LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Curtis Creek Elementary School District

CDS Code: 55723556054894

School Year: 2024-25

LEA contact information:
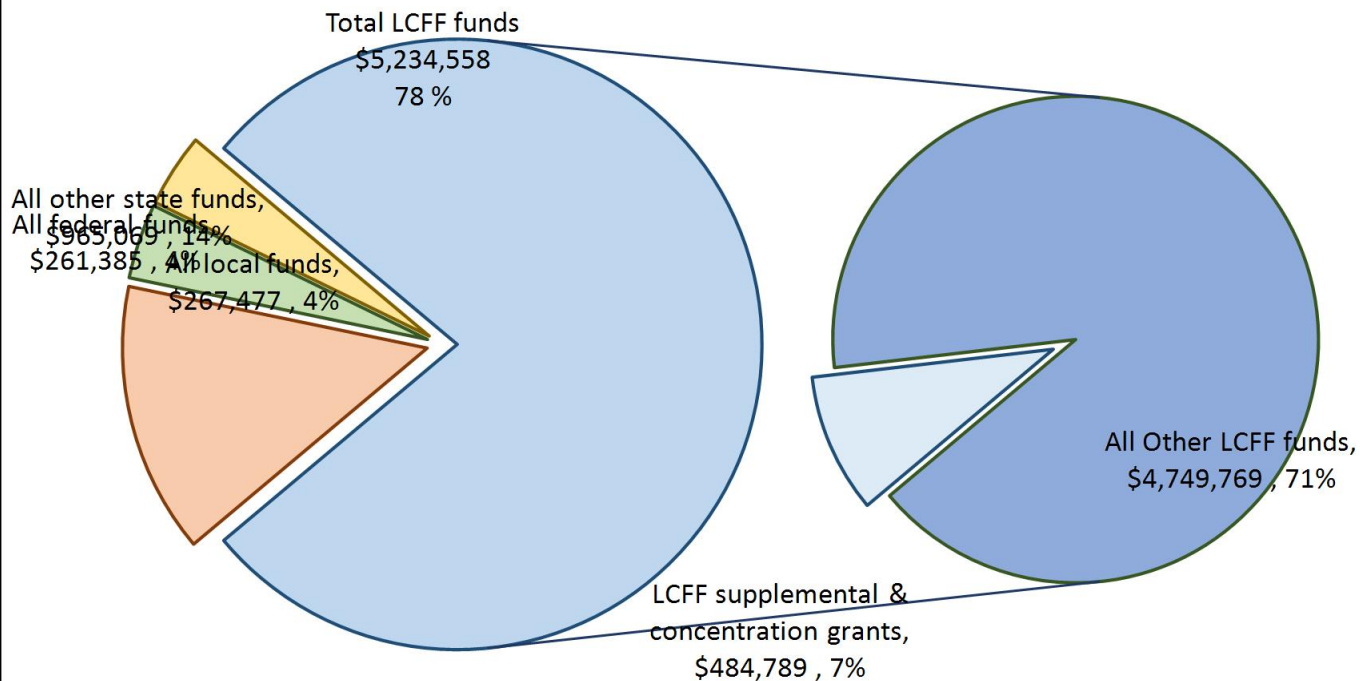
Shawn Posey

Superintendent

sposey@ccreekmustangs.com

209-533-1083

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

Total LCFF funds
$5,234,558
78 %

All other state funds,
All federal funds,
$965,069 , 14%
$261,385 , 4% All local funds,
$267,477 , 4%

All Other LCFF funds,
$4,749,769 , 71%

LCFF supplemental &
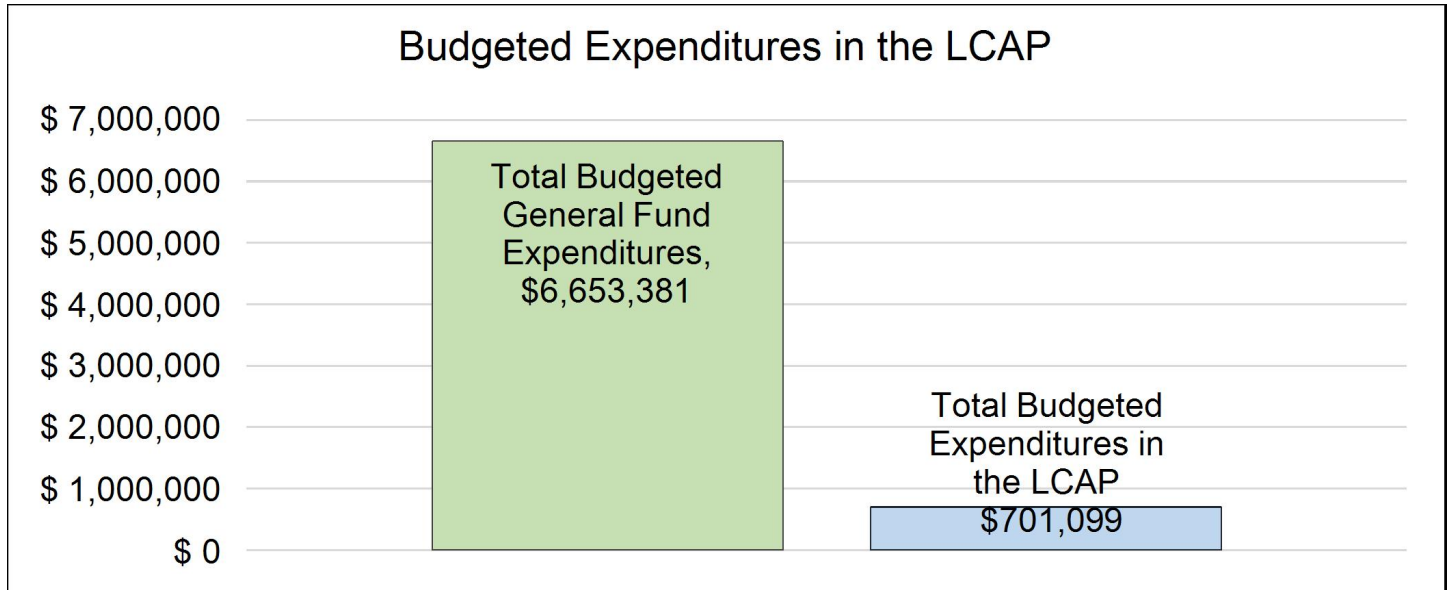concentration grants,
$484,789 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Curtis Creek Elementary School District is $6,728,489, of which $5,234,558 is Local Control Funding Formula (LCFF), $965,069 is other state funds, $267,477 is local funds, and $261,385 is federal funds. Of the $5,234,558 in LCFF Funds, $484,789 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

$ 7,000,000	
$ 6,000,000	Total Budgeted General Fund Expenditures, $6,653,381
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP
$ 1,000,000	$701,099
$ 0	

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

The text description of the above chart is as follows: Curtis Creek Elementary School District plans to spend $6,653,381 for the 2024-25 school year. Of that amount, $701,099 is tied to actions/services in the LCAP and $5,952,282 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
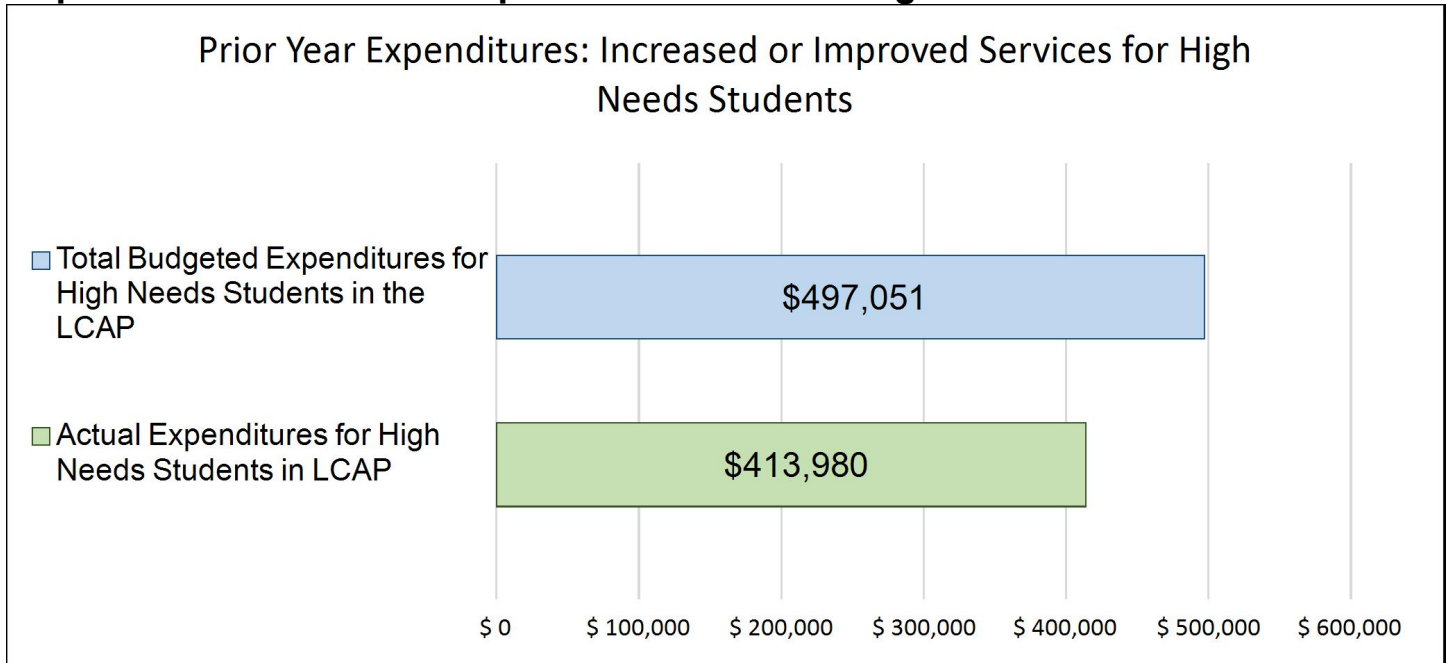
Ongoing Maintenance and Facility Upgrades; on-going staff salaries and benefits not related to LCAP goals and actions.

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

In 2024-25, Curtis Creek Elementary School District is projecting it will receive $484,789 based on the enrollment of foster youth, English learner, and low-income students. Curtis Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Curtis Creek Elementary School District plans to spend $701,099 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: $497,051

Actual Expenditures for High Needs Students in LCAP: $413,980

(Axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000, $ 600,000)

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

The text description of the above chart is as follows: In 2023-24, Curtis Creek Elementary School District's LCAP budgeted $497,051 for planned actions to increase or improve services for high needs students. Curtis Creek Elementary School District actually spent $413,980 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $83,071 had the following impact on Curtis Creek Elementary School District's ability to increase or improve services for high needs students:

This is due to carryover from 2023-24 to 2024-25 LCAP's. Primarily, this is due to staff turnover and the inability to fill vacant positions that were funded by the LCAP. We also had ongoing staff negotiations that were finalized on October 31, 2024. Negotiations were directly tied to the LCAP with stipends that were offered to staff and never utilized due to the late agreement date of negotiations.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Shawn Posey Superintendent	sposey@ccreekmustangs.com 209-533-1083

Goals and Actions

Goal

Goal #	Description
1	Academic Assurances: Increase academic achievement for all students, including homeless students, students with disabilities, and English learners, through solid instructional supports, such as technology, curriculum, and interventions in math and reading.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Scale points distance from standard	2019 Dashboard 2018-2019 SBAC All: 8.7 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- • 39.1% met or exceeded standard. • 37.07% did not meet the standard.	2021-2022 All: 49 points below standard • 35.69% met or exceeded the standard. • 64.31% did not meet the standard.	2022-2023 All: 34.83% met or exceeded the standard 65.17% did not meet the standard.	2022-2023 SBAC All: 5 points above standard
SBAC Math: Scale points distance from standard	2019 2018-2019 SBAC All: 46.9 points below standard	Due to COVID testing data is not available for last year on the dashboard. SBAC Data is available from Dataquest for 20-21- • 28.57 met or exceeded	2022 All: 45.6 points below standard • 35.04% met or exceeded the standard. • 64.96% did not meet the standard.	2022-2023 All: 29.75% met or exceeded the standard 70.25% did not meet the standard.	2022-2023 SBAC All: 5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 40.77% did not meet the standard.			
Device to Student Ratio-Chromebooks	232 new devices older working devices Current enrollment 446	80 Chromebooks were purchased this school year. 20 were purchased using the Emergency Connectivity Fund and 60 were purchased through the LCAP.	92 new Chromebook were purchased this school year. A replacement plan and inventory system has been implemented. Expired devices are available for students to keep and is offered as needed. This year we exceeded the goal of 60 devices purchased each year.	Ninety (90) new Chromebooks were purchased during the fiscal year. While, the district did replace outdated smart boards and ViewSonics, LCAP money was not part of these purchases.	Implement replacement plan Circulate devices and make expired devices available to students and families Purchase 60 devices each year (180)
Laptops upgraded and maintained for Curriculum and Instruction	21 Laptops (Baseline established 21-22 school year).	10 Laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school year through our already approved MOU with the County and a different funding source.	7 laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school year through our already approved MOU with the County and a different funding source	Six (6) new laptops were purchased this school year. We will continue to maintain our TCSOS tech support into the next school through our MOU with the County.	Maintain TCSOS tech support and purchase 5 new laptops each year (15)
Student access to Standards Aligned Instructional Materials	100% of our student have sufficient access to instructional materials.	100% of our students have access to instructional materials that meet state adopted standards in	100% of our students have access to instructional materials that meet state adopted standards in	100% of our students have access to instructional materials that meet state adopted standards in	100% of students have sufficient access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the core subject areas of Language Arts, Math, Science, and Social Studies.	the core subject areas of Language Arts, Math, Science, and Social Studies.	the core subject areas of Language Arts, Math, Science, and Social Studies.	
Benchmarks	Districtwide Benchmarks do not exist	A technology based software and curriculum program was purchased, teachers received training, and students were administered the benchmarks three times this school year.	Students were administered the benchmarks three times this school year. Teachers have used data to inform instruction on an individual and grade level basis.	We have implemented a new benchmarking and intervention data system for our school. 100% of our teachers are using this platform and analyzing data on an ongoing basis.	100% of District Benchmarks will be completed and analyzed to enhance and improve instruction and learning each trimester.

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.

Technology support and equipment were readily accessible for both students and teachers, ensuring seamless integration of digital tools into the learning environment. Utilizing iReady for benchmark assessments, we prioritized data-driven insights to tailor instruction effectively. Professional development sessions focused on benchmarking and small group instruction further equipped educators with strategies to address individual student needs.
Academic performance indicators on the California Dashboard for ELA show in 2022 students were 49 points from meeting standards. In 2023, students were 46.7 points from meeting standards. Academic performance indicators on the California Dashboard for math show in 2022 students were 45.6 points from meeting standards. In 2023, students were 49.1 points from meeting standards.

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.

In 2023-24, have expended $251,103.95 of the budgeted expenditures on Goal 1.

In Action 1.1, Partial Implementation. we expended $135,692.43, on instructional aide salaries and benefits, curriculum purchases and classroom supplies.
Action 1.2, Full implementation. We purchased 90 new Chromebooks at a cost of $39,969.70 for student use and 6 new laptops for staff use at a cost of $6,247.61.
Action 1.3, Partially implemented. We purchased testing materials and other academic instructional support materials for a total expenditure of $5,587.50.
Action 1.4, Not Implemented. We did not purchase PBIS curriculum. Implementation will be delayed until 2024-2025.
Action 1.5, Not Implemented. District remains in planning stage for adding a SART/local SARB process to address chronic absenteeism.

The material difference in this Goal is due to over estimating how many English Learners we would have in the 23-24 school year and also the need for curriculum purchases.

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

Academic Instructional Support:
We were effective in terms of implementation. selection, and professional development. As a staff we were able to finalize the choice of a benchmarking program (I-Ready), receive in depth training from the company for all teachers, and perform the benchmarks as scheduled.
We were ineffective in the aspect of data analysis and school wide implementation of using the data to inform instruction.
Technology Equipment/Supplies/Support: We were effective with continuing our 1:1 device to student ratio as well as upgrading equipment for staff.
English Language Development/Curriculum/Resources: Due to ongoing negotiations and staffing limitations, we were unable to be fully effective with our ELD programming.
Positive Behavior Intervention Supports: Students earned Red Bucks and Mustang Leader cards throughout the year. The student store was opened for student Red Buck purchases every Friday. Mustang Leader cards were issued to acknowledge positive student behaviors.
Mustang Leader Luncheons were held each term.
SART development: The district was ineffective in developing a SART process to address student absenteeism. This was an action added to the LCAP mid-year and remains a high focus of importance for the upcoming LCAP. Time constraints prohibited its development.

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.

Through the implementation of iReady, we learned that a critical number of our students did not have the needed skills developed to successfully navigate the curriculum. As such, we are schedule professional development for universal designed lesson design, specifically looking at how to make lessons accessible for students who may be two or three grade levels behind is specific skills. We also are

committing 2 FTE of certificated staff to academic interventions and supporting small group instruction throughout all grade levels. We also have committed increasing our paraprofessional by one FTE to assist with K-4 academic interventions.

No progress was made on the development of a SART process. The monitoring of chronic absenteeism and a Multi-Tiered intervention system of support for students who are in danger of becoming chronically absent will be developed in the next school year.

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

Goals and Actions

Goal

Goal #	Description
2	Safety of Facility and Communication: Create a safe positive learning environment for all students, including homeless students, students with disabilities, and English learners, by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 Dashboard Report All: 11% Students with Disabilities:25% Homeless: 31%	In 20-21Chronic absenteeism rates- • all students 31% • students with disabilities 51.2% • 67.5% Homeless students	2021-2022: All: 37.6% Students with Disabilities: 44.6% Homeless: 54.3% English Learners: 28.6% Socioeconomically Disadvantaged: 46.8% Hispanic: 37.4% White: 38.2%	2022-2023 All: 32.4% Students with Disabilities: 40.8% Homeless Students:57.1% English Learners: n/a Socioeconomically Disadvantaged: 38.5% Hispanic or Latino: 26.3% White: 35.4%	8% or less for All
CA School Dashboard Suspension/ Expulsion Rate	2019 Dashboard Report All: 1.8% Hispanic: 3.4% Expulsion Rate 0.0%	20-21 Suspension Rate • 4.0% All students • 2.0% Hispanic students	2021-2022: All: 4.7% Students with Disabilities: 12.9% Homeless: 2.8% Socioeconomically Disadvantaged: 6.2 %	2022-2023 All: 7.4% Students with Disabilities: 11.7% Homeless: 25% Socioeconomically Disadvantaged: 10%	Suspension Rate All: 0% Hispanic: 0% Expulsion Rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		20-21 Expulsion Rate • 0.0%	Hispanic: 1.9% White: 5.4% Expulsion Rate: 0.0%	Hispanic: 6.9% White: 7.9%% Expulsion Rate: 0.0%	
Local Climate Survey	2019 Student survey results: 78% Feel safe at school 83% Caring Adult Relationships 91% High expectations set 33% Experience sadness/hopelessness	This year we used several surveys with students, staff, and families. Leader in Me Survey and California Healthy Kids survey were offered and the data reviewed. Data for Middle school is- • 44% Feel Safe at school • 56% Caring Relationship • 61% High Expectations set • 37% Experienced chronic sadness/hopelessness Data for Grade 5: • 50% Feel Safe at school	This year we used several surveys with students, staff, and families. Leader in Me Survey and California Healthy Kids survey were offered and the data reviewed. Data for Middle school is- Feel Safe at school 32% Caring Relationship 58% High Expectations set 37% Experienced chronic sadness/hopelessness 37% Data for Grade 5 is- Feel Safe at school 5th = 54% Caring Relationship 5th = 55% High Expectations set 5th = 73%	2023 - 2024 CHKS Data for Middle school is- Feel Safe at school 32 - 41% Caring Relationship 58 - 43% High Expectations set 67 - 57% Experienced chronic sadness/hopelessness 37 - 45% 2023 - 2024 CHKS Data for Grade 5 is- Feel Safe at school 5th = 32 - 67% Caring Relationship 5th = 58 - 42% High Expectations set 5th = 67 - 56%	Increase: Feeling safe at school to 85% or above Caring Adult to 90% r above High expectations to 95% or above Decrease: Experience sadness/hopelessness to 10% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 53% Caring Relationship • 72%High Expectations set			
Parental Involvement	Results from survey results...65% participation rate recommend CCSD 71.3% need a counselor 66% yes safe at school 57.4%	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey- this was due to the survey being administered late and not enough time for families to participate. These questions were not explicitly asked in our surveys and so data is not available. Participation rate for parents was approximately 22%.	83 families replied to this years survey for Leader in me. The participation rate for parents was 28%. Last year the baseline rating for the Leader in Me Measurable Results Assessment was 66 which falls under needs improvement. This year we received an overall score of 74 which falls in the satisfactory range.	Using the Measurable Results Assessment provided for by The Leader in Me Framework, Family and Community Engagement decreased six points on a 100 point scaled rubric. Specifically, School and family partnerships and family engagement fell from "satisfactory" to "Needs improvement". Community engagement remained at "needs improvement."	Seeking 85% participation rate from parents on parent survey. An overall score of 80 or above in the Leader in Me survey.
Facilities Maintenance	FIT Report, last SARC overall rating was poor	FIT report our overall rating on the SARC was Fair	FIT report our overall rating on the SARC was Fair	FIT report overall rating on the SARC was Fair	All school facilities will be in good condition on the FIT report.
Attendance Rate	2019 Attendance Rate: 96.19% 2020 Attendance Rate: 90.10%	2021/22 Attendance Rate 89.7%	91.07% for the 22-23 school year	The attendance rate for the 23-24 school year was 91.33%	97% attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop Out Rate	2019 Drop Out Rate: 0% 2020 Drop Out Rate: 0%	0% Drop Out Rate for Middle School Students	0% Drop Out Rate for Middle School Students	Currently 0% for 23/24.	Maintaining a 0% drop out rate.

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.

2.1 - Counseling Services: Fully Implemented. We were able to hire a new pupil services credentialed counselor who provided services throughout the school year.
2.2- Parent and Family Engagement: Partially Implemented. Two parent nights were organized by school Action Teams. We were unable to hire our connectedness coordinator until March when negotiations with our certificated unit concluded. We will see a full implementation moving forward.
2.3 -PBIS Supports: Fully implemented. The student store opened every Friday for "Red Buck" purchases. Teacher feedback indicated a need for more positive supports to be developed. The site leadership team is examining ways to improve PBIS efforts. The suspension rate increased 2.5% from 2022 to 2023.
2.4 - Family Connectedness: Partially Implemented. The survey used by The Leader in Me revealed "Needs improvement" on School and Family Partnership, Family Engagement, and Community Engagement. Growth in this area was hindered by stalls in negotiations that led to a delay in compensation for a School Connectedness coordinator. Curtis Creek now has this compensation codified in the Agreement and two employees have been identified to manage this program.

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.

In Goal 2, we had a material difference between our budgeted and actual expenditures due to a variety of factors including, staff turnover; retention of current staff members and execution of our goals in relation to parental and family involvement. We budgeted for $170,000 in Goal 2, and expended $99,968.97, leaving a material difference of $70,031.03.

2.1 - Partially implemented. Counseling Services: Due to staff turnover, we did not expend this action fully on a counselor's salary.
2.2 - Not implemented for Year 3, however, the connectedness coordinators have been identified for Year 1 of the next LCAP. Parent and Family Engagement: We created a stipend for this goal, which was $5,000.00. Due to lack of staff, we were unable to utilize this stipend fully, however, we plan on carrying this action and stipend over to 2024-25.
2.3 - Partially implemented. PBIS Supports: We will exceed our budgeted expenditures for this action. The full implementation of PBIS is a multi-year project.

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

2.1 - Counseling Services: Effective. We were able to hire a new pupil services credentialed counselor who provided services throughout the school year.
2.2- Parent and Family Engagement: This will be effective moving forward. Two parent nights were organized by school Action Teams. We were unable to hire our connectedness coordinator until March when negotiations with our certificated unit concluded. We will see a full implementation moving forward.
2.3 -PBIS Supports: Effective. The student store opened every Friday for "Red Buck" purchases. Teacher feedback indicated a need for more positive supports to be developed. The site leadership team is examining ways to improve PBIS efforts. The suspension rate increased 2.5% from 2022 to 2023.
2.4 - Family Connectedness: Ineffective. The survey used by The Leader in Me revealed "Needs improvement" on School and Family Partnership, Family Engagement, and Community Engagement. Growth in this area was hindered by stalls in negotiations that led to a delay in compensation for a School Connectedness coordinator. Curtis Creek now has this compensation codified in the Agreement and two employees have been identified to manage this program.

Chronic absenteeism has remained relatively consistent over the past few years. In 2022, the chronic absenteeism rate was 37.6%, which slightly decreased to 32.5% in 2023.
The percentage of students suspended for at least one day increased from 4.7% in 2022 to 7.2% in 2023, marking both years as having "High" rates of suspension.
Results from the local climate survey yielded mixed findings. While a larger percentage of 5th and 7th-grade students reported feeling safe at school, data concerning caring relationships, high expectations, and instances of chronic sadness/hopelessness all worsened. Notably, Curtis Creek maintained a 0% dropout rate.
Curtis Creek took proactive measures by employing a full-time counselor during the 2022-2023 and 2023-2024 academic years.

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

The position of Parent Outreach Coordinator was internally advertised, and in the spring of 2024, a teacher accepted the role. With this new appointment, we anticipate an increase in parent outreach activities during the upcoming 2024-2025 school year. A Board Certified Behavioral Analyst (BCBA) was hired to provide support to students, particularly those identified as at-risk or unduplicated pupils. The BCBA also spearheaded Positive Behavioral Interventions and Supports (PBIS) initiatives among staff. The district will begin the implementation of training for campus supervision to better the campus climate. The counselor and the BCBA will be formalized into the district wide discipline plan in the 2024-2025 school year, along with the newly created Campus Monitor/Parent Liaison position to provide a Multi Tiered System of Support that function on all three tiers.

For the upcoming year, this goal will be changed by the full implementation of a multi-tiered system of support that includes frequent directed communications to parents when their child is subject to the Tier II Interventions. Additionally, the district will be hosting parent information nights and family fun nights to increase the parent/family connectedness to the school. This change is possible through last year's creation of the connectedness stipend.

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

Goals and Actions

Goal

Goal #	Description
3	Building Human Capacity: Provide all students, including homeless students, students with disabilities, and English learners, access to a broad course of study and enrichment opportunities to prepare all students for a positive future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Master schedule to indicate 100% of students receive art instruction Master schedule to indicate all primary classes receive music instruction	Art instruction was not offered specifically however instruction was provided in some general education classrooms by teachers this school year.	Art instruction was offered twice a month for grades TK-6th by an art consultant. 100 percent of students in TK-6th grade received art instruction. Grades 7th/8th were offered Drama as an elective.	Art consultant still providing art instruction for grades TK-6th grade. Drama is being offered as an elective for 7th and 8th graders. Before & after school music and choir is offered to grades 3-8. In the process of recruiting a Music teacher to provide instruction during the school day.	100% of students receive art/music instruction
Parent Survey	Agree/Strongly agree in support of art and music, STEAM activities and other enrichment opportunities	At the time of this report 66 families replied to the family survey for baseline data from Leader in Me. 39 families responded to the Healthy kids survey-this was due to the survey being	83 families replied to this years survey for Leader in me. Last year the baseline rating for the Leader in Me Measurable Results Assessment was 66 which falls under needs improvement. This	For the 2023-2024 school year, the school received a "Needs Improvement" in the areas of Family Engagement, School and Family Partnerships, and Community Engagement.	Support for programs 100%, Leader in Me results in the 80 or above range

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administered late and not enough time for families to participate. This question was not included on the surveys however educational partners have shared that this is an ongoing desire and should be considered a priority.	year we received an overall score of 74 which falls in the satisfactory range.		

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.

3.1 Partially Implemented. Art and Music Program: We were effective with this goal in hiring three consultants to implement this goal. Under the supervision of administration and credentialed teachers, our Guitar/Music Production consultant led lessons before and after school. Our choir consultant held two performances and held lessons after school. Our art consultant held lessons with individualized classrooms three times a week throughout the school year.
3.2 Partially Implemented. STEAM Materials and Activities: We were not effective with this goal due to staffing limitations and ongoing negotiations.
3.3 Partially Implemented. After School/Before School and during school Enrichment Programs: We were able to expand our after school activities, tutoring programs and after school sports programs to reach more students.

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.

In Goal 3, we will have a material difference between the budgeted expenditures and the estimated actual expenditures due to staff turnover with regards to expansion and implementation of our STEAM room, and enrichment programs. We will meet our budgeted expenditures for our Art and Music program and our consultant's stipends. We had a budgeted expenditure amount of $96,000, and we will expend $62,907.44 with a material difference of $33,092.56.

3.1 - Partially Implemented. Music and Art: We will expend the budgeted amounts for this action by the end of the school year, however, our goal will continue to include having a 1.0 FTE Music teacher; currently we have .6 FTE due to instructor availability.
3.2 - Partially implemented. STEAM Materials and Activities: on this action, we have a material difference of $6,000.00 due to space limitations for expansion of the existing STEAM room and staff shortage and not able to utilize the existing staff stipend.
3.3 - Partially Implemented. Enrichment Programs: for Action 3.3, we had a material difference due to the inability to fill before school and after school stipends due to ongoing negotiations. We were successful in completing negotiations and establishing the needed stipends.

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

In the 2023-2024 academic year, a full-time art instructor was hired to work with all classes from Transitional Kindergarten (TK) to 6th grade on a regular basis. Additionally, before and after-school music programs were conducted, featuring concerts and recitals. The band and choir programs served approximately 24 students.

3.1 Art and Music Program: We were effective with this goal in hiring three consultants to implement this goal. Under the supervision of administration and credentialed teachers, our Guitar/Music Production consultant led lessons before and after school. Our choir consultant held two performances and held lessons after school. Our art consultant held lessons with individualized classrooms three times a week throughout the school year.
3.2 STEAM Materials and Activities: We were not effective with this goal due to staffing limitations and ongoing negotiations.
3.3 After School/Before School and during school Enrichment Programs: We were able to expand our after school activities, tutoring programs and after school sports programs to reach more students.

In the 2024-2025 school year, the district is in the process of scheduling STEAM nights for families. Additionally, we redesigning our music instruction to include instruments beginning at the fourth grade and the introduction of a marching band component by the Spring of 2025. Through the "School Connectedness Stipend established as part of the 2023-2024 negotiations with the Curtis Creek Faculty Association, the district will be hosting family information nights as well as family game nights to increase the level of family involvement.

Furthermore, after-school tutoring was available during both the 2022-2023 and 2023-2024 school years, with a focus on providing support to unduplicated pupils.

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.

3.1 Art and Music Program: We were effective with this goal in hiring three consultants to implement this goal. Under the supervision of administration and credentialed teachers, our Guitar/Music Production consultant led lessons before and after school. Our choir consultant held two performances and held lessons after school. Our art consultant held lessons with individualized classrooms three times a week throughout the school year.
3.2 STEAM Materials and Activities: We were not effective with this goal due to staffing limitations and ongoing negotiations.
3.3 After School/Before School and during school Enrichment Programs: We were able to expand our after school activities, tutoring programs and after school sports programs to reach more students.

In the 2024-2025 school year, the district is in the process of scheduling STEAM nights for families. Additionally, we redesigning our music instruction to include instruments beginning at the fourth grade and the introduction of a marching band component by the Spring of 2025. Through the "School Connectedness Stipend established as part of the 2023-2024 negotiations with the Curtis Creek Faculty Association, the district will be hosting family information nights as well as family game nights to increase the level of family involvement.

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

Goals and Actions

Goal

Goal #	Description
4	Closing the Achievement GAP: Provide wrap around supports and align activities beyond the school day such as before school support to ensure student success. Include all students and families by providing translation and liaison services as needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey	Results % strongly agree to continue extra activities	Two surveys were distributed to staff but neither asked this question specifically. Meetings were held with staff and families indicating a strong desire to increase and improve extra supports and activities for students.	Staff continue to share the need for extra supports and services for students.	Staff reported that to provide targeted and specific interventions they would need training and engaging curriculum that supports the student's needs. They reported the need of effective discipline procedures to assist with small group instruction.	100% participation in extended learning
CA School Dashboard Access to a Broad Course of Study	All classes have access to some form of extra curriculum	All classrooms have access to extra curriculum and supports.	All classrooms have access to extra curriculum and supports.	All classrooms continue to have access to extra curriculum & supports.	100% of all classes will participate

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.

4.1: Extended Activities: After school tutoring was provided. Staff would like to offer tutoring all year. Before school band and choir programs were offered. The performances drew significant audiences.
4.2: Translation/Interpretation Services: We hired translation services as needed for student meetings. Minimal need existed for translation services.
4.3: Partially Implemented. STEAM Room Implementation: We were not effective in goal due to space limitations and ongoing negotiations with staff.

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.

In Goal 4, we will have a material difference between our budgeted expenditures and estimated actuals in the following actions:

4.1: Effective. We have expended 13,714.29 of the budgeted expenditures of $30,000.00 for extended activities, such as field trips, sporting events and tournaments and afterschool tutoring activities.
4.2: Effective. Our EL students who require translation services has decreased to under 5 which utilize the translation services, that is why there is a material difference of 1,500.00 on this action.
4.3: Ineffective, however, with the resolution of negotiations we now have the infrastructure in place to become effective in future years. We were unable to fill the STEAM stipend with our certificated staff due to labor negotiations and impasse. These stipends were not utilized and the STEAM room was not utilized for the 23-24 School Year.

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

Before and after school band and choir were added in 2023-2024. Translation services were utilized as needed. The room devoted for STEAM was not utilized in 2023-2024.

4.1: Effective. We have expended 13,714.29 of the budgeted expenditures of $30,000.00 for extended activities, such as field trips, sporting events and tournaments and afterschool tutoring activities.
4.2: Effective. Our EL students who require translation services has decreased to under 5 which utilize the translation services, that is why there is a material difference of 1,500.00 on this action.
4.3: Ineffective, however, with the resolution of negotiations we now have the infrastructure in place to become effective in future years. We were unable to fill the STEAM stipend with our certificated staff due to labor negotiations and impasse. These stipends were not utilized and the STEAM room was not utilized for the 23-24 School Year.

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.

In the 2023-2024 academic year, the school board established a goal for every grade level to partake in two field trips. Moving forward, Curtis Creek staff remains committed to enhancing enrichment opportunities for students. Additionally, in 2024-2025 we will be increasing the band/music offerings to our students as well as hiring a credentialled P.E. teacher to deliver 5th - 8th grade Physical Education to the students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Curtis Creek Elementary School District	Shawn Posey Superintendent	sposey@ccreekmustangs.com 209-533-1083

Plan Summary [2024-25]

General Information

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

Curtis Creek School District was established in 1865. Today Curtis Creek School District is a TK-8th grade single school district of approximately 420 students. Curtis Creek School District is nestled in the hillside along Standard Road in Sonora, California in a rural area of Tuolumne County. We are not a walking/bike riding school. There is no residential development within five miles of our school site. School transportation is utilized by our families living within our school district boundaries and continues to be a priority for our district. Our school offers the opportunity to participate in after school sports, tutoring programs, and other enrichment activities. Curtis Creek takes pride in their highly trained and respected staff who provide quality instruction for Curtis Creek's students. The district has a school counselor who will promote positive behavior intervention and support strategies. Our counselor also provides parent trainings, individual 2024-25 Local Control and Accountability Plan for Curtis Creek Elementary School District counseling. Currently we also have a full time BCBA (Board Certified Behavior Analyst) who is available; able to support students, staff, and families on challenging behaviors exhibited by students. The mission of the district is to provide a safe, healthy, collaborative partnership of families, community members and staff that provide all students with

the knowledge and ability to make safe choices, to act responsibly, to demonstrate respectful behavior and to continue lifelong learning. CCSD celebrates literacy, problem solving, and encourages independence and leadership.

In 2022-2023, the School District had a 7.5% Suspension Rate which put it in the "lowest performing group" school wide. The district expulsion rate and dropout rate was 0%. In TK-5 grades and 6-8 grades, the district had an attendance rate of 91.09% and 91.80%, respectively.

100% of Curtis Creek teachers are properly assigned either virtue of a clear credential, preliminary credential, short term staff permit, or intern credential. 61.4% of our teachers are fully credentialed.

Reflections: Annual Performance

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

Curtis Creek School District implemented benchmark testing at trimesters school-wide using I-Ready. Staff successfully completed the assessments as assigned and are at varying degrees of using the results of those assessments to modify their instruction. Curtis Creek school teachers have fully integrated the science curriculum, Amplify, that was adopted during the 21-22 school year and began implementation of the newly adopted History Social Science curriculum, Studies Weekly for K-4 grades and TCI for 5th-8th grades. Curtis Creek has state board adopted curriculum in all core subject areas of Math, Language Arts, History, and Social Science. This year we entered year 2 of implementation of the Leader in Me program. Staff continued to focus on parent engagement and communication. Phone calls were made, SST's held, informal conferences, and collaborations occurred. Full implementation of our new SST form occurred this year which allowed staff to document the use of interventions and note progress or lack thereof. During the 2023-24 school year, a School Site Council continued to meet and allows for participation of parents and staff members into the budget, LCAP, and wellness and safety plans.

In analyzing the 2022-2023 California Dashboard results, Curtis Creek School district realizes that it is behind State Average in performance in English Language Arts by 36 points against State Standards. Based on the Spring 2024 administration of the iReady assessment looking at English Langauge Arts, thirty percent (30%) of our elementary students are two or more grade levels below in Language Arts, fifty-two percent (52%) of our assessed middle school students scored two or more grade levels behind. For Mathematics, Curtis Creek Students scored at the state average against the standards. The Spring 2024 administration of the iReady Mathematics assessment showed twenty-five percent (25%) of our elementary students behind grade level with fifty-eight (58%) of our middle school students behind grade level.

Students of Socio-economic disadvantages and those receiving special education services were qualified as "lowest performing student groups" in English Language Arts. No student group met that distinction in Mathematics. There is a school-wide distinction of "lowest performing group" for school culture. Additionally, Curtis Creek Students who are designated "homeless" are in the "lowest performing group" in the area of Chronic Absenteeism.

The district had a red indicator on the 2023 California School Dashboard for suspensions. The suspension rate for 2022-23 was 7.5%, an increase of 2.1% from the year prior. The following student groups were also identified in the lowest performing indicator for suspensions: Hispanic (6.9%), Socioeconomically Disadvantaged (10%), White (7.9%), and Homeless (25%).

Reflections: Technical Assistance

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

Curtis Creek became eligible for Differentiated Assistance with the 2022 Dashboard, and continued Differentiated Assistance with the 2023 Dashboard. Curtis Creek's leadership has worked with, and will continue to work with, Tuolumne County Superintendent of School's Office to review data, the effectiveness of current strategies, and implementation of new strategies with tools to measure progress.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	ILT (Instruction-Led Training) meetings are held monthly with teachers, as well as bi-weekly Professional Development days and monthly Staff Meetings. The LCAP was discussed in detail with input and feedback on goals at the May teacher meeting. Curtis Creek has a new Superintendent who was began in June of 2024. Meetings with thirteen of the certificated teachers was held on June 11. Teachers were also invited to the meeting for classified employees on July 8 and July 11.
Principal	Weekly check in meetings with the Superintendent as well as the District Office Staff to ascertain goals and actions that are effective and not effective.
District Administration	District Administration held budget study sessions during board meetings as well as sent two surveys, one to staff and one to parents to develop the LCAP.
Classified Staff	Classified staff met with the principal on Friday, May 24th to discuss the LCAP. Curtis Creek has a new Superintendent who was began in June of 2024. Meetings with Classified employees occurred on July 8 and July 11 (4 meetings in total).
Parents	MRA (Leader in Me) Survey, Superintendent hosted Parent Coffees, Monthly Board Meetings, School Site Council meetings. Parent meetings with Superintendent were held on the following dates: 9/23/23, 10/24/23, 11/29/23, 1/17,24, 2/21/24, 3/11/24, 4/17/24, and 5/15/24. School Site Council meetings were held on the 2nd Monday

Educational Partner(s)	Process for Engagement
	of each month. Through anecdotal evidence from our Parent Club President, the LCAP was presented on 4/17/24.
Students	California Healthy Kids Survey, MRA (Leader in Me) Survey
SELPA	The SELPA Executive Director provided consultation for LCAPs at the Foothill PLN meeting on April 30, 2024.
Bargaining Units	The LCAP updates and plans were shared with our Bargaining Units through normal Employee/Employer meetings throughout the year, as well as at faculty meetings (which would address the certificated bargaining unit only.) The past Superintendent made herself available with "open office hours" to discuss the LCAP and perceived needs. The current Superintendent held six session with 26 employees attending in all to discuss the LCAP plans and the needs of the district.

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

2022-Although we do not see the need for a new goal we will be eliminating some actions and adding some actions. Our new actions will focus on connecting with home, social emotional needs, safety, behavior and assessment. Student input reflected a need to feel safe and connected to school. Bullying and behavior will be a focus through the implementation of PBIS strategies, the continued addition of a BCBA, and the continued implementation of Leader in me.

The creation of a Goal # 3.4: Co-Curricular Field Trips was a direct result of input from the parents group.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Assurances: Engage in and commit to Data Driven Collaboration and a Multi-Tiered Systems of Support (MTSS) in order to increase academic achievement at all grade levels for all students while also addressing their behavioral, social, and emotional needs.	Broad Goal

State Priorities addressed by this goal.

> Priority 1: Basic (Conditions of Learning)
> Priority 2: State Standards (Conditions of Learning)
> Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> Student achievement is significantly below standard, although we are maintaining or with slight declines our achievement remains below standards. This goal was developed to ensure that all students have access to standards-aligned curriculum, and supports to gain academic knowledge and make gains by meeting or exceeding state standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA: Scaled Points Distance from Standard	2023 SBAC: 47.1 Points below standard in ELA			Achieve State Average for Distance from Standard in ELA in both Elementary and Middle School	
1.2	SBAC Mathematics: Scaled Points Distance from Standard	2023 SBAC: 50.8 Points below standard in Mathematics.			Achieve State Average for Distance from Standard in Mathematics in both Elementary and Middle School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Student access to Standards Aligned Instructional Materials	100% of our students have Standards Aligned Instructional Materials.			Maintain 100%	
1.4	iReady Diagnostics for ELA: Approaching Grade Level or Higher	Elementary 70%; Middle School 45%			Elementary 85%; Middle School 75%	
1.5	iReady Diagnostics for Mathematics: Approaching Grade Level or higher	Elementary: 75%; Middle School 42%			Elementary: 85%; Middle School 75%	
1.6	Ratio of Student Technology Devices: Student	We are at a 1:1 ratio			Maintain 1:1 ratio	
1.7	iReady Diagnostics English Learners approaching grade level or higher in Reading.	At Spring Diagnostic Benchmark 20% of our English Learners were approaching grade level or better.			80% approaching grade level or better	
1.8	SBAC Chronic Absenteeism Rate	2023 Chronic Absenteeism: 32.6% Chronically absent			Less than 5% of all students will be Chronically Absent.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Instructional Support	Purchase research based educational software, curriculum, and provide professional development to increase student achievement and support teachers in implementing standards based instruction. This will include benchmarking, instructional supports and intervention curriculum and processes. Provide professional development to increase student achievement and support teachers in implementing standards based instruction to all students, especially students with disabilities.	$181,988.00	Yes
1.2	Technology Equipment/Supplies/ Support	Purchase technology devices and instructional supplies for students and staff along with technology services.	$52,840.00	Yes
1.3	English Language Development Curriculum/Resources	Purchase ELD curriculum to assist English Learners in developing academic content. Provide professional development in ELD implementation.	$15,000.00	Yes
1.4	Establish a SART Process	This year we will be implementing an School Attendance Review Team (SART) that will focus support on all of our students in increasing attendance and will create attendance support plans for our homeless students, students with disabilities, Foster Youth, English Learners and Low Income students that have chronic absenteeism.	$20,000.00	Yes
1.5				

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safety of Facility and Communication: Maintain a safe positive learning environment for all students, including homeless students, students with disabilities, and English learners, by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students and families are feeling safe, engaged and learning while feeling connected to school. The main goal focus is on fostering the necessary systems (ParentSquare communications, Agendas, Parent Handbook) to promote parental participation. Fostering of a safe school environment includes student access to mental health and counseling resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of encounters the Campus Monitor / Parent Liaison has with students as part of the Tier I: Classroom management intervention	TBD using the number established in September of 2024			Less that 15% of the student population will require this level of Tier I intervention	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Number of students needing Tier II counseling services with the school counselor	TBD using the number established in September of 2024			Less than 5% of the student population will require behavioral counseling from the school counseling	
2.3	Number of students requiring Tier III Behavioral services with the BCBA	TBD using the number established in September of 2024			Less than 2% of the student population will require behavioral services from the BCBA.	
2.4	Number of Parent Information Nights and Family Event Nights held annually	2023-2024 school year had 13 parent information nights or family event nights held.			Hold no less than 20 Parent Information Nights or Family Event Nights	
2.5	School Climate Data from California Healthy Kids Survey	7th Grade: 40% of the students report feeling "School Connectedness"; 49% of the students responded favorably to "Life Satisfaction" in the 2023 CHKS. % of students who responded they felt safe at school most or all of the time: 41% 5th Grade: 46% of the students report feeling "School Connectedness"; 56% of the students report feeling "Mental Health			80% of all students reporting school connectedness, life satisfaction, and mental health wellness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Wellness"; % of students who responded they felt safe at school most or all of the time: 67%				
2.6	Parent Survey on School Connectedness	Parent Survey to be given Fall of 2024 for baseline			85% of the Parents will feel connected to the Curtis Creek School District	
2.7	Daily number of Hall Passes	TBD using the number established in September of 2024			TBD based on baseline data	
2.8	Suspension Rate	7.5% of Curtis Creek Students were suspended in the 2022-2023 school year.			Less than 2% of the Curtis Creek students will be suspended in the 2026-2027 school year.	
2.9	Expulsion Rate	0.0% of Curtis Creek Students were expelled in the 2023-2024 school year.			0.0% of Curtis Creek students will be expelled in the 2026-2027 school year.	
2.10	Attendance Rate	TK-5 had a 91.09% Attendance rate for the 2023-2024 school year; 6-8 had a 91.80% Attendance rate for the 2023-2024 school year.			Curtis Creek will have a 94% attendance rate by 2026-2027 school year.	
2.11	Dropout Rate	Curtis Creek had a 0% student drop out rate			Curtis Creek will maintain its 0% drop out rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Curtis Creek's Facilities Inspection Report	Curtis Creek had an 87% FIT rate.			Curtis Creek will be a 90% or higher FIT rate.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	Provide 1 FTE counseling service.	$100,271.00	Yes
2.2	Parent and Family Engagement and Education	Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement, participation and provide input for decision making for all families including families with students with disabilities, foster youth, English Learners, low income, and homeless.	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Positive Behavior Intervention Supports	School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to create and foster a positive school climate.	$80,000.00	Yes
2.4	Smart Pass Monitoring System	School will implement the Smart Pass Monitoring System to increase campus security and student engagement in the classroom.	$3,000.00	Yes
2.5	Campus Monitor	Curtis Creek will establish a Campus Monitor/Parent Liaison position who will promote a safe and positive learning environment while fostering relationships with students and increase communication from school to parents in the area of student safety and discipline.	$65,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Building Human Capacity: Provide students with a broad course of study and enrichment opportunities to prepare students for the future.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been developed to sustain all students having access to a broad course of study through offerings of art, music, technology, student leadership, and health that support learning engagement. The combined actions include in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of students enrolled in Music Program	In 2023-2024, Sixty-three (63) students enrolled in the Music Program.			By Year 3, one hundred students will enroll in the music program.	
3.2	Number of Public Student Performances	In 2023-2024, there were six student performances.			By Year 3, Curtis Creek hold a minimum of eight student performances.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of STEAM Nights offered to families	There were no STEAM nights offered in the 2023-2024 school year			By Year 3, Curtis Creek will offer no less than two family STEAM nights.	
3.4	Number of students participating in After School Program	In 2023-2024, Sixty-three (63) students where enrolled in enrichment programs			By Year 3, One hundred and fifty students will enroll in after school programs	
3.5	Number of curricular field trips offered	In 2023-2024, Fifteen (15) field trips were provided for students.			By Year 3, Curtis Creek will offer no less than 18 curricular field trips.	
3.6	Number of different After School enrichment programs (music, art, clubs) offered.	In 2023-2024, four different enrichment programs were offered.			By Year 3, Curtis Creek will offer no less than 7 enrichment programs.	
3.7	Students successfully completing curriculum assessment of learning that occurred on field trip.	This is a new goal to Curtis Creek, so there is no baseline established.			80% of all students who attend a field trip will be able to satisfactorily complete an academic assessment related to the learning on that field trip.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Art and Music Programs	District will develop a master schedule that incorporates art and music instruction for TK-8 grades within the school day along with the necessary equipment and supplies.	$31,000.00	Yes
3.2	STEAM Materials and Activities	Support instruction and learning in the areas of Science, Technology, Engineering, Art and Math (STEAM), increase supplies, field trips and assemblies.	$6,000.00	Yes
3.3	After School/Before School and during	To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	school Enrichment Programs			
3.4	Co-curricular Field Trips	To provide real-life experiences to the curriculum by providing curriculum related site visits to the students.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Closing the Achievement Gap: Provide wrap around supports and align activities beyond the school day such as before school support to ensure student success. Include all students and families by providing translation and liaison services as needed.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students receive support services that enhance their school experience. This goal was established by prior administration. The staff and the community feel the actions under this goal continue to be a need and wish for this goal to remain.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of students enrolled in Music Program	In 2023-2024, sixty-three (63) students were enrolled in the district's music program.			Enrollment in the After School Program will mirror district demographics in terms of Socio-economically disadvantaged.	
4.2	Number of instances that a class utilized the STEAM room	In 2023-2024, the STEAM room was not utilized.			Every class will utilize the STEAM room at least once per month.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of instances where an interpreter was utilized during a parent conference or family night.	Interpreters were not offered at family connectedness nights.			Interpreters will be available at all family connectedness nights.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extended Activities	Align activities beyond the school day (PM Club, Before/After School Support, Student Center).	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Translation/ Interpretation Services	Translation and interpretation liaison services to support inclusivity.	$2,000.00	Yes
4.3	STEAM Room Implementation	Develop two classrooms on site to support STEAM activities.	$4,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$484,789.00	$0.00

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
10.778%	2.301%	$108,521.51	13.079%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Instructional Support **Need:** Socio/economically disadvantaged students are scoring lower than the overall group in Language Arts **Scope:**	Goal 1 Action 1: Academic instructional supports provide research based educational software, curriculum and professional development to highly qualified teachers as they develop accessible teaching strategies that relate to standards-based instruction. These services are principally directed and are an effective use of funds, which target all students including low-income, English learners and homeless/foster youth in meeting state priority goals areas, 2, and 4 while increasing	SBAC ELA: Scale points distance from standard SBAC Math: Scale points distance from standard Student access to Standards Aligned Instructional Materials Benchmarks

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	engagement and improving learning outcomes for these students.	
1.2	**Action:** Technology Equipment/Supplies/ Support **Need:** Low income students are performing below the overall students; this goal addresses the digital divide that effects our economically disadvantaged students. **Scope:** Schoolwide	Goal 1 Action 2: Technological equipment purchases enhance student access to technology that will increase learning and achievement opportunities. These services are principally directed and are an effective use of funds targeting our low-income, English learners, homeless/foster youth and students with disabilities in meeting goals in the state priority areas, 2, and 4 through maintaining and replacing instructional devices and supplies for staff and students. The applicable technology offers teachers the ability to individualize curriculum and customize it to the needs of our students so that they may reach their potential and for those students to have equal access to the same resources that all students have.	Device to Student Ratio-Chromebooks
1.3	**Action:** English Language Development Curriculum/Resources **Need:** English learners are scoring significantly lower than the overall group in terms of performance on benchmark assessments in ELA. **Scope:** Schoolwide	Goal 1 Action 3: English Language curriculum purchases of research-based curriculum and implement appropriate instructional resources principally directed toward students who are English learners to improve and increase these students need and supports.	Benchmark Assessment results for English Learners SBAC Results for English Learners
1.4	**Action:** Establish a SART Process **Need:**	An effective SART program will identify the barriers and provide solutions to prevent chronic absenteeism.	Percent of students chronically absent

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio economically disadvantage status can often manifest into attendance issues. **Scope:** LEA-wide		
2.1	**Action:** Counseling Services **Need:** Additional counseling supports for newcomers, Foster Youth and Low Income students. **Scope:** Schoolwide	Goal 2 Action 1: School counseling provides students with social and emotional supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6. Additional staff training in social-emotional, and trauma informed practices develops life skills, coping skills and cognitive skills that can be sued both at school and in life.	Data from Campus Monitor/Parent Liaison Data from School Counselor Data from BCBA
2.2	**Action:** Parent and Family Engagement and Education **Need:** Extended outreach to our unduplicated students and families. **Scope:** Schoolwide	Goal 2 Action 2: Parent and family engagement and education helps to develop and foster home/school relationships that lead to active and meaningful engagement that supports student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6. Additionally providing and maintaining systems of communication including translating documents into Spanish in order to meet the needs of our school community.	The number of family events held.
2.3	**Action:** Positive Behavior Intervention Supports	Goal 2 Action 3: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior	School Climate data from CHKS Parent Survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Provide support and intervention to increase our unduplicated engagement with the curriculum **Scope:** Schoolwide	and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas 3, 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.	
2.4	**Action:** Smart Pass Monitoring System **Need:** Identified by staff survey, this is part of a schoolwide behavior plan that will increase all students engagement in the classrooms. **Scope:** Schoolwide	Implementing a pass monitoring system address an area of need identified by our Classified and Certificated employees during their input to the LCAP. Due to the geographical design of the campus, students may seek to avoid instruction by using the paper hall passes, often allowing them to miss extended periods of class time. Successful implementation will increase the students time in the classroom and increase the students engagement in the curriculum. These services are principally directed and are an effective use of funds, targeting low income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.	Pass monitoring system reports to measure time students spend away from class Anecdotal evidence from certificated and classified groups
2.5	**Action:** Campus Monitor **Need:**	This action is primarily targeted to benefit students who are low income, foster youth and English Learners, and will also normalize school-parent communication across all socio-economic levels.	Suspension Rate; Campus Monitor Interaction Log

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Identified by Staff and Parent survey, part of the Tier II Interventions for student behavior in all classroom. **Scope:** Schoolwide	The action will assist with school connectedness and will allow students of all demographics to maximize the amount of time they are in the classroom.	
3.1	**Action:** Art and Music Programs **Need:** Socioeconomic disadvantaged youth participation is often negatively disproportional in enrichment programs. **Scope:** Schoolwide	Goal 3 Action 1: Art and Music programs support all grade levels in a defined art and music scheduled program. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Research tells us that exposure to art improves improves a student's lifelong outcome, increases motivation, school attendance and academic performance.	Student enrollment in art and music programs Number of student performances held
3.2	**Action:** STEAM Materials and Activities **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides opportunity for the students to engage in the curriculum. **Scope:** Schoolwide	Goal 3 Action 2: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking.	Number of times STEAM room and equipment were used. STEAM night attendance.
3.3	**Action:** After School/Before School and during school Enrichment Programs	Goal 3 Action 3: After school enrichment programs provide additional educational, social and recreational activities that extend beyond the instructional day. These services are principally	Number of students participating in after school programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Socioeconomic disadvantaged youth participation is often negatively disproportional in enrichment programs. **Scope:** Schoolwide	directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Enrichment opportunities improve educational outcomes, school attendance, and social emotional learning. After school program research suggests that that participation helps to close the achievement gaps, particularly for low income, and homeless/foster youth who may not have access to extra-curricular community opportunities.	Number of programs offered.
3.4	**Action:** Co-curricular Field Trips **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides co-curricular enrichment trips that socio economically disadvantaged youth. **Scope:** Schoolwide	Providing real world co-curriculum experiences to students allows all students expands the personal experiences and assists in the learning of new materials as the students can relate to personal experiences with the curriculum. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8.	Completion of Field Trip "Exit Tickets" Participation rate of Field Trips
4.1	**Action:** Extended Activities **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides extended enriching activities for students. **Scope:**	Goal 4 Action 1: Extended Activities provide structure before and after school with activities aligned to support academic needs of all 2023-24 Local Control and Accountability Plan for Curtis Creek Elementary School District Page 33 of 65 students as well as targeting our low-income, English learners, homeless/foster youth. Funds are principally directed and an effective use in supporting state priorities 2, 3, 5, and 6. Providing a safe place to increase student support benefits all.	Number of extended activities offered. Survey data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.2	**Action:** Translation/ Interpretation Services **Need:** Directly addresses the needs of our language learners where English may not be a primary language spoken in the household. English learners are part of the unduplicated numbers. **Scope:** Schoolwide	Goal 4 Action 2: Translation and interpretation liaison services to support inclusivity for our second language learners. Making sure families and students are engaged in and connected to the academic process is essential so that all students succeed academically and the achievement gap is closed.	Number of times translation and interpretation services were used.
4.3	**Action:** STEAM Room Implementation **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides relevant, enriching curriculum for the students. **Scope:** Schoolwide	Goal 4 Action 3: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking. Two rooms on campus will support a primary STEAM room with library access and a Intermediate room will also have STEAM and library access for all students.	Number of times STEAM room and equipment were used.

Limited Actions

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

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

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

Not Applicable.

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.

Not Applicable

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,498,115	484,789.00	10.778%	2.301%	13.079%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$701,099.00	$0.00	$0.00	$0.00	$701,099.00	$311,271.00	$389,828.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Instructional Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$55,000.00	$126,988.00	$181,988.00				$181,988.00	0.00
1	1.2	Technology Equipment/Supplies/ Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$52,840.00	$52,840.00				$52,840.00	
1	1.3	English Language Development Curriculum/Resources	English Learners	Yes	School wide	English Learners	All Schools		$5,000.00	$10,000.00	$15,000.00				$15,000.00	
1	1.4	Establish a SART Process	Low Income	Yes	LEA-wide	Low Income	All Schools		$19,000.00	$1,000.00	$20,000.00				$20,000.00	
2	2.1	Counseling Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$90,271.00	$10,000.00	$100,271.00				$100,271.00	
2	2.2	Parent and Family Engagement and Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$60,000.00	$80,000.00				$80,000.00	
2	2.3	Positive Behavior Intervention Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$60,000.00	$80,000.00				$80,000.00	
2	2.4	Smart Pass Monitoring System	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.5	Campus Monitor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools		$60,000.00	$5,000.00	$65,000.00				$65,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Art and Music Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$25,000.00	$6,000.00	$31,000.00				$31,000.00	
3	3.2	STEAM Materials and Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.3	After School/Before School and during school Enrichment Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$20,000.00	$30,000.00				$30,000.00	
3	3.4	Co-curricular Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.1	Extended Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$15,000.00	$20,000.00				$20,000.00	
4	4.2	Translation/ Interpretation Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
4	4.3	STEAM Room Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$2,000.00	$4,000.00				$4,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,498,115	484,789.00	10.778%	2.301%	13.079%	$701,099.00	0.000%	15.587 %	**Total:**	$701,099.00
								LEA-wide Total:	$20,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$681,099.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$181,988.00	0.00
1	1.2	Technology Equipment/Supplies/ Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$52,840.00	
1	1.3	English Language Development Curriculum/Resources	Yes	Schoolwide	English Learners	All Schools	$15,000.00	
1	1.4	Establish a SART Process	Yes	LEA-wide	Low Income	All Schools	$20,000.00	
2	2.1	Counseling Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,271.00	
2	2.2	Parent and Family Engagement and Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
2	2.3	Positive Behavior Intervention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Smart Pass Monitoring System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.5	Campus Monitor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
3	3.1	Art and Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$31,000.00	
3	3.2	STEAM Materials and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.3	After School/Before School and during school Enrichment Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.4	Co-curricular Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.1	Extended Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.2	Translation/ Interpretation Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
4	4.3	STEAM Room Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$497,051.00	$413,980.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Instructional Support	Yes	$84,000.00	129,219.00
1	1.2	Technology Equipment/Supplies/Support	Yes	$52,840.00	52,570.97
1	1.3	English Language Development Curriculum/Resources	Yes	$15,000.00	5,587.50
1	1.4	Positive Behavior Intervention Supports	Yes	$66,000.00	63,726.48
1	1.5	Establish a SART process	Yes	$20,000.00	0.00
2	2.1	Counseling Services	Yes	$108,000.00	88,246.50
2	2.2	Parent and family engagement and education	Yes	$20,000.00	4,680.79
2	2.3	Positive Behavior Intervention Supports	Yes	$15,000.00	7,041.68
2	2.4	Targeted outreach	No	$0.00	0.00
3	3.1	Art and Music Programs	Yes	$31,000.00	5,576.76
3	3.2	STEAM Materials and Activities	Yes	$6,000.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	After School/Before School and during school Enrichment Programs	Yes	$38,211.00	43,196.07
4	4.1	Extended Activities	Yes	$35,000.00	14,017.61
4	4.2	Translation/ Interpretation Services	Yes	$2,000.00	117.00
4	4.3	STEAM Room Implementation	Yes	$4,000.00	0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$501,278	$497,051.00	$413,980.36	$83,070.64	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Instructional Support	Yes	$84,000.00	129,219.00		
1	1.2	Technology Equipment/Supplies/Support	Yes	$52,840.00	52,570.97		
1	1.3	English Language Development Curriculum/Resources	Yes	$15,000.00	5,587.50		
1	1.4	Positive Behavior Intervention Supports	Yes	$66,000.00	63,726.48		
1	1.5	Establish a SART process	Yes	$20,000.00	0.00		
2	2.1	Counseling Services	Yes	$108,000.00	88,246.50		
2	2.2	Parent and family engagement and education	Yes	$20,000.00	4,680.79		
2	2.3	Positive Behavior Intervention Supports	Yes	$15,000.00	7,041.68		
3	3.1	Art and Music Programs	Yes	$31,000.00	5,576.76		
3	3.2	STEAM Materials and Activities	Yes	$6,000.00	0.00		
3	3.3	After School/Before School and during school Enrichment Programs	Yes	$38,211.00	43,196.07		
4	4.1	Extended Activities	Yes	$35,000.00	14,017.61		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Translation/ Interpretation Services	Yes	$2,000.00	117.00		
4	4.3	STEAM Room Implementation	Yes	$4,000.00	0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,716,416.00	$501,278	.45%	11.078%	$413,980.36	0.000%	8.777%	$108,521.51	2.301%

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.

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

   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:

  - 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.

- o 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.

- o 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.

- 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.

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.

  - o **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:

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

  - o 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

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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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