is taking place in all of its nine schools.

Metric 3.3, increase percent of families who was provided the opportunity to meeting with their child's teacher regarding their child's needs was added for 2024-2025 school year. It is important that teachers are able to hear from their child's parents about what are the strengths and areas of growth for their child; and teachers need the opportunity to meet with the families to share where they need to support the child academically and socially/emotionally. The educators in the District have a commitment to ensuring that there is a true partnership between school and home to further support children.

In addition metric 3.7 was added, increase the percent of families that feel well-informed about their child's social emotional growth. Educators are targeting academic growth as well as social/emotional wellness. The District will continue to implement positive behavior programs at all sites, as well as, provide new social/emotional curriculum. It is important that parents are informed about their child's social/emotional growth since this directly impacts children's academic growth in school.

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.

Goal

Goal #	Description
4	All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Decrease student suspension rate	-0.1% 19-20 rate CA Dashboard 2019	0.03% 21-22 rate Aeries	1.4% 2022 rate CA Dashboard	0.7% 23-24 rate Aeries	-0.01% 24-25 CA Dashboard

Maintain expulsion rate	0% 19-20 CALPADS	0% 21-22 CALPADS	0% 22-23 CALPADS	0% 23-24 CALPADS	0% 24-25 CALPADS
Increase the number of students feeling safe while attending school.	90% 20-21 LCAP Student Survey	84% 21-22 LCAP Student Survey	84.2% 22-23 LCAP Student Survey	81% 23-24 LCAP Student Survey	95% 24-25 LCAP Student Survey
Increase the number of students that look forward to coming to school each day.	92% 19-20 LCAP Student Survey	76.6% 21-22 LCAP Student Survey	79% 22-23 LCAP Student Survey	78% 23-24 LCAP Student Survey	95% 24-25 LCAP Student Survey
Increase the number of teachers feeling safe at school.	94% 19-20 LCAP Staff Survey	78.7% 21-22 LCAP Staff Survey	86% 22-23 LCAP Staff Survey	90% 23-24 LCAP Staff Survey	95% 24-25 LCAP Student Survey
Increase percent of teachers who expressed satisfaction with their opportunities to be engaged and connected with the school community.	94% 19-20 LCAP Staff Survey	59.5% 21-22 LCAP Staff Survey	88.2% 22-23 LCAP Staff Survey	85% 23-24 LCAP Staff Survey	95% 24-25 LCAP Staff Survey

Goal Analysis

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

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

The need for providing a safe and healthy learning environment for all students, including low income, homeless, English Learners, and Foster Youth continues to be a strong focus for the District. Staff and families continue to partner together to support students' mental wellness to increase student achievement. Students that identified as needing counseling services and access to a social worker were provided these resources to support social emotional growth, and wellness.

On the 2022 CA Dashboard, Foster Youth (lowest performance level) and homeless (mid-range yellow performance level) student groups showed that there was a need to support these student groups with decreasing suspension rates. During the 2023 to 2024 school year, there was a targeted focus to support both of these student groups. Both student groups continue to show improvement by having decreased suspension rates. On the 2023 CA Dashboard, Foster Youth moved to the green performance level and homeless remained in the yellow performance level. There will be a continued focus on the homeless student group.

Counseling referrals at the start of the 2023-2024 school year were reviewed and showed that there were students on waiting lists which was evidence to support a need for additional social emotional support for students. The District increased its counseling services at all sites so that students were not waiting to be supported, and added Social Workers at the site level to address any barriers that may be getting in the way of student learning. In addition, the District added Hazel Health counseling services at all 9 sites through tele-therapy to assist families that may need these services in the home. Hazel Health was also offered to students during the school day for these identified students who needed the additional support.

An additional success that was carried out to further support social / emotional wellness with students was the implementation of Second Step at all 9 school sites. This research-based program assists students to have the skills necessary to thrive in school, both academically and socially/emotionally. Second Step supports students by building a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. School social workers have also used this program to support students in small group settings who may need additional resources to further excel with their peers in school.

There continues to be targeted focus on making sure that all nine schools are implementing a positive behavior program that engages students to strengthen relationships between students and staff, and increase student connectedness. All nine schools continued to provide professional development for their staff to implement programs such as Capturing Kids' Hearts, Unconscious Discipline and PBIS strategies. Moving forward in the 2024-2025 school year, there may be challenges with offering professional development for programs like Capturing Kids' Hearts, due to the state's fiscal situation as the District moves into the new school year.

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

4.2 - The District was able to hire additional Social Workers this year who provided additional counseling services to unduplicated students using one-time funds.
4.5 -The District completed an assessment of students' needs and found that additional Social Workers were needed at our high needs schools.
4.6 - The District experienced a higher than anticipated need in Positive Behavioral Programs for unduplicated students at the school sites.
4.8 - The District experienced a higher than anticipated need to provide additional positive behavior programs to its Special Education student population.

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

All of the actions under Goal 4 were highly effective in making progress toward the goal. The addition of school social workers and school counselors have greatly supported students' social / emotional well-being and academic achievement by removing barriers that limit low income, Foster Youth, English Learners, and homeless students from accessing their core and social/emotional programs (4.2, 4.3, 4.5). In addition, there was a targeted focus on decreasing the chronic absenteeism rate and students feeling connected and engaged in school (4.4). Social workers partnered with Principals to visit students' families and make home visits as necessary to reduce the chronic absenteeism rate for the District. In 2022, the chronic absenteeism rate as reflected on the CA Dashboard was 21.6%. In 2023, the rate for chronic absenteeism decreased to 19.6%. The mid-year LCAP for 2023-2024 rate showed a further decrease to 14.49% as reflected on the P1 Report. School social workers, counselors, Principals, and families have continued to partner together to make positive changes for students and this has also been supported by students feeling a sense of belonging and looking forward to attending school, as reflected on the 2023-2024 LCAP survey.

There is a continued focus on supporting students and monitoring their engagement and connectedness to the school setting (4.6, 4.7). The need for positive behavior programs at all schools to supports positive behaviors, reduces stress among students, and increases overall positive classroom cultures continues to be effective and is showing as a continued need District wide as reflected on the 2023-2024 LCAP survey results from students. Professional development will need to still be continued to support positive behavior programs in schools as reflected by staff survey comments on the 2023-2024 LCAP survey. As

reflected on the 2023 CA Dashboard, there was an increase in suspension rates from, 1.4% to 1.9%. Particular student groups that will need to be monitored are: English Learners, socio-economically disadvantaged, African American, and Hispanic. This data continues to show the need for continuing to support and strengthen student connectedness and access to the core program by having Behavior Intervention Supervisors and Behavioral Intervention Assistants who support English Learners, low income, and Foster Youth by providing behavior intervention techniques and strategies to support teachers and students (4.4, 4.8). The increase in suspension rates and maintaining the expulsion rate of 0% continues to support the need of providing students access to the behavioral intervention supports and strategies so that students are successful in accessing their core program.

In 2022-2023, the District was identified for Differentiated Assistance in the area of chronic absenteeism for all student groups and suspensions for Foster Youth. In 2023- 2024, the District exited Differentiated Assistance in these areas. Staff will continue to monitor student groups feeling connected and engaged in school, as well as, feeling safe (4.1). Students continue to share that they feel safe while attending school as shown on the 2023-2024 LCAP survey. Educational partners, staff and parents, shared on the 2023-24 LCAP surveys that there is a need to continue to focus on a positive behavior program at all nine schools, to support students feeling more connected to staff and school (4.6).

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.

Goal 4 Action 4 has been added to further support Canyon Springs Community School. This school scored in the red performance level for chronic absenteeism rate and suspension rate. There will be additional counseling and social worker support provided at this school to target chronic absenteeism and suspensions by increasing the home school partnerships, and removing barriers that may be creating obstacles for students' to come to school daily and on time.

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.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - 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
Sulphur Springs Union	Catherine Kawaguchi Superintendent	ckawaguchi@sssd.k12.ca.us (661) 252-5131

Plan Summary 2024-2025

General Information

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

The Sulphur Springs Union School District's (SSUSD) vision - "Empowering all students through a relevant and personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators" supports our mission to provide relevant, high-quality education for all of our students. The District is proud to be comprised of approximately 5,300 students in grades preschool through grade 6. There are 29 different languages are spoken among the diverse student population (African American 5.9%, Asian 3.9%, Hispanic 57.7%, Native American 0.3%, Two or More 4.9%, White (not Hispanic) 19.8%, and Filipino 6.1%. The District has 3.5% Reclassified Fluent English Proficient (RFEP), 3.1% Initial Fluent English Proficient (IFEP), and 17.4% English Learners (ELs).

The TK-6 students at all nine sites are welcomed by dedicated staff that are committed to supporting learning to ensure that ALL children have an equal opportunity to achieve excellence through high quality, standards-based instruction in a safe and secure, nurturing environment. In the SSUSD, learning is supported through appropriate allocation and monitoring of fiscal resources to prepare students to work and function in a diverse, technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and fellow staff, maintaining what has become our positive and unique "family feeling."

The District also takes pride with its partnerships throughout the Santa Clarita Valley. The Board of Trustees and Staff believe that it is important to collaborate with community partners to further enhance student learning throughout the District. A few of the community partners that have continued to assist the District's goals of increasing students' achievements are: Santa Clarita Education Foundation, Canyon Country Library, William S. Hart Union School District, College of the Canyons, CalArts Institute, Los Angeles County Arts Consortium, and approximately 90 community members that are part of the District's Student and Family Wellness Collaborative. The Collaborative is focused on making sure that the whole child and family are supported, and that they have opportunities provided to them to enhance their child's academic and social/emotional development.

The Sulphur Springs Union School District's Local Control and Accountability Plan (LCAP) captures the ideas and suggestions from several educational partners, such as parents, students, and staff to further enhance and strengthen the actions and services provided to our students. The goal of the LCAP is to provide all students, including English Learners (17.4%), socio-economically disadvantaged (58.6%), students with disabilities (13.5%), and Foster Youth (0.5%), Homeless (0.45%) students with opportunities to fully reach their potential and achieve academic excellence.

Reflections: Annual Performance

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

The Sulphur Springs Union School District staff is monitoring the overall progress that students are making in the local indicators of pupil achievement, school climate and pupil engagement. The District is utilizing CAASPP, i-Ready, ELPAC, curriculum based assessments, and Attention 2 Attendance to monitor attendance at each school site.

SSUSD Areas of Success:
Current data has been provided from the California Dashboard System. The following data is reflective of the successes observed on the 2023 Dashboard released in the fall of the 2023-24 school year.

*The following areas are strengths based on data received from the 2023 California Dashboard.
(Note: Distance from Standard: DFS / Students with Disabilities: SWD / Socioeconomically Disadvantaged: SED)

Pupil Achievement: English Language Arts and mathematics, and English Learner Performance Indicator

District Wide: Student group(s) that met or exceeded the standard and achieved a Green performance level for English Language
 Arts:
Asian 35.9 DFS
Filipino 45 DFS
White 20.1 DFS
Two or more races 43.8 DFS

Schools: Student group(s) that met or exceeded the standard and achieved a Green and/or Blue performance level for English Language
Leona Cox Community School: White 32.5 DFS
Fair Oaks Ranch Community School: Asian 22.1 DFS / Filipino 38 DFS / White 23.7 DFS / Two or More Races 48.8 DFS (blue)
Golden Oak Community School: All Students 24.9 DFS / Filipino 49.7 DFS / Hispanic 10.6 DFS / White 28.7 DFS
Mitchell Community School: White 25.9 DFS
Pinetree Community School: All Students 12.5 DFS / Hispanic 9.5 DFS / White 13.1 DFS
Sulphur Springs Community School: White 18 DFS
Valley View Community School: All Students 0.1 DFS

District Wide: Student group(s) that met or exceeded the standard and achieved a Green performance level for Mathematics:
Asian - 22 DFS
Filipino - 23.9 DFS
White - 1.2 DFS
Two or more races - 1.2 DFS

Schools: Student group(s) that met or exceeded the standard and achieved a Green performance level for mathematics:
Leona Cox Community School: White 12.6 DFS
Fair Oaks Ranch Community School: Asian 18.9 DFS / Filipino 30 DFS / White 11.1 DFS / Two or More Races 29.8 DFS (scored in blue performance level)
Golden Oak Community School: Filipino 32.7 DFS / White 5.1 DFS
Mitchell Community School: White 6.2 DFS
Pinetree Community School: White -8.4 DFS
Valley View Community School: All Students -23.6 DFS

District Wide: English Learner Performance Indicator
Did not score in blue or green performance levels

Schools: English Learner Performance Indicator
Leona Cox Community School - blue performance level 70.7%
Fair Oaks Ranch Community School- blue performance level 56.9%
Mint Canyon Community School - blue performance level 59.2%

District Wide: School Climate: Suspension
The following student groups achieved a green performance level for suspension rates:
Foster Youth 2.5%, declined -6.2
Two or more Races 1.2%, declined -0.4
White 1.2%, declined -0.4

Schools: School Climate: Suspension
The following student groups achieved green or blue performance levels for suspension rates:
Canyon Springs Community School, Students with Disabilities: 1.7%, declined -2.3
Fair Oaks Ranch Community School, overall 0.7%, declined -1.2 Blue /SED 1.0%, declined -2.3 Blue / SWD 1.5%, declined -0.9 Green / AA 1.5%, declined -3.9 green / Filipino 0.0% blue / Hispanic 0.9 %, declined -0.7 green / White 0.5%, declined -1.4 blue / Two or More Races 0.0%, declined -3.7 Blue
Golden Oak Community School: African American 1.8%, declined -0.4 / Hispanic 0.4%, declined -0.9 / Two or More Races 0.0%, declined 0
Mint Canyon Community School: African American 0.0%, declined -1.8 / White 1.5%, declined -0.7
Mitchell Community School: All Students 0.3%, declined -1.4 (blue) / English Learners 0.0%, declined -1.1 (blue) / SED 0.2%, declined -1.1 (blue) / SWD 0.0%, declined -2.9 (blue) / Hispanic 0.0%, declined -1.1 (blue) / White 0.0%, declined -2.4 (blue)
Sulphur Springs Community School: Filipino 0.0%, declined 0 (blue)
Valley View Community School: African American 0.0%, declined -2.9 (blue) / Filipino 0.0%, declined 0 (blue) / White 0.0%, declined -2.5 (blue)

District Wide: Pupil Engagement: Chronic Absenteeism
The following student groups achieved a green performance level for chronic absenteeism:
Asian 8.7%, declined 5.8

Schools: Pupil Engagement: Chronic Absenteeism
The following student groups achieved a green performance level for chronic absenteeism:
Fair Oaks Ranch Community School: Asian 9.1%, declined -0.6
Golden Oak Community School: Asian 2.9%, declined -8.8 / Filipino 9.8%, declined -2.4 / Two or More Races 6.5%, declined -5.4
Mitchell Community School: White 5.3%, declined -5.7

*SSUSD Areas of Need
The following are areas of need based on the data received from the 2023 California Dashboard.

Pupil Achievement: English Language Arts and mathematics

District Wide: Student group(s) that scored in the red performance level for English Language Arts:
Students with Disabilities -80.4 DFS

Schools: Student group(s) that scored in the red performance level for English Language Arts:
Canyon Springs Community School: English Learners -76.5 DFS / SWD -107.1 DFS
Fair Oaks Ranch Community School: SWD -110.4 DFS
Mitchell Community School: SWD -105.7 DFS
Pinetree Community School: SWD -74 DFS

District Wide: Student group(s) that scored in the red performance level for mathematics:
Students with Disabilities -104.6 DFS

Schools: Student group(s) that scored in the red performance level for mathematics:
Canyon Springs Community School: SWD -144.6 DFS
Fair Oaks Ranch Community School: SWD -106.4 DFS
Mitchell Community School: SWD -134.9 DFS

Sulphur Springs Community School: SWD -110.3 DFS

Pupil Achievement. The red indicator for English Language Arts, mathematics, and English Learner Performance Indicator will be addressed by the following LCAP Actions: 1.6, 1.7, 1.8.

District Wide: School Climate: Suspension
The following student groups scored in the red performance level for suspension rates:
English Learners 3.4%, increased 2.2

Schools: School Climate: Suspension
The following student groups scored in the red performance level for suspension rates:
Leona Cox Community School: English Learners 11.4%, increased 6.2 / SED 6.9%, increased 2.9 / SWD 7.7% increased 1.6 / Hispanic 7.0%, increased 1.1
Canyon Springs Community School: All students 3.1%, increased 2.4 / SED 3.6%, increased 3.1
Mint Canyon Community School: English Learner 4.0%, increased 3.5
Pinetree Community School: English Learner 6.5%, increased 6.5
Sulphur Springs Community School: SED 3.3%, increased 2.6

School Climate: Suspension: The red indicator for suspension will be addressed in the following LCAP Actions: 4.1, 4.2, 4.4, 4.5, 4.8.

District Wide: Pupil Engagement: Chronic Absenteeism
The following student groups scored in the red performance level for chronic absenteeism:
No student groups scored in the red District Wide.

Schools: Pupil Engagement: Chronic Absenteeism
The following student groups scored in the red performance level for chronic absenteeism:
Leona Cox Community School: All 23.4%, increased 4.5 / SED 26.8%, increased 5.1 / SWD 20.3%, increased 3.4 / Hispanic 24.4%, increased 2.7 / White 26.5%, increased 14.3
Canyon Springs Community School: All Students 22.1%, increased 1.3 / SED 22.8%, increased 0.8 / SWD 32.5%, increased 5.7 / Hispanic 20.6%, increased 1.1
Fair Oaks Ranch Community School: English Learner 26.0%, increased 3.1
Golden Oak Community School: SED 26%, increased 2.1 / African American 25.0%, increased 7.5
Sulphur Springs Community School: English Learners 28.1%, increased 2.8

Pupil Engagement for Chronic Absenteeism. The red indicators will be addressed in the following LCAP Actions: 1.6, 1.7, 1.8.

Schools: ELPI
The following student groups scored in the red performance level for English Language Performance Indicator:
Canyon Springs: English Learners: 42.3%
Mitchell Community School: English Learners 38.5%
Valley View Community School: English Learners 43.8%
Sulphur Springs Community School: English Learners 41.0%

The Sulphur Springs Union School District staff are closely monitoring the overall progress that students are making toward grade level standards as evidenced by utilizing i-Ready, and curriculum based assessments as local assessments to monitor student progress.

During the 2023-2024 school year, educators are reviewing the i-Ready and Orton Gillingham assessments for English Language Arts and mathematics in grades kindergarten through 6th, as well as, the Smarter Balanced Interim Assessment Blocks for grades 3rd through 6th. Students in grades Transitional Kindergarten and first grade are administered the ESGI assessments for English Language Arts and mathematics, as well as, the screening tools from Orton-Gillingham for English Language Arts for students in all grade levels to ensure reading foundational skills are mastered.

The 2023 state test results identified a decline in academic achievement for both reading language arts and mathematics for students in grades 3 through 6. Teachers and

administrators have been focused on making sure that all students receive good first Tier 1 instruction that is evidence-based. In addition, the Educational Services Department has supported teachers and administrators by offering professional development that is focused on what Tier 1 instruction looks like in the classroom, data analysis, and additional assistance for teachers that have students who need Tier 2 and Tier 3 support.

In addition to focusing on the Tier 1 instructional practices, teachers have continued to assist students who may need additional instructional support. All of the nine schools have two Learning Support Teachers that are credentialed teachers, and are out of the classroom providing additional intervention for students in need. The Learning Support Teachers have continued to implement Orton-Gillingham, which is designed to support struggling readers. The Learning Support Teachers focus on using Orton-Gillingham to teach students how to read and develop reading comprehension skills. In addition, Orton-Gillingham training has been offered to all teachers in the District to further support using this multi-sensory approach to teaching reading. To date, 98% of all teachers and all but one site administrator has received training in Orton-Gillingham. In addition, two teachers within the District are receiving advanced training to become District Trainers for Orton-Gillingham strategies.

The District continues to work on Tier I instructional strategies in mathematics for all students. Teachers are implementing the Standards for the Mathematical Practices and the implementation of grade level standards. In addition, intervention support provided by teachers implementing supplemental instructional materials afford students the opportunity to practice and reinforce needed skills. This year, teachers have started to implement Math Genius Squad, which is a supplemental program that provides support to teachers with training videos to teach concepts, quick practices, and routines. For the 2023-2024 and 2024-2025 school years, there will be a continued focus on supporting teachers with their mathematical instructional practices by offering training in Math Genius Squad.

For the 2023-2024 school year, District Office staff, principals, social workers and staff have strategically focused on working with families as partners to support students who have chronic absenteeism. Together, staff and families are partnering to work on removing barriers that may be getting in the way of students attending school daily and on time. In addition, the District hired additional Social Workers that work with families who have students that are not coming to school and need additional support by offering resources to further strengthen the family network.

Further, staff continue to support student engagement by monitoring attendance using Attention 2 Attendance (A2A). The Director of Personnel/Pupil services meets monthly with site principals to review student attendance with a focus on students who are or are approaching chronic and severe chronic absenteeism. Tier I strategies are used to keep students engaged through spirit assemblies, school and grade level targets, and informational meetings. Tier II strategies are used to re-engage families with the school by parent meetings, SART contracts, and DART meetings. Tier III strategies are used for families are showing limited to no improvement using Tier I and II strategies. This can include but not limited to home visits, frequent check-ins, a review of the SART contract and finally a SARB meetings. With this work, the District continues to show a declining trend, month-to-month, in the chronic absenteeism rate.

Another success of which the District is most proud of is parent engagement. Parent engagement has been successful with an increase in parent involvement in meetings through Zoom and in-person. A highlight in this area is the District English Learner Advisory Committee which has had an average of 50 participants in virtual meetings. This is an increase from the previous year. In addition, other District and site level meetings have seen an increase in educational partner participation to support the implementation of the LCAP as well as site level school plans.

To further support and increase parent engagement, the District held its annual Many Families One Community Family Resource Fair on Saturday, March 16, 2024. Families that attended the Fair attended workshops and visited resource booths that focused on academic and social/emotional supports for families. The District has a continued goal of supporting the whole child by providing resources to strengthen the family network. There will be a continued focus on supporting family engagement in the 2024-2025 school year by offering opportunities for families to be on school campuses and take part of their child's educational program.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Canyon Springs Community School within the Sulphur Springs Union School District was identified for Comprehensive Support and Improvement (CSI) on the 2023 CA Dashboard.

Support for Identified Schools

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

Sulphur Springs Union School District will partner with a nationally recognized coach from Solution Tree that specializes in school improvement, literacy and multi-tiered systems of support. The coach will partner with educational partners (teachers, classified staff, parents at Canyon Springs Community School, Superintendent, District Administration) to provide monthly support in developing a Comprehensive Support and Improvement Plan.

The CSI funding will be used to provide responsive and differentiated coaching for teachers to build systems and structures that ensure all students learn at grade level expectations. After conducting a comprehensive needs assessment and root-cause analysis, each area of opportunity will be addressed by creating improvement goals in the areas of increased student achievement in math, reading, language acquisition, student attendance, and positive behavior supports to reduce suspensions. Project goals will be developed with specific action steps, articulated SMART goals, and progress monitoring data. A timeline for project implementation will be created to track progress and measure milestones at 30, 60, 90 and 120 days. Teachers will focus on high levels of learning, respond to scholars by need and strength, and ensure positive behavior supports are in place.

Monitoring and Evaluating Effectiveness

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

Following the work from the educational partner meetings, a 30, 60, 90, and 120 day CSI Plan will be developed in the areas of increased student achievement in math, reading, language acquisition, student attendance, and positive behavior supports to reduce suspensions.

Resource inequities were identified and addressed by receiving input and feedback at educational partner meetings:
Input from parents, students and staff through LCAP surveys 2023-2024 school year.
Input from teachers and staff April 26, 2024 at Professional development Wednesday Staff Meeting.
Input from parents in ELAC meeting on May 16, 2024.

Input/Review of Goals from School Site Council on March, 2024 and April 29, 2024.
Input from students via student survey on ideas to improve school instruction and climate.
Input from School Site Council/Passed at School Site Council April 27, 2024.

The priority for resource equity at Canyon Springs will be to ensure all students are learning at grade level expectation in text, task, and thought. Scaffolded, tailored instruction in Tier 1 core instruction, additional time and support for mastery of grade level essentials through a systematic Tier 2 intervention, and additional support to close the gap on missing foundational or prerequisite skills at Tier 3 will be provided to accelerate learning by student, standard, learning target, and need.

30, 60, 90, 120 Day CSI Plan for Canyon Springs Community School:

Target #1: Process Goal: Collaboration for High Levels of Learning
By the end of the 2024-25 school year, collaborative teams at Canyon Springs Community School will work in collaborative cycles around the four critical questions of the PLC at Work process with a focus on the most essential learning standards in reading, math, and language acquisition as evidenced by team artifacts and progression on the implementation continuum to increase student achievement.

Root Cause Analysis Indicator:
-Establish a guaranteed and viable curriculum that engages students in highly effective tier one instruction at grade level expectation or higher
-Clarifying what students must learn and defining depth of rigor at each grade level
-Teachers work collaboratively to ensure all students are provided with access to essential grade level curriculum
-Teams utilize data to monitor and respond to student learning by essential grade level standard, target and need in tier two interventions

Steps and/or Activities that will be initiated to meet this goal at Canyon Springs:
-Identify the most essential standards in reading and math utilizing the District list of essential standards and curriculum resources.
-Teams address the four critical questions for one essential standard per unit to complete the teaching, learning, assessing and response cycle.

Who is responsible for initiating and/or sustaining the steps and/or activities?
-Administration, guiding coalition, instructional support staff, teacher teams, external project implementation coach

Incremental timeline for each step or phase of the activity:
30 days:
1. Create culture of collaboration by establishing collaborative teams in grade level bands
2. Introduce the guiding questions of the PLC at Work process
3. Determine essential learning outcomes in literacy, math, and language acquisition

60 days:
1. Reframe MTSS structures to ensure all students receive intervention support
2. Establish clarity around the collaborative process with aligned agendas
3. Create dedicated time for teacher collaboration
4. Collect iReady student data as universal screener to determine immediate student need

90 days:
1. Teams deconstruct essential learning outcomes and create common assessments
2. Teams analyze common assessment data to determine actionable response
3. Teams deploy small group interventions based on essential learning outcomes

120 days:
1. Teams will have completed three collaborative cycles
2. Tier 2 interventions will be systematic
3. Campus-wide achievement data reviewed and updated plan of action created

Assessing the effectiveness of the initiative:
-Needs assessment indicators continuum by each indicator
-Campus and Team artifacts
-Assessment data
-Team intervention plans
-Progress monitoring data
-Coaching notes

Target #2: Achievement Goal Based on School Data
By the end of the 24-25 school year, Canyon Springs Community School K-6 teams will move 50% of the students from below average achievement category in reading and math to the low average category or higher, and 50% of the students from the low average achievement category in reading and math to the average category or higher as measured by the May 2025 iReady Progress Assessment data.

By the end of the 24-25 school year, Canyon Springs Community School 3-6 teams will increase students' achievement in math and literacy by 10% points or higher as measured by the May 2025 CAASPP data.

Root Cause Analysis Indicator:
-Engaging in grade level appropriate text, task and thought in reading and math
-Establishing an aligned intervention system at tier two in literacy and math
-Establishing campus-wide response to students needing tier 3 support for foundational read, math, writing, home, health or other qualifying indicator
-Ensuring effective language acquisition instruction in all tiers of learning, in addition to dedicated ELD learning time specific to individual student data and needs

Steps and/or Activities that will be initiated to meet this goal at Canyon Springs:
-Refine collaborative teams' identification of essential standards, including conversations and clarity about aligning to grade level expectations
-Implement effective classroom instructional practices and routines to ensure high levels of engagement in grade level expectations in core instruction
-Build shared effective practices for tier two interventions on grade level essential learning outcomes in math, literacy and language acquisition
-Provide meaningful tier three systems of intervention

Who is responsible for initiating and/or sustaining the steps and/or activities?
-Administration, guiding coalition, instructional support staff, teacher teams, external project implementation coach

Incremental timeline for each step or phase of the activity:
30 days:
1. Teachers develop schedule with dedicated and protected time for grade level core instruction in literacy, math and language acquisition accessible to all students
2. Study the expectation of the standards and deconstruct essential outcomes into learning targets and progressions
3. Create opportunities for formative assessment of essential learning in tier one instruction

60 days:
1. Implement tier two interventions based on formative data
2. Progress monitor student achievement in grade level essentials in tier one and tier two
3. Establish data decision making process

90 days:
1. Evaluate program effectiveness
2. Determine professional learning needs based on data cycles

120 days:
1. Audit student work samples and assessments to ensure alignment to grade level expectations in math, literacy, and language acquisition
2. Determine appropriate response to middle of the year data in tier one and tier two interventions
3. Ensure students that are IEP entitled have access to grade level learning and outcomes

Assessing the effectiveness of the initiative:
-Progress monitoring data
-iReady data
-Team/Teacher-created assessments aligned to the the most essential standards
-Team agendas and notes
-Lesson design plans
-Student work samples

Target #3: Increased Student Attendance
By the end of the 24-25 school year, Canyon Springs Community School will decrease chronic absenteeism by 10% as measured by attendance data from internal reports and the California Dashboard.

Root Cause Analysis Indicator:
-Communicate with parents and community about the critical need for scholars to attend school every day unless ill.
-Encourage students to arrive at school on time and be present for learning every day.
-Provide a systematic response when students develop excessive absences outside of extenuating circumstances.

Steps and/or Activities that will be initiated to meet this goal at Canyon Springs:
-Create a campus-wide committee to improve communication with parents and community about the importance of daily and consistent attendance.

Who is responsible for initiating and/or sustaining the steps and/or activities?
-Administration, campus logistics committee, school social worker, teacher teams

Incremental timeline for each step or phase of the activity:
30 days:
1. Analyze attendance data to determine students with significant need
2. Create a team to monitor and respond to campus wide attendance data

60 days:
1. Plan attendance incentives and monitoring by campus, grade level, teacher and student
2. Communicate with parents and students about new attendance incentives and connection to attendance and higher levels of student achievement
3. Implement student attendance goal setting and tracking

90 days:
1. Collect and monitor attendance data including late arrivals and early dismissals
2. Respond to individual student absences that are excessive

120:
1. Campus wide team evaluates effectiveness of strategies and incentives
2. Analyze attendance data for trends and goals
3. Continue parent and community communication

Assessing the effectiveness of the initiative:
Attendance data
Daily and weekly attendance goal attainment

Target #4: Positive Behavior Instruction and Supports:
By the end of the 24-25 school year, Canyon Springs Community School will decrease the number of suspensions from 3.1% to less than 1% as measured by internal reports and the California Dashboard.

Root Cause Analysis Indicator:
-Implement effective systems of positive behavior instruction and support campus-wide to decrease the number of students suspended.
-Provide clear and consistent behavior expectations and implement direct and explicit teaching and response to behavioral outcomes.

Steps and/or Activities that will be initiated to meet this goal at Canyon Springs:
-Create a campus-wide committee to improve systems of prevention and intervention for positive behaviors and academic dispositions.

Who is responsible for initiating and/or sustaining the steps and/or activities?
-Administration, campus logistics committee, school social worker, teacher teams

Incremental timeline for each step or phase of the activity:
30 days:
1. Create a team to monitor and respond to campus wide attendance data
2. Identify effective systems for behavior support
3. Identify students needing additional support

60 days:
1. Implement campus-wide curriculum, Second Step
2. Monitor behavior trends based on referrals and teacher feedback

90 days:
1. Continue to monitor effectiveness of behavior support plans
2. Identify students will intensive support needs and provide goals and action plans

120:
1. Monitor campus-wide implementation of positive behavior systems
2. Identify students needing more intensive support

Assessing the effectiveness of the initiative:
-Data from office referrals, Classroom behavior logs, and goal tracking

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
Parents	-Parents were provided a LCAP Survey to complete from March 4, 2024 to March 22, 2024. -2 Parent Representatives from each school attend the monthly Parent Advisory Committee meetings with the Superintendent. -5 Parent Representatives attend the LCAP Advisory Committee meetings. -Parents were encouraged to attend LCAP Mid-Year update and feedback Meetings: February 27 and March 4, 2024. -Parents were encouraged to attend the proposed 24/25 LCAP feedback and input meetings: April 25, May 6, 2024.
Students	-Student were provided the LCAP survey during the following dates to take with the assistance of their classroom teacher: March 4, 2024 to March 22, 2024. -Students were provided a survey of the California Healthy Kids Survey where they were asked to provide feedback on their sense of safety and belonging at their school within the District.
Teachers	-Teachers were provided the LCAP survey during the following dates: March 4, 2024 to March 22, 2024. -Teachers were encouraged to attend LCAP Mid-Year update and feedback Meetings: February 26 and 27, 2024. -Teachers were encouraged to attend the proposed 24/25 LCAP feedback and input meetings: April 30, May 7, 2024. -There are 2 teachers that sit on the LCAP Advisory Council Meetings to support with input and feedback.
Bargaining Units: Sulphur Springs District Teachers Association (SSDTA) California School Employees Association (CSEA)	-SSDTA (2 members) and CSEA (2 members) are members of the LCAP Advisory Committee meeting. Members discussed and provided input on the Mid-Year LCAP and the proposed 24/25 LCAP on the following dates: November 9, 2023 January 23, 2024 February 29, 2024 April 18, 2024 April 25, 2024 -Members also were invited to all LCAP Staff Input and Feedback Meetings: February 26, 2024 February 27, 2024 April 30, 2024 May 7, 2024 -SSDTA and CSEA were also provided the LCAP survey during the following dates: March 4 to March 22, 2024 for feedback and input.
Principals	-Principals were provided the opportunity for feedback and input by taking the LCAP survey during March 4-March 22, 2024. -One Principal representative attends the LCAP Advisory Council Meetings. -Principals provided input and feedback on the Mid-Year LCAP on February 14, 2024. -Principals provided input and feedback on the proposed 24/25 LCAP on April 17, 2024.
Management	-All management were invited to attend the Mid-Year LCAP input and feedback meetings on: February 26 and 27, 2024.

	-All management were invited to attend the proposed 24/25 LCAP input and feedback meetings on: April 30, 2024 and May 7, 2024. -All management were provided the LCAP survey March 4 to March 22, 2024.
All certificated and classified staff	-All certificated and classified staff were invited to attend the Mid-Year LCAP input and feedback meetings on: February 26 and 27, 2024. -All certificated and classified staff were invited to attend the proposed 24/25 LCAP input and feedback meetings on: April 30, 2024 and May 7, 2024. -All certificated and classified staff were provided the LCAP survey March 4 to March 22, 2024.
Board of Trustees	-The Board of Trustees was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 7, 2024 Board meeting. -The Board of Trustees was provided the opportunity to review and provide input and feedback on the proposed 24/25 LCAP at the June 12, 2024 Board meeting.
District English Language Advisory Committee (DELAC)	-DELAC members were provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 27, 2024 meeting. -DELAC members were provided the opportunity to review and provide input and feedback on the proposed 24/25 LCAP at the May 14, 2024 meeting.
Special Education Local Plan Area (SELPA)	The SELPA Executive Director was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 7, 2024 meeting. -The SELPA Executive Director was provided the opportunity to review and provide input and feedback on the proposed 24/25 LCAP at the May 15, 2024 meeting.
LCAP Advisory Committee Members	The LCAP Advisory Committee members were provided the opportunity to provide input, feedback and review the Mid-Year LCAP and District's data on the following dates: November 9, 2023 January 23, 2024 February 29, 2024 -The LCAP Advisory Council Committee members were provided the opportunity to review and provide input and feedback on the proposed 24/25 LCAP at the following meetings: April 18, 2024 April 25, 2024

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

Sulphur Springs Union School District (SSUSD) has elicited educational partners' feedback through surveys and online meetings with parents, students, teachers, support staff, union representatives, principals, and administrators, including the Parent Advisory Committee, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), SELPA, and LCAP Advisory Committee. Translation services were provided for all parent meetings. The SSUSD solicited recommendations and comments from all educational partners regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan.

District Administration as well as Principals shared data, results of surveys, and proposed actions and services for the 2024-2025 LCAP during educational partner meetings, District wide and at school sites, for review and comment. Educational partner feedback was reviewed by administration and considered before finalizing the plan.

The LCAP Advisory Committee consists of two Title I parents, one foster parent, one special education parent, one DELAC parent, one parent, union representation for both teachers and classified staff, one teacher and one classified member, three administrators, and the Superintendent and two District translators to support with translation needs for parents on the LCAP Advisory Committee.

The LCAP Advisory Committee met on November 9, 2023 to review District wide data, January 23, 2024 to review 2023 CAASPP data, February 29, 2024 to discuss and receive input on the Mid-Year LCAP Update for 2023-2024, April 18th and April 24th, 2024 to provide input and feedback on the development of the 2024-25 LCAP. LCAP Advisory Committee members were able to ask questions, get clarification and provide input. Data was shared to support goals and actions within the LCAP, as well as, metrics, benchmarks, and progress were shared.

The Superintendent ensured that all parent meetings were conducted in English and Spanish, and opportunities to provide input was solicited. Dates and times for the Informational Input meetings regarding the LCAP Mid-Year Update 2023-2024 and the proposed 2024-2025 LCAP were posted on the District website and communicated to families via ParentSquare, District's communication system. There were meetings held for educational partners to provide input for both Plans, Mid-Year LCAP 2023-2024 and the proposed LCAP 2024-2025.

The following Educational Partner meetings with parents and staff were held to discuss and receive input and feedback on the Mid-Year LCAP 2023-2024 and the proposed 2024- 2025 LCAP:

Educational Partner Meeting Dates: Mid-Year LCAP 2023-2024 Input, Feedback
-December 6, 2023: Administrators' Meeting
-January 10, 2024: Administrators' Meeting
-February 7, 2024: Board of Trustees, Board Meeting
-February 7, 2024: SELPA Meeting
-February 7, 2024: through March, 2024: Principals shared Presentation with ELACs, PTAs, SSCs
-February 13, 2024: Classified Staff Meeting
-February 14, 2024: Administrators' Meeting
-February 21, 2024: Parent Advisory Committee Meeting
-February 26, 2024: All Staff Meeting (Certificated and Classified)
-February 27, 2024: All Staff Meeting (Certificated and Classified)
-February 27, 2024: DELAC Meeting
-February 27, 2024: Parent Meeting
-March 4, 2024: Parent Meeting
-March 26, 2024: Classified Advisory Committee Meeting

Educational Partner Meeting Dates: Proposed LCAP 2024-2025 Input, Feedback, and 2023-2024 LCAP Survey Results:
-April 10, 2024: Parent Advisory Committee Meeting
-April 17, 2024: Administrators' Meeting
-April 17, 2024 to May 30, 2024: Principals shared presentation with ELACs, PTAs, and SSCs
-April 25, 2024: Parent Meeting
-April 30, 2024: All Staff Meeting (Certificated and Classified)
-May 6, 2024: Parent Meeting
-May 7, 2024: All Staff Meeting (Certificated and Classified)
-May 7, 2024: District Office Meeting
-May 8, 2024: Parent Advisory Committee Meeting
-May 9, 2024: Faculty Advisory Committee Meeting
-May 14, 2024: Classified Advisory Committee Meeting
-May 14, 2024: DELAC Meeting
-May 15, 2024: SELPA Meeting
-June 12, 2024: Board of Trustees Meeting
-June 26, 2024: Board of Trustees Meeting

Student, parents, and staff feedback was solicited through LCAP surveys which was administered the week of March 4, 2024 to March 22, 2024. During the Parent Advisory Committee meetings and parent Zoom meetings regarding the proposed 2024-2025 LCAP, parents shared that they wanted to see continued social/emotional supports for students and continued work on providing academic intervention supports for students in need. In addition, parents from DELAC expressed the need for additional translation supports at school sites. Further, some parents expressed the need for additional supports for English Learners in the classrooms. Also, there was a need expressed to continue supporting students in mathematics. Several parents commented on how well they liked the work that teachers are doing to support their students with reading and the Orton-Gillingham support from the Learning Support Teachers and the classroom teachers. The input received from Educational Partners supported the proposed 2024-2025 LCAP actions.

Students shared positive input about teachers teaching them their standards and "I can Statements." Some students in the upper grades shared that they need academic

support in math, and many felt that the education that they are receiving is good. Several students shared that they really liked their new playgrounds at the schools that had a new playground for students. Several students shared that they feel safe at school. There was a concern expressed by several students about the cleanliness in the restrooms and the cafeterias. Under Goal 1 in the 2024-2025 proposed LCAP, there is a continued action for the implementation of the District's maintenance Plan. Students shared that they felt safe since they practice drills and had a fence around the school. Several students shared that they like the music program at their school, and that they have their technology needs being met. The District received valuable input from students and the input supported the proposed 2024-2025 LCAP. Actions 1.5 and 2.12 will be continued and strengthen in the 2024-2025 school year since students shared that they feel safe at school and do enjoy the VAPA program that is in place at schools.

Superintendent responses to comments and questions regarding the LCAP from Educational Partner meetings are available in writing including comments from DELAC and Parent Advisory Committee meetings in English and Spanish and posted on the District website: www.sssd.k12.ca.us.

A notice of the Public Hearing for the proposed LCAP was posted in the local newspaper, The Signal. The newspaper posting stated that the public had the opportunity to comment on the proposed Actions and Expenditures in the 2024-2025 LCAP in writing and can submit their comments to the District office. The public could also attend the June 12, 2024 Board meeting and provide oral comments if desired. The Public Hearing for the proposed 2024-2025 LCAP and Budget was held on June 12, 2024, and Board approval of 2024-2025 LCAP and Budget was held on June 26, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.	Broad Goal

State priorities address by this goal.

1

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District is committed to providing an exemplary education to all students in safe school facilities. The District's educational program promotes high expectations for all students, with a focus on English Learners, Foster Youth, and Low Income, by highly qualified teachers and administrators. With the implementation of standards-based curriculum, the educational program in the District aligns student learning to standards, which also helps ensure that a higher level of learning is attained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	100% of teachers and administrators are appropriately assigned.	100% 23-24 CTC.CA.GOV			100% 26-27 CTC.CA.GOV
2	100% of school facilities are in good repair to support student learning.	100% 23-24 Facilities Inspection Tool			100% 26-27 Facilities Inspection Tool
3	100% of students are provided and educated with standards aligned materials.	100% 23-24 Williams Inspection Report			100% 26-27 Williams Inspection Report
4	Increase student attendance rate to further promote student engagement in school.	95% 2024 P2 Report P2 Reporting			98% 26-27 P2 Reporting
5	Decrease chronic absenteeism rates to support academic success and social/emotional wellness for students.	19.6%, District wide 23-24 CA School Dashboard Base Line for Canyon Springs Community School All Students: 22.1% -Base Line for English Learners: 17.1% -Base Line for Low Income: 22.8% -Base Line for SWD: 32.5%			8% District wide 26-27 CA School Dashboard *Target for Year 3 for Canyon Springs Community School: 8% All Students / EL 5% / Low Income 8% / 15% SWD/ 10% Hispanic *Target for Year 3 for Fair Oaks Ranch Community School: 16% EL *Target for Year 3 for Golden Oak Community School: 15% Low Income / 15% African American *Target for Year 3 for Leona

		-Base Line for Hispanic: 20.6% Base Line for Fair Oaks Ranch Community School: -Base Line for English Learners: 26% Base Line for Golden Oak Community School: -Base Line for Low Income: 26% -Baes Line for African American: 25% Base Line for Leona Cox Community School: 23.4% -Base Line for English Learners: 18.6% -Base Line for Low Income: 26.8% -Base Line for SWD: 20.3% -Base Line for Hispanic: 24.4% -Base Line for White: 26.5% Base Line for Sulphur Springs Community School: -Base Line for English Learners: 28.1%			Cox Community School: 8% All Students / EL 5% / Low Income 8% / 10% SWD / 14% Hispanic / 10% White *Target for Year 3 for Sulphur Springs Community School: 18% EL

| 6 | 100% of students have access to a broad course of study. | 100% of students have access to a broad course of study. 23-24 Daily Schedules | | | 100% of students have access to a broad course of study. 26-27 Daily Schedules | |

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain highly qualified staff.	The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	$32,937,434.00	No

2	CA State approved textbooks and materials.	The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	$381,454.00		No
3	Implementation of District maintenance plan.	The District will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	$2,925,535.00		No
4	Maintain noon supervisors at all sites.	The District will maintain noon supervisors at all sites to support all students' safety and supervision.	$775,913.00		No
5	Conduct annual safety drills	The District will conduct annual safety drills at all school sites and District Office to support safety for all students and staff.	$0.00		No
6	Proactively engage families and regularly monitor attendance. (LEA)	The District will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	$32,400.00		Yes
7	Reducing chronic absenteeism by increasing student engagement.	The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at the following elementary schools: Canyon Springs Community School and Leona Cox Community School. This action is supporting the schools and student groups: low income, students with disabilities, Hispanic for Canyon Springs and low income, students with disabilities, Hispanic and White for Leona Cox, that received the lowest performance level for the red performance indicator on the CA Dashboard. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.	$78,900.00		Yes
8	Provide transportation to and from school for unduplicated student population.	The District will provide transportation to and from school for unduplicated student, English Learners, low income, and/or Foster Youth, populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	$944,967.00		Yes

Goal

Goal #	Description	Type of Goal
2	Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.	Broad Goal

State priorities address by this goal.

4, 2, 7, 8

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District prides itself in providing learning opportunities for students that may need additional academic support and enrichment. In support of this goal, the District is committed to providing professional development for teachers in areas of identified need, as evidenced by State and Local assessments, to increase learning opportunities through supplemental instruction to ensure students meet grade level standards. In addition, the District provides support personnel to ensure that a continued cycle of improvement is implemented for teachers and administrators to meet the ongoing academic and social emotional needs of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Increase of students meeting grade level standards on state and/or local assessments in English Language Arts	CA Dashboard: English Language Arts 2023 Overall - 49% 3rd Grade - 47.12% 4th Grade- 50.16% 5th Grade - 52.31% 6th Grade - 46.77% District Wide: All Students: 5.3 points below standard English Learners: 42.2 points below standard Foster Youth: 81.7 points below standard Low Income: 26.2 points below standard SWD: 80.4 points below standard			English Language Arts: CA Dashboard: 2027 Overall - 65% 3rd Grade - 62% 4th Grade- 65% 5th Grade - 67% 6th Grade - 63% District Wide: English Learners: 22.0 points below standard Foster Youth: 61.0 points below standard Low Income: 16.0 points below standard	
2	Increase the number of student reaching On, Mid, or Above grade level mastery on iReady Reading third Diagnostic.	2023-2024 Third Reading Diagnostic (On, Mid, or Above Grade Level) K: 73% 1: 52% 2: 55%			2023 Third Reading Diagnostic (On, Mid, or Above Grade Level) K: 85% 1: 65% 2: 70%	

3	Increase of students meeting grade level standards on state and/or local assessments in mathematics.	CA Dashboard- Mathematics 2023 Overall - 38.91% 3rd Grade - 49.87% 4th Grade - 44.32% 5th Grade - 30.17% 6th Grade - 31.93% District Wide: All Students: 30.4 points below standard English Learners: 64.7 points below standard Foster Youth: 78 points below standard Low Income: 53 points below standard SWD: 104.6 points below standard			CA Dashboard: Mathematics 2027 Overall - 54% 3rd Grade - 65% 4th Grade - 59% 5th Grade - 45% 6th Grade - 46% District Wide: English Learners: 44 points below standard Foster Youth: 58 points below standard Low Income: 23 points below standard	
4	Increase the number of student reaching On, Mid, or Above grade level mastery on iReady math third Diagnostic.	2023 K: 60% 1: 36% 2: 40%			K: 75% 1: 45% 2: 55%	
5	Increase the percentage of Reclassified Fluent English Proficient (RFEP) Students.	2023 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- 85 , (39.2%) of students were reclassified.			2026-2027 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- 100 (46%) Students reclassified.	

6	Reduce the number of Long Term English Learners (LTELs). Students who are at risk of becoming LTELs - those in 6th grade that have been in the ELD programs 7 years.	2023-24 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data LTELs - 25 (3:%) of students are Long Term English Learners			2026-2027 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data LTELs - 15 students are Long Term English Learners	
7	Increase the number of students scoring well developed (4) English Language Proficiency Assessment for California (ELPAC)	2023 ELPAC Data: ELPAC Score Reports 142 (16.78%) students scored well developed (4) on the ELPAC, District Wide 49.7% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI)			2026-2027 ELPAC Data: ELPAC Score Reports 160 (19%) students scored well developed (4) on the ELPAC, District Wide 65% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI)	
8	Increase the number of EL students making progress toward English Language proficiency	65% of EL Students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2022-2023.			85% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2026-2027.	

| 9 | Increase the number of students who have letter, sound, and number recognition at the end of the academic year. | 2024 ESGI Assessment - Spring
Spring 2024
Uppercase Letter Recognition:
TK: 69%
K: 88%

Lowercase Letter Recognition:
TK: 64%
K: 86%

Sound Recognition
TK: 42%
K: 77%

Number Recognition
TK: 86%
K: 85% | | | ESGI Assessment- Spring
Uppercase Letter Recognition
TK: 75%
K: 92%

Lowercase Letter Recognition
TK:80%
K:91%

Sound Recognition:
TK:52%
K:88%

Number Recognition
TK:96%
K:95% | |
| 10 | Increase the number of 5th grade students performing at or above grade level on the California Science Test. | CAASPP scores on the California Science Test for 2023 indicated a decrease in the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows:

CAASPP scores were released the summer of 2023.
Overall - 32% | | | CAASPP scores, 2027
Overall - 50% | |

11	Fully implement the California State Standards in core subject areas.	For 2023-2024 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard: English Language Arts 5, mathematics 5, science 5, social studies 5.			Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	
12	Access to a broad course of study.	For 2023-2024 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study.			100% of teachers have provided daily schedules which indicate access to a broad course of study.	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development for staff to address student learning needs.	For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and Mathematics and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	$880,933.00	Yes
2	Providing California State supplementary standards-based materials.	To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and Low Income students.	$829,373.00	Yes
3	Provide collaboration time for teachers to support student learning.	To address the learning needs of English Learners, long-term English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	$188,503.00	Yes
4	Provide staff professional development, conferences, and workshops to support the educational program.	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.	$1,315,943.00	Yes
5	Provide additional instructional minutes to deliver an intensive instructional program.	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners, long-term English Learners, and Low Income students.	$1,510,449.00	Yes
6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$8,684.00	No
7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$8,128.00	No
8	Provide outside of the school year intervention and enrichment opportunities for students.	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	$0.00	No
9	Continue articulation with	The District will continue articulation with William S. Hart Union High School District to support	$0.00	No

		William S. Hart Union High School District to support students transitioning to Junior High School.	students transitioning to Junior High School to assist with preparing students with their educational program.		
10	Library Resource Technicians support student learning.		Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners, long-term English Learners, and Foster Youth students who may have limited access to literacy materials at home.	$317,288.00	Yes
11	Teachers will provide coaching and intervention support for teachers.		To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	$290,244.00	Yes
12	Implement and provide materials to support the visual and performing arts (VAPA) plan.		To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	$107,610.00	Yes
13	Provide devices to enhance student learning.		The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, long-term English Learners, Foster Youth and Low Income students.	$546,725.00	Yes
14	Provide and train Computer Lab Assistants at all sites to support student learning.		To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at all sites to support low income, English Learners, and Foster Youth students in the use of technology to meet grade level standards.	$186,882.00	Yes
15	Provide opportunities for integration for students with special needs.		Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	$50,000.00	No
16	Increase student achievement by providing intervention support and coaching to teachers.		Learning Support Teachers will provide additional Tiers 2 and 3 intervention supports to English Learners, low income and Foster Youth to support academic achievement. In addition, Learning Support Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	$1,309,068.00	Yes
17	Increase English Language Development for English Learners and long-term English Learners.		The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist English Learner students with phonological awareness and learning of the English Language rules.	$5,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	All families and the broader community are welcomed and are partners in supporting the whole child.	Broad Goal

State priorities address by this goal.
5, 3

An explanation of why the LEA has developed this goal.
The Sulphur Springs Union School District has always promoted family partnership and engagement since staff are committed to strengthening students' academic and social/emotional wellness. By continuing to promote family engagement, it supports student learning in school, which further assists with successfully transitioning them to middle and high school. Staff are committed to connecting families to schools, including students of low-income, Foster Youth, and homeless families since it creates consistency between the home and school environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase percent of families who expressed satisfaction with their opportunities to be engaged and connected with the school community.	96% 23-24 LCAP Parent Survey			98% 26-27 LCAP Parent Survey	
2	Increase percent of families who expressed satisfaction with their opportunities to participate in school events as per LCAP survey.	94% 23-24 LCAP Parent Survey			98% 26-27 LCAP Parent Survey	

#	Metric	Baseline			Outcome	
3	Increase percent of families who was provided the opportunity to meet with their child's teacher regarding their needs as per LCAP survey.	98% 23-24 LCAP Parent Survey			99% 26-27 LCAP Parent Survey	
4	Increase the number of school volunteers at each school as per LCAP survey and individual school data.	The highest number of volunteers at one site for the 23-24 school year was 210. The average number of volunteers across all nine schools is 90. 2023-2024 Volunteer Sign-in Sheets, 2023-2024 LCAP Survey			The highest number of volunteers at one site for the 26-27 school year was 250. The average number of volunteers across all nine schools is 100.	
5	Increase parent participation in school and District advisory groups, such as PACs, SSCs, ELACs, and DELACs.	For 2023-2024 School Year PAC, between 9 and 15 participants on average at each meeting SSC, 10-13 members per school site ELAC, average 4-20 participants per site at each meeting DELAC, between 20-30 participants Sign-in Sheets, Zoom meetings, In-Person meetings			For 2026-2027 School Year PAC, between 9 and 15 participants on average at each meeting SSC, 10-15 members per school site ELAC, average 10-30 participants per site at each meeting DELAC, between 30-40 participants Sign-in Sheets, Zoom meetings, In-Person meetings	

6	Increase percent of families who expressed satisfaction with their child feeling safe and secure while attending school.	95% 23-24 LCAP Parent Survey			98% 26-27 LCAP Parent Survey	
7	Increase the percent of families that feel well-informed about their child's social emotional growth.	69% 23-24 LCAP Parent Survey			90% 26-27 LCAP Parent Survey	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase home/school communication and engagement for families.	The District will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	$109,517.00	Yes
2	Provide translation services to families of English Learners.	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	$122,264.00	Yes
3	Advisory groups will provide input to Administration in the schools' and District's plans.	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	$0.00	No
4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	To support parents of English Learners and long-term English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in goal 2 action 4.	$0.00	Yes
5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	$9,180.00	Yes

Goal

Goal #	Description	Type of Goal
4	All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.	Broad Goal

State priorities address by this goal.

6, 5, 8

An explanation of why the LEA has developed this goal.

Sulphur Springs Union School District staff know the importance of creating a school climate where all students, including English Learners, Foster Youth, and Low Income, feel connected and safe, while receiving an outstanding educational program. Staff focus on maintaining high standards for students while also fostering positive relationships between staff and students, which further assists students achieving social, emotional, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Decrease student suspension rate.	2023 CA Dashboard District wide 1.9% English Learners 3.4% Socioeconomically Disadvantaged 2.4% Hispanic 2.3% Students with Disabilities 2.3%			2027 CA Dashboard District wide 0.5% English Learners 0.4% Socioeconomically Disadvantaged 0.4% Hispanic 0.3% Students with Disabilities 0.3%	
2	Maintain expulsion rate.	0% 23-24 CALPADS			0% 26-27 CALPADS	
3	Increase the number of students feeling safe while attending school.	86% 23-24 LCAP Student Survey			95% 26-27 LCAP Student Survey	

4	Increase the number of students that look forward to coming to school each day.	78% 23-24 LCAP Student Survey			90% 26-27 LCAP Student Survey	
5	Increase the number of staff feeling safe at school.	71% 23-24 LCAP Survey			90% 26-27 LCAP Survey	
6	Increase percent of teachers who expressed satisfaction with their opportunities to be engaged and connected with the school community.	80% 23-24 LCAP Staff Survey			90% 26-27 LCAP Staff Survey	

Goal Analysis for 2024-2025

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

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Students reporting positive relationships and safety.	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys. Teachers will promote social and emotional learning into their curriculum to help students develop self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.	$0.00	No
2	Provide counseling services for identified Students.	To remove barriers for low income students from accessing their academic program, the District will provide counseling to support social/emotional wellness and academic success in school.	$68,047.00	Yes
3	Counseling Services for Students in need.	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	$3,581.00	No
4	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	The 2023 CA Dashboard shows a red performance level in school climate, suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School. To further support with removing barriers for unduplicated students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school.	$11,249.00	Yes
5	Strengthen student connectedness and access to the core program.	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students, English Learners, low income, and Foster Youth, in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	$100,476.00	Yes
6	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	$857,477.00	Yes

7	Positive Behavior Programs that promote student engagement.	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students: English Learners, low income, and Foster Youth.	$64,000.00	Yes
8	Promote school climate to enhance student connectedness and increase academic success.	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	$0.00	No
9	Strengthen student connectedness and access to the core program for students.	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who require behavioral intervention per their IEP.	$1,313,563.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,991,768.00	$207,080.00

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
13.03%	0.00%	$0.00	13.03%

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 #(s)	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
Goal 1 Action 6	After reviewing the 2023 California Dashboard for chronic absenteeism, the following student groups scored in the orange performance indicators: English Learners, Homeless, and socioeconomically disadvantaged These student groups are not engaged based on the 2023 CA Dashboard and the data from Attention2Attendance (A2A) monitoring system.

The chronic absenteeism rate for all students is 19.6%. The chronic absenteeism rate for:
- English Learners is 20.4%, 0.8% higher than all students.
-Homeless is 30.8%, 11.2% higher than all students.
-Socioeconomically Disadvantaged is 24.4%, 4.8% higher than all students.

Educational Partners shared the need to continue to provide social workers at school sites to focus on supporting students who are not attending school daily and on time. | The data under chronic absenteeism demonstrated the need for additional supports in schools to address this area. The need for additional social workers to support with removing barriers that may be interfering with students accessing their academic program is still needed to reduce the chronic absenteeism rate. Further, it was found that for the English Learner students, some of their families were unable to communicate with the school teachers and personnel due to language barriers and were not being familiar with the school system and how to access resources. The current communication tool that is in place, ParentSquare, greatly supported the District's work with communicating to families to support the re-engagement of low income, foster youth, and English Learner students to further support their attendance and learning.

The action is being provided on an LEA-wide basis since all students can benefit from the social emotional support that is provided by social workers to address mental health services and supports to remove barriers that may be interfering with students attending school daily and on time. | Goal 1: Metric 5 |
| Goal 1 Action 7 | The 2023 CA Dashboard reflected a red indicator in chronic absenteeism at the following elementary schools: Canyon Springs Community School and Leona Cox Community School. Both schools show students that are socioeconomically disadvantaged are in the red performance levels. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time. | Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.

This action is being implemented on an LEA wide basis to support all students since social workers support students who are struggling with getting to school daily on time by partnering with families to discuss what barriers may be impeding the child from getting to school. Together, the parent and the social worker can create a plan to support the child to attend school on a regular basis to further increase engagement, student connectedness, and increase student performance. | Goal 1, Metric 5 |

| Goal 2 Action 1 | Local data indicate that unduplicated students, English Learners, long-term English Learners, Foster Youth, Homeless, and low income are in need of additional academic supports from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. | An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of unduplicated students, English Learners, long-term English Learners, Foster Youth, and homeless students. In addition, teachers will attend professional development trainings to learn how to analyze data to target students that need intervention support and differentiated instruction.

Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students through Orton-Gillingham. For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs.

The actions are provided on an LEA wide basis so that all students are provided instruction from teachers that have been trained on how to address learning needs of students in English Language arts and mathematics. Professional development for teachers plays a vital role in their development and effectiveness of meeting students' needs. Professional development helps teachers develop the knowledge, skills, and strategies needed to enhance student learning outcomes and academic success. | Goal 2, Metrics 1 and 3 |

Goal 2, Action 2	Unduplicated students are in need of additional strategies to access curriculum and increase achievement. Data from state, local and curriculum based assessments show that this student group is performing at lower levels than grade level peers.	Providing research-based supplementary materials to unduplicated students will support an increase in student achievement and provide students who are performing below grade level learning and enrichment opportunities as evidenced by local and state assessments. To mitigate learning loss and increase the number of unduplicated students mastering grade level standards, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and low income students. This will support an increase in student achievement and provide at-risk students learning and enrichment opportunities as evidenced by local and annual state assessments. The actions are provided on an LEA wide basis since all students will benefit from being provided supplementary standards-based materials to mitigate any learning gaps and assist students with achieving grade level mastery in English Language arts and mathematics. Further, supplementary materials enriches the learning experience for all students and supports differentiation and personalized learning, enhances engagement and motivation, and prepares students for success.	Goal 2, Metrics 1 and 3
Goal 2 Action 3	The District's state and local data indicates that unduplicated students, including long-term English Learners, are achieving at lower levels than their grade level peers and may have difficulty accessing the curriculum.	Teachers will engage in ongoing collaboration to monitor progress of unduplicated students, including long-term English Learners, through data analysis, plan instruction, and provide intervention during collaboration. Implementation of this strategy will enable teachers to plan specific lessons to meet the individual needs of students which will increase achievement as evidenced by local, state and curriculum based assessments. To monitor this, research shows that collaboration amongst teachers improves student achievement. This action is being implemented on an LEA wide basis to assist all students since teacher collaboration promotes professional growth, improves teaching practices, supports student achievement, fosters a positive school culture, and enhances the overall effectiveness of education. By having teachers work together to analyze student data, assess learning outcomes, and evaluate instructional approaches, they can identify areas for improvement and implement evidence-based strategies to enhance student learning that will have a direct impact on students achieving grade level mastery.	Goal 2, Metrics 1 and 3

| Goal 2, Action 4 | Local data indicates that unduplicated students that are not meeting grade level expectations are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. | Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for unduplicated students through Orton-Gillingham. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs. An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of English Learners, Foster Youth, and homeless students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments.

This action is being provided on an LEA wide basis since all students should have access to teachers that are provided high quality professional development to support their educational needs both academically and socially. Professional development will also be tailored to meet the diverse needs of all learners which will further support student achievement. | Goal 2, Metrics 1 and 3 |
| --- | --- | --- | --- |
| Goal 2 Action 5 | The following students, English Learners, long-term English Learners, Foster Youth, and low income, have shown a need to have additional instructional minutes provided to further support their mastery of the English language and achievement toward grade level standards. | Teachers will provide additional minutes of instruction to support the unduplicated student groups, including long-term English Learners. Students will be provided additional intervention support as well as a focus on strengthening their phonological awareness and learning of the English language rules to support English proficiency.

This action will be provided on an LEA wide basis since all students greatly benefit academically as well as socially from additional instructional minutes. Additional instructional time with teachers benefits students by increasing learning opportunities and improving academic achievement. Teachers are able to provide targeted support and intervention, and offer enrichment and extension opportunities, as well as, personalize learning experiences for students. By investing in additional instructional time, teachers can enhance student learning outcomes and promote success for all students. | Goal 2, Metrics 1 and 3 |

| Goal 2, Action 10 | During educational partner meetings, it was shared that parents of unduplicated students, including long-term English Learners, have difficulty accessing community resources. Unduplicated students and long-term English Learners may not be able to access community supports such as public libraries due to transportation and child care concerns.

There is a need for English Learners, long-term English Learners, Foster Youth, and low income students to have access to library resources. | The District will continue to provide unduplicated students and long-term English Learners access to libraries to continue to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning.

The District's school Library Resource Technicians assist unduplicated students, including long-term English Learners, with access to not only literature, they also support low income, Foster Youth, English Learners, and long-term English Learners access to technological resources, assisting them to find additional resources to assist their learning. For unduplicated students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school Library Resource Technicians partner with the computer lab assistants by working to close the digital divide, and provide support with the use of technology in accessing additional educational resources to accelerate student learning. In addition, the school Library Resource Technicians continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and language acquisition as evidenced by state and local assessments.

The action is provided on an LEA wide basis since all students benefit greatly from having access to libraries and the support of the library resource technician. Libraries are critical in promoting literacy, supporting academic success, encouraging lifelong learning among students, developing critical thinking skills, stimulating creativity and imagination, supporting technology skills, facilitating social interaction, and promoting inclusion and equity for all students. | Goal 2, Metrics 1 and 3 |

| Goal 2, Action 11 | Due to low achievement levels in English Language Arts (EL -42.2 DFS, FY -81.7 DFS, Low Income -26.2 DFS) and mathematics (EL -64.7 DFS, FY -78 DFS, Low Income -53 DFS) for unduplicated students, there is a need to provide coaching and support to teachers when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors. Feedback from Educational partners have shared that some unduplicated students may not have access to additional support with their education, have parents that need to work multiple jobs and/or have difficulty with acquiring the English Language. | In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting. Teachers on Special Assignment (TOSAs) will continue to be provided to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments.

This action is being provided on an LEA wide basis since all students benefit significantly if the classroom teachers have access to Teachers on Special Assignment (TOSAs). TOSAs are important because they provide individualized support, professional development, mentorship, and instructional improvement that greatly leads to improving student outcomes. TOSAs is essential in promoting continuous improvement and excellence in teaching and learning that further supports students educational programs. | Goal 2, Metrics 1 and 3 |
| Goal 2 Action 12 | Students who are socio-economically disadvantaged in the District continue perform below grade level in English Language Arts and mathematics. There is a need to provide enrichment activities to further support student engagement in the instructional program. | To ensure socio-economically disadvantaged students receive opportunities to develop creativity and innovative practices to further support their academic achievement, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration. Research has shown that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Learning a musical instrument also improves how the brain understands human language, which can help students accelerate learning.

This action will be implemented on an LEA wide basis for all students since VAPA promotes creative expression, cognitive development, emotional intelligence, cultural awareness, communication skills, teamwork, confidence, and self-esteem which leads to increased student performance. By integrating visual and performing arts into the curriculum, students will be provided a well-rounded education that nurtures their artistic talents, fosters their creativity, and enriches their lives to further develop the whole child. | Goal 2, Metrics 1 and 3 |

| Goal 2, Action 13 | Following a review of District data, it showed a need that English Learners, long-term English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers and therefore have a need for access to technology resources to support their educational program. Students who are continuing to participate in online independent study are also in need of electronic devices and wifi. In addition, additional devices were provided to students who need additional practice with online instructional programs and were provided devices to take home. Further, English Learners who were new to the county were also provided devices to take home to support their learning of the English language and increase access to their online intervention programs. | Considering the need to ensure that unduplicated students, including long-term English Learners, receive instruction that includes 21st century skills and practices, additional devices are provided to support English Learners, long-term English Learners, Foster Youth, and low income students to eliminate that digital divide. Furthermore, assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, long-term English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments.

By providing this action on an LEA wide basis promotes student engagement and motivation for all students, and supports differentiated instruction. Further, all students will have access to information and resources, and technology facilitates collaboration and communication which promotes critical thinking and problem-solving skills as well. All students having access to technology prepares them for the digital age, fosters creativity and innovation, ensures accessible learning, and connects classroom learning to real-world relevance. | Goal 2, Metrics 1 and 3 |
| Goal 2, Action 14 | District data shows that English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers. Students who are continuing to participate in online independent study are in need of electronic devices and wifi. There is a need for Computer Lab Assistants to support unduplicated students with the use of devices to access their educational program both in school and in the home. | Assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments.

This action is being provided LEA wide for all students since computer lab assistants play an essential role in supporting students by providing technical support, instructional assistance, and individualized guidance. Computer Lab Assistants help create a positive and inclusive learning environment where students can develop essential technology skills that further supports learning and mastery of grade level standards. | Goal 2, Metrics 1 and 3 |

| Goal 2 Action 16 | Teachers need coaching and support when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English Language.

All students in grades 3-6 on the 2023 state test for English Language Arts scored 5.3 points below standard. The following students groups scored well below 5.3 points:
-English Learners 42.2 points below standard for ELA.
-Low Income 26.6 points below standard for ELA.
-Foster Youth 81.7% points below standard for ELA.

Educational Partner feedback from staff and parents stated that the need for Learning Support Teachers to support students that are not mastering grade level standards is greatly needed for English Learners, Foster Youth, and low income students. | Learning Support Teachers will continue to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. In addition, Learning Support Teachers will provide additional Tier II and Tier III intervention supports to unduplicated students to support academic achievement.

In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Learning Support Teachers will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting.

The action is being provided on an LEA-wide basis since all students will greatly benefit from teachers that are targeting phonological awareness and mastery of foundational literacy skills necessary to achieve grade level achievement in English Language Arts. | Goal 2, Metrics 1 and 3 |

Goal 3, Action 1	A review of the 2023-2024 LCAP surveys indicated that there is a continued need for families to have access to resources, such as access to school social workers, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. Survey data indicated that families need increased information on how to access support for unduplicated students, and to access resources, such as basic needs, clothing, food, as well as, providing assistance to parents. This will increase families' access to additional academic support for students provided at each of the schools in the District. In addition, unduplicated students need ongoing support for academics and social emotional well-being to address limited access to curriculum and supports due to limited parental and community based supports.	The schools with higher populations of unduplicated students have additional staff to support families with unduplicated students' family engagement, such as providing parent training classes to support their child, family math nights, and family literacy nights. Data from the use of ParentSquare and other communication tools have proven to be very useful for English Learner, low income and Foster Youth families. This increase in communication and engagement will support student outcomes, both academically and socially/emotionally. Research shows that families who are feeling more supported and connected to the District will have a direct impact on student engagement and learning. The action is being provided on an LEA wide basis since all students greatly benefit from their families having access to resources that the schools can provide to further strengthen home school connection. Further, all students benefit by the District promoting parental involvement since this directly leads to student success. It is essential that schools build trust with families and create partnerships that enhance family-school relationships. By fostering open, respectful, and collaborative communication, schools can create a supportive and inclusive learning environment where every student can thrive.	Goal 2, Metrics 1 and 3
Goal 3, Action 5	There is a need to ensure that families of low income and Foster Youth students have access and awareness to community services in the District and the Santa Clarita Valley. Some of the families may not have access to social/emotional resources and/or academic resources. Although there are many challenges for low-income families to access adequate social/emotional and academic resources , some of the key barriers for families identified are a lack of education and not knowing who to navigate the educational system to support their child.	To assure families of low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness. By implementing this action on an LEA wide basis, all students will benefit from this as well since it is important that all families have an understanding of where resources are available to support the whole family in the event that there is a need. In addition, providing families with access to mental health resources is essential for promoting mental well-being, preventing and managing mental health conditions, and improving family relationships and enhancing child development with directly supports students' academic achievement in schools.	Goal 1, Metric 5

Goal 4 Action 4	The 2023 CA Dashboard reflected a red performance level in school climate: suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School. The chronic absenteeism data shows for English Learners, low income, and Foster Youth higher rates of absences than all students, (All students 19.6%, EL 20.4%, low income 24.2%, FY 14.3%). Due to this disparity, there is an identified need to support English Learners, Foster Youth, and low income students with emotional regulation in order to better access the academic program.	To further support with removing barriers for English Learners, socioeconomically disadvantaged and Foster Youth students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school. This action is being implemented on a Lea-wide basis as it will benefit all students who need social emotional wellness and support.	Goal 4, Metrics 1 and 2
Goal 4, Action 7	Although the Districtwide suspension rate was 1.9% in the 23-24 school year, the District's English Learner and low income students had higher rates; respectively 3.4% and 2.4%.	There is a focus to support unduplicated students by providing academic and social emotional behavior programs such as Champs, Capturing Kids Hearts and PBIS, Playworks, Unconscious Discipline, and Second Step to promote student engagement and foster connectedness with their peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns and increase a feeling of being connected to school. This action is implemented on an LEA wide basis for all students since promoting positive behavior programs in schools is essential for creating a positive school climate, increasing student connectedness, preventing behavior problems, improving academic outcomes, teaching social and emotional skills, promoting positive relationships, reducing discipline referrals, and preparing students for success in school and beyond. Schools that create positive environments for students to learn and play, support all students so that they can thrive and reach their full potential.	Goal 2, Metrics 1 and 3

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 8	Data from increased parent requests for transportation support indicated that there is a need to support unduplicated students getting to and from school for that live outside the allowable zones to walk to school.	The District will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program and to support students with arriving daily and on time.	Goal 1, Metrics 4 and 5
Goal 2, Action 17	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School. Based on data and collaborating with Educational Partners, there is a need to provide targeted support in English Language Arts to increase academic achievement for English Learners, long-term English Learners, Foster Youth, and low income.	Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	Goal 2, Metrics 5 and 6
Goal 3, Action 2	In the District, families that are English Learners need to be able to access information about their child's educational program to support the academic achievement of their child. It is important that language barriers are removed that may impede families from gaining access to academic information, as well as, social/emotional supports for their child so that together the District and family can partner to further develop the whole child.	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program. Translation support will be provided to families during math, literacy, and English Language support trainings for families to learn more about the curriculum that their child is using, as well as, at Family Resource Fairs that focus on supporting and engaging families to strengthen the social/emotional wellness of unduplicated students.	Goal 3, Metrics 1, 3 and 7
Goal 3, Action 4	English Learner and long-term English Learner students continue to perform in the orange performance indicator on the 2023 California Dashboard in English Language Arts and mathematics. There is a need for educating parents on how they can assist their child who is an English Learner and long-term English Learner with academics , as well as, a need to support parents with knowing the importance of having their child be at school daily and on time.	The Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources for English Learners and long-term English Learners to support parents with meeting the needs of their child to achieve grade level standards. In addition, parent workshops will be provided to families about the importance of attending school daily and on time.	Goal 3, Metrics 1, 3, 5 and 7

Goal 4, Action 2	The academic data in the District indicates that low income students are performing in the orange performance indicator for English Language Arts, mathematics, and have a high absenteeism rate. Counseling services are needed to support this student group to increase social/emotional wellness and academic performance.	To remove barriers for low income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	Goal 4, Metric 4
Goal 4, Action 5	There is a need to support unduplicated students to increase school engagement and connection to further support and increase academic achievement and social/emotional wellness.	Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	Goal 4, Metric 4
Goal 4, Action 6	The academic and social/emotional wellness data shows that there are low income, Foster Youth, and Homeless students facing barriers that may be impeding them from accessing their educational program and/or affecting their social/emotional wellness.	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	Goal 4, Metrics 1, 3 and 4

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.

Survey data indicates that students are in need of additional support for social-emotional learning. The District employed an additional Social Worker to support the high need schools (Canyon Springs, Mint Canyon, Leona Cox and Mitchell Community Schools). The additional social worker will support students and address social emotional needs of students at the four sites that have the greatest need. This service will aid in removing barriers to instruction and assist students in accessing the curriculum (Goal 4: Action 4 and 6).

In addition, a Math TOSA is hired to support the students at Canyon Springs Community School. The students scored in the orange performance level for mathematics and scored 71.5 points below standard. The Math TOSA reinforces and teaches concepts for students that are not performing at grade level. In addition, the Math TOSA supports teachers knowledge of mathematical content and demonstrates lessons for teachers to further their instructional delivery of mathematics (Goal 2 Action 11).

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	Fair Oaks Ranch- (1:39 ratio) 861 students 22 classified Golden Oak- (1:49 ratio) 538 students 11 classified Sulphur Springs- (1:15 ratio) 593 students 39 classified Pinetree- (1:23 ratio) 655 students 28 classified Mitchell- (1:34 ratio) 603 students 18 classified	Canyon Springs- (1:29 ratio) 513 students 18 classified Leona Cox- (1:14 ratio) 448 students 33 classified Mint Canyon- (1:33 ratio) 490 students 15 classified Valley View- 1:20 ratio) 552 students 28 classified
Staff-to-student ratio of certificated staff providing direct services to students	Fair Oaks Ranch- (1:23 ratio) 861 students 37 certificated Golden Oak- (1:22 ratio) 538 students 24 certificated Sulphur Springs- (1:17 ratio) 593 students 35 certificated Pinetree- (1:19 ratio) 655 students 34 certificated Mitchell- (1:21 ratio) 603 students 29 certificated	Canyon Springs- (1:18 ratio) 513 students 29 certificated Leona Cox- (1:17 ratio) 448 students 27 certificated Mint Canyon- (1:18 ratio) 490 students 27 certificated Valley View- 1:16 ratio) 552 students 34 certificated

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	$53,643,730.00	$6,991,768.00	13.03%	0.00%	13.03%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$45,253,187.00	$1,583,789.00	$21,900.00	$1,431,911.00	$48,290,787.00	$44,348,436.00	$3,942,351.00

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	Recruit and retain highly qualified staff.	All	No				2024-2027	$32,937,434	$0	$32,937,434	$0	$0	$0	$32,937,434	0.00%
1	2	CA State approved textbooks and materials.	All	No				2024-2027	$0	$381,454	$184,286	$197,168	$0	$0	$381,454	0.00%
1	3	Implementation of District maintenance plan.	All	No				2024-2027	$1,272,410	$1,653,125	$2,925,535	$0	$0	$0	$2,925,535	0.00%
1	4	Maintain noon supervisors at all sites.	All	No				2024-2027	$775,913	$0	$775,913	$0	$0	$0	$775,913	0.00%
1	5	Conduct annual safety drills	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
1	6	Proactively engage families and regularly monitor attendance. (LEA)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$0	$32,400	$32,400	$0	$0	$0	$32,400	0.00%

Goal	Action #	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Percentage
1	7	Reducing chronic absenteeism by increasing student engagement.	Low Income, Student with Disabilities (SWD), Hispanic or Latino, White	Yes	Schoolwide	Low Income	Specific Schools, Canyon Springs Community School and Leona Cox Community School	2024-25	$78,900	$0	$78,900	$0	$0	$0	$78,900	0.00%
1	8	Provide transportation to and from school for unduplicated student population.	Foster Youth, Low Income, English learner (EL)	Yes	Limited	Foster Youth, English learner (EL), Low Income	Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree	2024-2027	$944,967	$0	$944,967	$0	$0	$0	$944,967	0.00%
2	1	Professional development for staff to address student learning needs.	Long-term English learner, Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$880,933	$0	$880,933	$0	$0	$0	$880,933	0.00%
2	2	Providing California State supplementary standards-based materials.	Long-term English learner, Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2027	$0	$829,373	$681,545	$0	$0	$147,828	$829,373	0.00%

Goal	Action #	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span							
2	3	Provide collaboration time for teachers to support student learning.	Long-term English learner, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$188,503	$0	$114,411	$0	$0	$74,092	$188,503	0.00%
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$1,124,573	$191,370	$915,843	$0	$0	$400,100	$1,315,943	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Long-term English learner, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	2024-2027	$1,510,449	$0	$1,510,449	$0	$0	$0	$1,510,449	0.00%
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	English learner (EL)	No				2024-2027	$8,684	$0	$8,684	$0	$0	$0	$8,684	0.00%
2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	English learner (EL)	No				2024-2027	$8,128	$0	$8,128	$0	$0	$0	$8,128	0.00%
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	Low Income, Foster Youth, English learner (EL)	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%

Goal	Action #	Title	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Personnel	Non-personnel	Total Funds	Percentage
2	10	Library Resource Technicians support student learning.	Long-term English learner, Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$305,288	$12,000	$244,230	$73,058	$0	$0	$317,288	0.00%
2	11	Teachers will provide coaching and intervention support for teachers.	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$290,244	$0	$176,061	$0	$0	$114,183	$290,244	0.00%
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2027	$0	$107,610	$69,067	$0	$21,900	$16,643	$107,610	0.00%
2	13	Provide devices to enhance student learning.	English learner (EL), Foster Youth, Low Income, Long-term English learner	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$0	$546,725	$546,725	$0	$0	$0	$546,725	0.00%
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$186,882	$0	$186,882	$0	$0	$0	$186,882	0.00%
2	15	Provide opportunities for integration for students with special needs.	Student with Disabilities (SWD)	No				2024-2027	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
2	16	Increase student achievement by providing intervention support and coaching to teachers.	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$1,309,068	$0	$1,309,068	$0	$0	$0	$1,309,068	0.00%

Goal	Action	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Timespan	Total Personnel	Total Non-personnel	Total Funds				LCFF Funds	Percentage
2	17	Increase English Language Development for English Learners and long-term English Learners.	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School	2024-2025	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%
3	1	Increase home/school communication and engagement for families.	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	2024-2027	$108,517	$1,000	$109,517	$0	$0	$0	$109,517	0.00%
3	2	Provide translation services to families of English Learners.	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$122,264	$0	$122,264	$0	$0	$0	$122,264	0.00%
3	3	Advisory groups will provide input to Administration in the schools' and District's plans.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	2024-2027	$5,714	$3,466	$9,180	$0	$0	$0	$9,180	0.00%
4	1	Students reporting positive relationships and safety.	All	No					2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Provide counseling services for identified Students.	Low Income	Yes	Limited	Low Income	All Schools	2024-2027	$0	$68,047	$68,047	$0	$0	$0	$68,047	0.00%
4	3	Counseling Services for Students in need.	All	No					2024-2027	$0	$3,581	$3,581	$0	$0	$0	$3,581	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Funds							Percentage
4	4	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Canyon Springs Community School	2024-2025	$11,249	$0	$11,249	$0	$0	$0	$11,249	0.00%
4	5	Strengthen student connectedness and access to the core program.	English learner (EL), Foster Youth, Low Income	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$100,476	$0	$100,476	$0	$0	$0	$100,476	0.00%
4	6	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Low Income, Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	2024-2027	$857,277	$200	$183,412	$0	$0	$674,065	$857,477	0.00%
4	7	Positive Behavior Programs that promote student engagement.	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$2,000	$62,000	$59,000	$0	$0	$5,000	$64,000	0.00%
4	8	Promote school climate to enhance student connectedness and increase academic success.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
4	9	Strengthen student connectedness and access to the core program for students.	Student with Disabilities (SWD)	No				2024-2027	$1,313,563	$0	$0	$1,313,563	$0	$0	$1,313,563	0.00%

2024-2025 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
$53,643,730.00	$6,991,768.00	13.03%	0.00% - No Carryover	13.03%	$8,359,626.00	0.00%	15.58%	**Total:**	$8,359,626.00
								LEA-wide Total:	$3,723,746.00
								Limited Total:	$1,424,166.00
								Schoolwide Total:	$3,211,714.00

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	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$32,400.00	0.00%
1	7	Reducing chronic absenteeism by increasing student engagement.	Yes	Schoolwide	Low Income	Specific Schools, Canyon Springs Community School and Leona Cox Community School	$78,900.00	0.00%

1	8	Provide transportation to and from school for unduplicated student population.	Yes	Limited	Foster Youth, English learner (EL), Low Income	Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree	$944,967.00	0.00%
2	1	Professional development for staff to address student learning needs.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$880,933.00	0.00%
2	2	Providing California State supplementary standards-based materials.	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$681,545.00	0.00%
2	3	Provide collaboration time for teachers to support student learning.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$114,411.00	0.00%
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$915,843.00	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,510,449.00	0.00%
2	10	Library Resource Technicians support student learning.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$244,230.00	0.00%
2	11	Teachers will provide coaching and intervention support for teachers.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$176,061.00	0.00%
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	Schoolwide	Low Income	All Schools	$69,067.00	0.00%
2	13	Provide devices to enhance student learning.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$546,725.00	0.00%

2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$186,882.00	0.00%
2	16	Increase student achievement by providing intervention support and coaching to teachers.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,309,068.00	0.00%
2	17	Increase English Language Development for English Learners and long-term English Learners.	Yes	Limited	English learner (EL)	Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School	$5,000.00	0.00%
3	1	Increase home/school communication and engagement for families.	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$109,517.00	0.00%
3	2	Provide translation services to families of English Learners.	Yes	Limited	English learner (EL)	All Schools	$122,264.00	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$9,180.00	0.00%
4	2	Provide counseling services for identified Students.	Yes	Limited	Low Income	All Schools	$68,047.00	0.00%

4	4	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Canyon Springs Community School	$11,249.00	0.00%
4	5	Strengthen student connectedness and access to the core program.	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	$100,476.00	0.00%
4	6	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Yes	Limited	Low Income, Foster Youth	All Schools	$183,412.00	0.00%
4	7	Positive Behavior Programs that promote student engagement.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$59,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$43,622,843.00	$47,521,396.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Recruit and retain highly qualified staff.	No	$30,281,890.00	$32,755,066.00
1	2	CA State approved textbooks and materials.	No	$324,336.00	$381,280.00
1	3	Implementation of District maintenance plan.	No	$2,821,326.00	$2,868,172.00
1	4	Maintain noon supervisors at all sites.	No	$779,177.00	$727,847.00
1	5	Conduct annual safety drills	No	$0.00	$0.00
1	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	$34,471.00	$34,606.00

1	7	Provide transportation to and from school for the unduplicated student population.	Yes	$897,609.00	$949,715.00
2	1	Professional development for staff to address student learning needs.	Yes	$795,839.00	$868,505.00
2	2	Providing California State supplementary standards-based materials.	Yes	$559,416.00	$829,672.00
2	3	Provide collaboration time for teachers to support student learning.	Yes	$55,005.00	$114,437.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	$1,320,833.00	$1,337,994.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	$1,231,103.00	$1,303,269.00
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	No	$8,000.00	$7,482.00
2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	No	$38,895.00	$39,146.00
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	Yes	$5,000.00	$0.00
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	No	$0.00	$0.00
2	10	Library Resource Technicians support student learning.	Yes	$279,166.00	$305,239.00
2	11	Teachers on Special Assignment (TOSAs) will provide coaching and	Yes	$545,377.00	$286,886.00

		intervention support for teachers.			
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	$106,090.00	$107,610.00
2	13	Provide devices to enhance student learning.	Yes	$515,825.00	$561,025.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	$188,395.00	$184,818.00
2	15	Provide access to strong early childhood education programs.	Yes	$1,049,716.00	$1,012,252.00
2	16	Provide opportunities for integration for students with special needs	No	$15,000.00	$14,685.00
3	1	Increase home/school communication and engagement for families.	Yes	$152,093.00	$146,664.00
3	2	Provide translation services to families of English Learners.	Yes	$121,731.00	$125,253.00
3	3	Advisory groups will provide input to Administration in the schools' and District's plans.	No	$0.00	$0.00
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	$0.00	$0.00
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	$12,044.00	$15,180.00
4	1	Students reporting positive relationships and safety.	No	$0.00	$0.00
4	2	Provide additional Counseling Services for identified Students.	Yes	$82,650.00	$67,278.00
4	3	Counseling Services for Students in need.	No	$4,350.00	$4,350.00

4	4	Strengthen student connectedness and access to the core program.	Yes	$96,056.00	$99,711.00
4	5	Social Worker will provide services and resources to low income, foster youth, and homeless students.	Yes	$761,246.00	$1,025,310.00
4	6	Positive Behavior Programs that promote student engagement.	Yes	$24,650.00	$57,455.00
4	7	Promote school climate to enhance student connectedness and increase academic success.	No	$0.00	$0.00
4	8	Strengthen student connectedness and core program for students	No	$515,554.00	$1,290,489.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$7,483,251.00	$7,544,164.00	$7,904,028.00	($359,864.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	$34,471.00	$34,606.00	0.00%	0.00%

1	7	Provide transportation to and from school for the unduplicated student population.	Yes	$897,609.00	$949,715.00	0.00%	0.00%
2	1	Professional development for staff to address student learning needs.	Yes	$795,839.00	$868,505.00	0.00%	0.00%
2	2	Providing California State supplementary standards-based materials.	Yes	$428,243.00	$628,891.00	0.00%	0.00%
2	3	Provide collaboration time for teachers to support student learning.	Yes	$47,747.00	$90,313.00	0.00%	0.00%
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	$920,793.00	$821,639.00	0.00%	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	$1,231,103.00	$1,303,269.00	0.00%	0.00%
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	Yes	$5,000.00	$0.00	0.00%	0.00%
2	10	Library Resource Technicians support student learning.	Yes	$223,333.00	$244,215.00	0.00%	0.00%
2	11	Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.	Yes	$413,363.00	$201,163.00	0.00%	0.00%
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	$68,517.00	$69,067.00	0.00%	0.00%
2	13	Provide devices to enhance student learning.	Yes	$515,825.00	$561,025.00	0.00%	0.00%
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	$188,395.00	$184,818.00	0.00%	0.00%
2	15	Provide access to strong early childhood education programs.	Yes	$1,049,716.00	$1,012,252.00	0.00%	0.00%

3	1	Increase home/school communication and engagement for families.	Yes	$122,358.00	$115,269.00	0.00%	0.00%
3	2	Provide translation services to families of English Learners.	Yes	$121,731.00	$125,253.00	0.00%	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	$0.00	$0.00	0.00%	0.00%
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	$12,044.00	$15,180.00	0.00%	0.00%
4	2	Provide additional Counseling Services for identified Students.	Yes	$82,650.00	$67,278.00	0.00%	0.00%
4	4	Strengthen student connectedness and access to the core program.	Yes	$96,056.00	$99,711.00	0.00%	0.00%
4	5	Social Worker will provide services and resources to low income, foster youth, and homeless students.	Yes	$276,621.00	$471,177.00	0.00%	0.00%
4	6	Positive Behavior Programs that promote student engagement.	Yes	$12,750.00	$40,682.00	0.00%	0.00%

2023-2024 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)
$53,518,885.00	$7,483,251.00	0.00%	13.98%	$7,904,028.00	0.00%	14.77%	$0.00 - No Carryover	0.00% - No Carryover

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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o 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.

    o 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o The baseline data must remain unchanged throughout the three-year LCAP.

    - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

  - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

Local Control and Accountability Plan Instructions

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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

  - 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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