LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Banta Unified School District

CDS Code: 39-77388-6041750

School Year: 2024-25
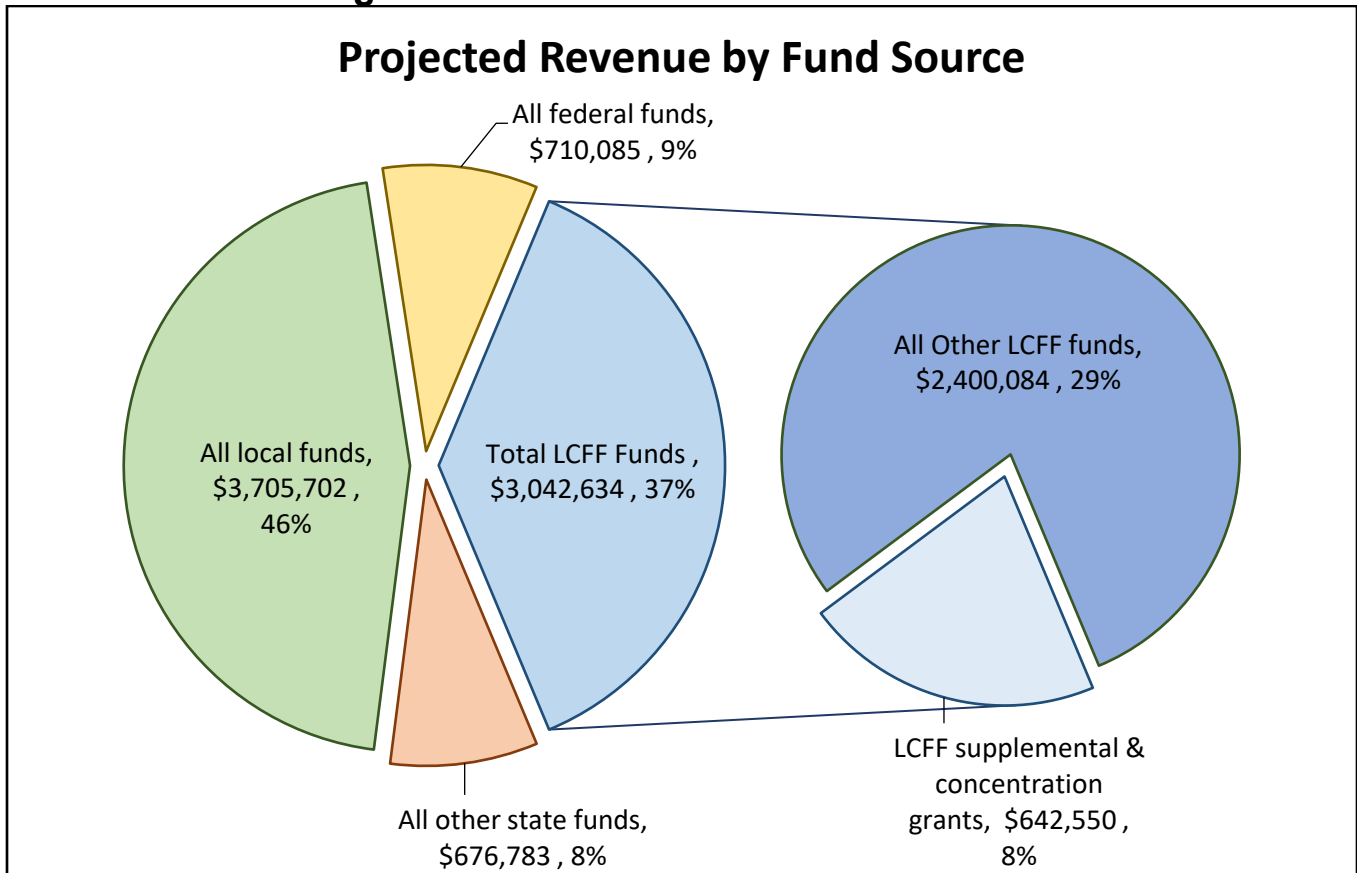
LEA contact information:

Rechelle Pearlman, ED.D

Superintendent

rpearlman@bantasd.org

209-229-4651

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $710,085 , 9%

All Other LCFF funds, $2,400,084 , 29%

All local funds, $3,705,702 , 46%

Total LCFF Funds , $3,042,634 , 37%

LCFF supplemental & concentration grants, $642,550 , 8%

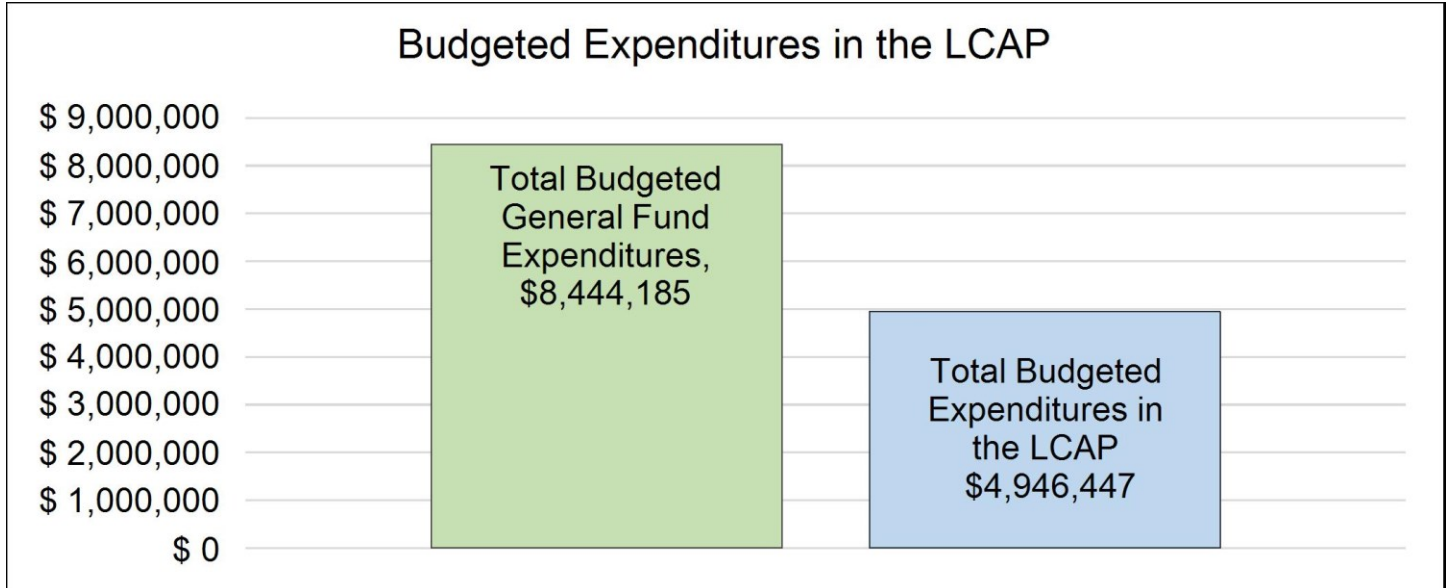All other state funds, $676,783 , 8%

This chart shows the total general purpose revenue Banta Unified 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 Banta Unified School District is $8,135,204, of which $3,042,634 is Local Control Funding Formula (LCFF), $676,783 is other state funds, $3,705,702 is local funds, and $710,085 is federal funds. Of the $3,042,634 in LCFF Funds, $642,550 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,444,185

Total Budgeted Expenditures in the LCAP $4,946,447

This chart provides a quick summary of how much Banta Unified 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: Banta Unified School District plans to spend $8,444,185 for the 2024-25 school year. Of that amount, $4,946,447 is tied to actions/services in the LCAP and $3,497,738 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
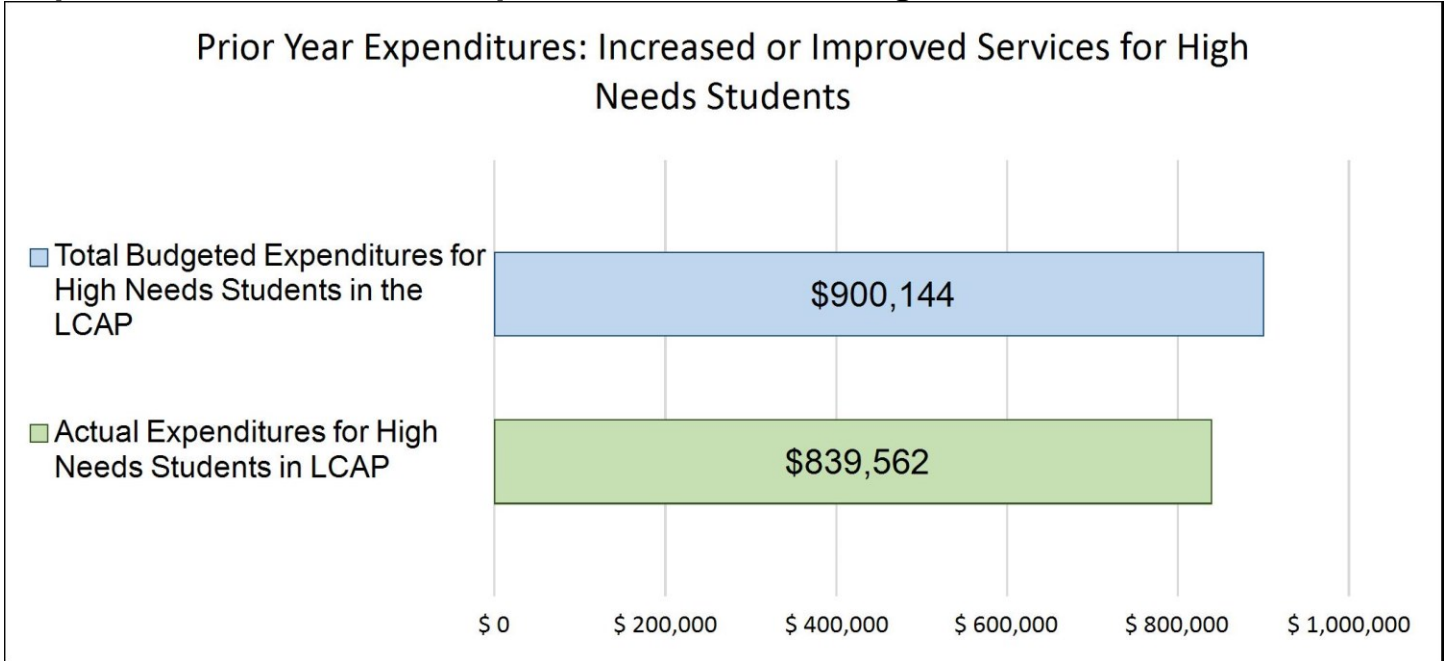
The expenditures that are not included in the LCAP include districtwide administration / Operations relating to its charter schools (i.e. facility repairs) expended by the general fund; and STRS on-behalf activity.

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

In 2024-25, Banta Unified School District is projecting it will receive $642,550 based on the enrollment of foster youth, English learner, and low-income students. Banta Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Banta Unified School District plans to spend $708,900 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	$900,144
☐ Actual Expenditures for High Needs Students in LCAP	$839,562

$0 $200,000 $400,000 $600,000 $800,000 $1,000,000

This chart compares what Banta Unified 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 Banta Unified 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, Banta Unified School District's LCAP budgeted $900,144 for planned actions to increase or improve services for high needs students. Banta Unified School District actually spent $839,562 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $60,582 had the following impact on Banta Unified School District's ability to increase or improve services for high needs students:

It did not have any impact. All services were provided to students.

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
Banta Unified School District	Rechelle Pearlman, ED.D Superintendent	rpearlman@bantasd.org 209-229-4651

Goals and Actions

Goal

Goal #	Description
1	Develop and enhance quality instructional programs and provide facilities that are in good repair to improve student performance, and enable them to meet their personal, academic and career goals. The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 will be maintained over the coming three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percent of teachers appropriately assigned and fully credentialed in the subject area(s) and for the pupils they are teaching. Data Source: SARC; CalSAAS	100% 2020-21	98.75% 2021-22 Locally Calculated	100% 2022-23 Locally Calculated	93.33% 2023-24 Locally Calculated	100%
1B. Percent of students with access to standards-aligned instructional materials. Data Source: Williams Report and SARC	100% 2020-21	100.00% 2021-22	100.00% 2022-23	100% 2023-24	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. Percentage of school facilities maintained in good repair or exemplary Data Source: Facilities Inspection Tool (FIT)	1 out of 1 school site - 100% 2020-21	1 out of 1 school site - 100% 2021-22	1 out of 1 school site - 100% 2022-23	1 out of 1 school site - 100% 2023-24	1 out of 1 school site - 100%

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.

There are no substantive differences in planned actions and actual implementation of these actions. Action 1.2 Standards aligned instruction and materials was successfully implemented to provide all students access to standards aligned instruction and materials that included a new Tk-8th grade Math curriculum adoption. Action 1.3 was successfully implemented to maintain school facilities in good repair.   The only challenges were in Action 1.1 Base Education program, teacher shortages impacted the ability to find a highly qualified teacher to fill vacancies for one teacher position and due to substitute shortages there were several days when subs were not available and students had to be divided up into other classes, leading to disruptions in classroom instruction and potentially impacting students' learning experiences.

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.

Banta Unified School District has included material differences of $10,000 or more and any budgeted expenditure that was not expended for any reason.
Action 1.1: The variance in base program expenditures is due to aligning expenditures based on actual enrollment between Banta Unified and Banta Charter, in addition to step and column increase for staff salaries.
Action 1.2: Actual expenditures were less than planned due to utilizing grant monies for needed curriculum.
Action 1.3: Actual expenditures were less than planned budgeted due to facilities cost being routed back to the charters.

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

Actions 1.1, 1.2, and 1.3 are designed to provide students with access to the core instructional program along with access to well maintained facilities. This includes curriculum, instructional materials, teachers, and support staff. Almost 93.33% percent of teachers were appropriately assigned and credentialed for the students they were teaching (metric 1A), 100% of students had access to standards aligned instructional materials (metric 1B), and the one school site was maintained and in good repair (metric 1C). Based on this data, the action/services in this goal were effective and will continue to be implemented in the 2024-25 plan.

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

Goal 1 will be continued in the 2024-2025 LCAP as a Maintenance of Progress Goal. After review of Educational Partner input, analysis of data and review of the budget, the following changes will be made in 2024-25.
Action 1.2 After review of curriculum needs the district will purchase implement a new Grades 1-6 Handwriting Curriculum and supplemental Social Studies curriculum, Studies Weekly.

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	Promote the achievement of all students, particularly for low-income and English learner students by working collaboratively with students, parents, teachers and the community to enable students to meet their personal, academic and career goals. Priority 2, 4, 5, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A. Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -4 History-Social Science - 3 2020-21	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -4 History-Social Science - 4 2021-22	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards - 5 History-Social Science - 5 2022-23	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -5 History-Social Science - 5 2023-24	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -5 History-Social Science - 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Local Indicators Tool					
4A. Percent of all students in grades 3 – 8 who met or exceed standards on CAASPP for ELA & Math Data Source: CAASPP	ELA: All - 26.92% Economically Disadvantaged - 18.94% English Learners - 6% Students with Disabilities - 9.68% Math: All - 18.27% Economically Disadvantaged - 13.52% English Learners - 4% Students with Disabilities - 12.91% 2019	ELA: All - 18.87% Economically Disadvantaged - 19.01% English Learners - 3.12% Students with Disabilities - 8% Math: All - 7.64% Economically Disadvantaged - 7.56% English Learners - 1.56% Students with Disabilities - 0% 2021 PLEASE NOTE: Due to factors surrounding COVID-19, testing participation in 20-21 varied. Care should be used when interpreting results.	ELA: All - 20.71% Economically Disadvantaged - 15.33% English Learners - 1.64% Students with Disabilities - 0% Math: All - 15.97% Economically Disadvantaged - 14.60% English Learners - 3.28% Students with Disabilities - 0% 2022	ELA: All - 19.72% Economically Disadvantaged - 18.96% English Learners - 3.44% Students with Disabilities - 0% Math: All - 11.97% Economically Disadvantaged - 12.06% English Learners - 5.17% Students with Disabilities - 0% 2023	ELA: All - 30% Economically Disadvantaged - 30% English Learners - 10% Students with Disabilities - 10% Math: All - 20% Economically Disadvantaged - 20% English Learners -10% Students with Disabilities - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Percent of students in grades 5 & 8 who meet or exceed standards on the CAST for Science Data Source: CAST (California Science Test)	5th Grade - 10% 8th Grade - 13.34% 2018-19	5th Grade - 9.68% 8th Grade - 4.35% 2021 PLEASE NOTE: Due to factors surrounding COVID-19, testing participation in 20-21 varied. Care should be used when interpreting results.	5th Grade - 7.41% 8th Grade - 5% 2022	5th Grade - 20% 8th Grade - 23.08% 2023	5th Grade - 15% 8th Grade - 15%
4E. Percent of English Learners making progress towards English Proficiency based on individual ELPAC results. Data Source: California School Dashboard ELP	42.5% 2019	data not available-state law suspended the reporting of this data on the 2021 CA Dashboard 2021	39.7% 2022	5.1% 2023	50%
4F. EL Reclassification Rate - Percent of English Learner pupils who meet requirements to be reclassified as Fluent English Proficient.	12.2% 2019-20	6.5% 2020-21 PLEASE NOTE: The 2020–21 Annual Census Day Enrollment has lower Reclassified Fluent	6.45% 2021-22 Data Source: Local Data RFEP documentation	0% 2022-23	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Data Quest: English Learners- Annual Reclassification (RFEP) Rate		English Proficient (RFEP) student enrollment counts due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance-learning" resulting from the COVID-19 pandemic.			
5A. School Attendance Rate - the percentage of pupils attending school on average annually. Data Source: Local SIS	All 94.4% 2020-2021	All 90.91% 2021-22 PLEASE NOTE: Due to factors surrounding COVID-19. Care should be used when interpreting results.	All 92% as of 5-12-23 2022-23	All 92.97% P2 3/22/2024 2023-24	All 98%
5B. Chronic Absenteeism Rate - the percentage of pupils who are absent from school 10% or	All - 8.1% 2019-20	All - 18.21% 2020-21	All - 37.9% 2021-22 CA Dashboard	All - 32.8% 2022-23	All 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
more for the total number of days that they are enrolled in school. Data Source: CALPADS (CA Dashboard 2022)		PLEASE NOTE: Due to factors surrounding COVID-19. Care should be used when interpreting results.			
5C. Middle School Dropout Rate - the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. Data Source: CALPADS	0% 2019-20	0 % 2020-21	0 % 2021-22	0 % 2022-23	0%
7A. Percent of Students enrolled in a Broad Course of Study, as defined by California Education Code 51210 and 51220(a)-(i), English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, and Visual/Performing Arts	All - 100% ELD - 100% Enrichment - 100% Ag Science - 100% 2020-21	All - 100% ELD - 100% Enrichment - 100% Ag Science - 100% 2021-22	All - 100% ELD - 100% Enrichment - 100% Ag Science - 100% 2022-23	All - 100% ELD - 100% Enrichment - 100% Ag Science - 100% 2023-24	All - 100% ELD - 100% Enrichment - 100% Ag Science - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL pupils enrolled in ELD. Percent of students enrolled in Enrichment Programs. Percent of students enrolled in Ag Science Program. Data Source: Local Indicators Tool, SIS Class Enrollments					
7A. Percent of students with exceptional needs receiving additional programs and services through onsite Resource support and/or Speech and Language, as outlined in student's IEP. Data Source: IEP, SEIS, SIS	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023-24	100%
8A. Percent of 3rd grade students reading at 3rd grade level by May 1.	At/above State CCSS Benchmark 25% Spring 2021 STAR360 Assessment	At/above State CCSS Benchmark: 35% Spring 2022 STAR360 Assessment	At/above State CCSS Benchmark: 21% Spring 2023 STAR Reading Assessment	At/above State CCSS Benchmark: 23% Spring 2024	At/above State CCSS Benchmark 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: District CCSS benchmark assessments (STAR Reading)					
8A.Percent of students with access to internet and electronic devices Data Source: Technology Surveys	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023-24	100%

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.

There are no substantive differences in planned actions and actual implementation of these actions. All actions with in goal 2 were successfully implemented to improve academic outcomes and overall success for students.
The district was successful in:
Action 2.1 The district provided an RTI teacher specializing in grades 1-4 reading, the teacher set goals for each student and provided differentiated instruction. RTI is conducted in small groups or individualized instruction to struggling readers and includes student access to Read Naturally intervention software.
Action 2.2;2.3: The district was able to maintain 1:1 devices for all students along with internet access. Ensuring that each student has access to a personal device and reliable internet connection is crucial for modern education, especially with the increasing integration of technology into learning. Additionally, classrooms are updated regularly to ensure that students have access to the latest tools and resources. Older devices were retired and replaced with new devices ensuring students can work efficiently. Tech support was provided for students' digital literacy ensuring that they can effectively utilize the technology provided to them.
Action 2.7: The district offered Library services to all students that included programs and activities. By offering library services that extend beyond traditional book lending, the district created a dynamic learning environment that supports academic achievement, fosters collaboration, and nurtures students' social-emotional development.

Action 2.8: The district was able to implement additional attendance monitoring procedures, including student attendance incentive. By implementing these procedures we are starting to see improvements in attendance and chronic absenteeism.

Action 2.9 Professional Development: The district was successful in implementing UDL (Universal Design for Learning) strategies into Professional Development for teachers, calling attention to the good teaching practices of our teachers and helping them identify and augment any areas of deficiency. UDL techniques are helping our teachers deliver engaging curriculum to meet the needs of all learners and improve student achievement.

Action 2.12 Summer School and Expanded Learning Program: Summer School provided students with additional resources to expand their learning beyond the regular academic year. Summer School can help prevent learning loss over the break and provided targeted support to students who may need it, ensuring they are better prepared for the next grade level. Expanded Learning opportunities also include after-school programs, after-school music program, and a range of activities to engage students outside of traditional classroom settings.

Action 2.13: Through our Enrichment Program we were able to offer all students an Artist-In-Residence program, Performing Arts program, field trips, science camp, and assemblies, giving students additional opportunities to feel successful and confident in school.

The challenges experienced during implementation included:
Action 2.5 ELD Program: The ELD program was fully implemented but was impacted by qualified bilingual ELD aide turnover for support and ELPAC testing.

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.

Banta Unified School District has included material differences of $10,000 or more and any budgeted expenditure that was not expended for any reason.
Action 2.3: Actual expenditures were greater than planned budget due to change in allocation for FTE Tech Support position.
Action 2.5: Actual expenditures were less than planned budget due to unexpected ELD Aide vacancies during the year.
Action 2.6: Actual expenditures were greater than planned budget due to additional Instructional Aide FTE to fully implement UDL strategies in the classrooms.
Action 2.11: Actual expenditures were less than planned budget due to contracted busing company being able to provide a local driver who did not require the added expense of a non-local driver.
Action 2:12: Actual expenditures were less than planned budget due to summer school expenses being less than planned.
Action 2:13: Actual expenditures were less than planned budget due to enrichment expenses being less than planned.
Action 2.15: Fully implemented at no cost.

All actions in Goal 2 were designed to improve student achievement, student achievement (all student groups) continues to be a primary focus. 2023 CAASPP results: ELA 19.72% and Math 11.97% of all students met or exceeded standards, both declined from 2022 ELA 20.71% and Math 15.97%, (Metric 4A). We have not yet met our desired outcomes and further intervention is needed to make sure all students meet or exceed standards in both English Language Arts and Math.

The following Action/Services were intended to positively impact student achievement, although we did not meet our desired outcomes we feel that these actions were effective in that we provided students with additional academic support and one on one learning support in the classrooms making a positive impact on students, especially our unduplicated population.   By continuing with these actions 2024-25, with changes listed below, we are hoping to see gains in student achievement.

Action 2.1 RTI: RTI was conducted in small groups or individualized instruction to address specific needs for students in grades 1-4 with a primary focus on reading. The RTI teacher provided personalized support and gave targeted feedback to the classroom teacher. 23% of all 3rd grade students reading at grade level (Metric 8A), desired outcomes were not met but because of the gains made by all 3rd grade students we feel the action has been effective.

Action 2.2, 2.3, 2.4 Access to Technology, Technical Support, Intervention/Assessment Software: By maintaining a 1:1 technology device in grades TK-8, providing hotspots to families without internet access, 100% of students had access to technology and the internet, (Metric 8A). We were able to integrate classroom instruction with online practice modules including intervention software. Through classroom observations we have found technology integration to be an effective practice in supporting students in personalized goal setting, more creativity in student work samples, greater access to information, and increased quality of student work.

Action 2.6 Instructional Aides: Instructional Aides were provided in all classrooms for increased support to students needing assistance in achieving academic success. Aides provided personalized attention and support to students who may needed extra help to excel academically. (Metric 4A) Percent of students in Grades 3-8 who met or exceeded standards in ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners - 3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0%

Action 2.7 Library Services continues to foster a collaborative learning environment and supports student social emotional learning by giving them a safe place on campus, student surveys show students are excited about library services/programs and feel it is helping them with their reading skills.(Metric 4A) Percent of students in Grades 3-8 who met or exceeded standards in ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners - 3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0%

Action 2.9 Professional Developments: The district was successful in implementing UDL (Universal Design for Learning) strategies into Professional Development for teachers, 14 PD days were dedicated to UDL.   UDL is calling attention to the good teaching practices of our teachers and helping them identify and augment any areas of deficiency. UDL techniques are helping our teachers deliver engaging curriculum to meet the needs of all learners and improve student achievement. With the implementation of UDL the district is hoping to see gains in the area of student achievement. ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners -

3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0%

Action: 2.10 Science Program: By providing students with additional Science resources, Science software, Science field trips (Science Camp), and Science assemblies students had more opportunities for hands-on learning, exposure to real-world applications of scientific concepts, and enrichment beyond the classroom   The action was effective in improving student achievement in the area of Science. The district met our desired outcomes for students who met or exceeded grade level standards on the 5th and 8th grade California Science Test (CAST), (Metric 4A), 5th grade 20%, 13.06% increase, and 8th grade 23.08%, 18.08% increase.

Action 2.11 Transportation services to students to access educational services: 100% of students were offered transportation to and from school, by addressing transportation challenges, the district helped to create a more equitable and accessible learning environment for all students.   Attendance data does not reflect any instances of absenteeism or tardies due to not having transportation to school, (Metric 5A) Attendance Rate: All 92.97% P2 3/22/2024 (Metric 5B) Chronic Absenteeism Rate 32.8%

Action 2.12 Summer School & Expanded Leaning Program and Action 2.13 Enrichment Programs : By providing Summer School, Expanding Learning Program, and Enrichment programs 100% students, (Metric 7A), were offered learning opportunities outside the regular classroom, contributing to student achievement. 25% of students attended Summer School 2022-23 and we are hoping to see and increase in summer school attendance 2023-24.(Metric 4A) Percent of students in Grades 3-8 who met or exceeded standards in ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners - 3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0%

Action 2.13 Enrichment Programs: By providing students with additional enrichment opportunities, Artist in Residence, Performing Arts, afterschool Music, field trips, and assemblies students had more opportunities feel more successful and confident in school, improving attendance and student achievement. (Metric 4A) Percent of students in Grades 3-8 who met or exceeded standards in ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners - 3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0% (Metric 51,5B)   Attendance Rate 92.97 All students, Chronic Absenteeism Rate 32.8 % All students.

Action 2.14 Additional Teacher to maintain class size ratio: The district was able to provide two additional teachers to maintain class size ratio. 2023-24 average class size in grades TK -3 was 25.38 and 4-8 was 22.90. (Metric 4A) Percent of students in Grades 3-8 who met or exceeded standards in ELA and Math- ELA: All - 19.72%, Economically Disadvantaged - 18.96%, English Learners - 3.44%, Students with Disabilities - 0% Math: Math: All - 11.97%, Economically Disadvantaged - 12.06%, English Learners - 5.17%, Students with Disabilities - 0%

The following Action/Services were intended to positively impact student achievement and were not effective in making progress toward Goal 2.

Action 2.5 English Language Development (ELD) Program: Ongoing focus to increase/improve progress of English Learner students toward achievement of English proficiency, 2023 CA Dashboard 5.4% of EL students making progress, Metric 4E, declined from 2022 and 0% were reclassified 2023, (Metric 4F). Action was ineffective in meeting our desired results and will be reevaluated for the 2024-25 plan. By taking

proactive measures to address the identified challenges, the district can work towards improving the effectiveness of the ELD program and better support the language development and academic success of English Learners.

Action 2.8 Increase Attendance Rates: Although some progress was made, Attendance Rate 92.97 All students, Chronic Absenteeism Rate 32.8 % All students (Metric 5A,5B), action was ineffective in meeting our desired outcomes and will be reevaluated for the 2024-25 plan. There is a clear relationship between attendance and achievement, students who do not attend school are far less likely to make gains in academics and social skills. By implementing changes along with services already in place attendance rates should increase and Chronic Absenteeism rates should decrease.

Action 2.15 Increase Math and ELA CAASPP Scores for Students with Disabilities (SWD): Action was ineffective in meeting our desired results and will be reevaluated 2024-25. 2023 CAASPP 0% of SWD met or exceeded standards in both ELA and Math, (Metric 4A).

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

Goal 2 will be continued in the 2024-2025 LCAP as a Broad Goal focusing on student achievement. After review of Educational Partner input, analysis of data and review of the budget, the following changes will be made in 2024-25.

Action 2.1 RTI
1. Intervention software will be moved from Action 2.4 to this action and includes new ST Math software to assist with grade level-standards mastery and the SIPPS foundational skills program for Reading.
2. Continue with full-time RTI teacher, adding a primary focus on grades 1-4 reading and literacy.

Action 2.2 Access to Technology, Action 2.3 Technical Support
1. Action 2.2 and 2.3 will be combined into one Action 2.2 Access to Technology and will be measured by Metrics 4A ELA/Math, 8B Local ELA/Math, student achievement. This change will move all actions up one.
2. Added - Hapara Monitoring Filter: Computer software to monitor students when online, alerts of unsafe online behavior, ensuring students are using their devices in a responsible way for educational purposes.

Action 2.4 Intervention/Assessment Software (Now action 2.3)
1 Renamed Progress Monitoring Student Growth: Utilize data from standards-aligned assessments to support progress monitoring of all students. Formative and summative assessment data will be used three times a year by classroom teachers, site teams, and districtwide, to identify student needs, to provide targeted supports and deeper learning of state standards for students. Measured by new Metrics 8A Percent of 1-4 grade students reading at grade level by May 1 and 8B NWE MAP ELA and Math all students.

Action 2.5 (Now action 2.4) English Language Development (ELD) Program was ineffective in meeting our goals due to inconsistencies in monitoring of English Learners, turnover of qualified bilingual aides, and inconsistencies in training staff properly to administer the ELPAC. We will keep the action in the 2024-25 plan with the following changes:
1. Streamline Monitoring Procedure: Establish clear and standardized procedures for monitoring English Learners including Long Term English Learners (LTEL), and including them in metric 4E. This will involve implementing a centralized monitoring system, providing training for staff on monitoring protocols, and ensuring regular communication and collaboration among educators and administrators.
2. Conduct additional formative assessments to better track student progress and identify areas for improvement, allowing for timely intervention and support.
3. Ensure both Integrated ELD Instruction and Designated ELD support is provided: Classroom teachers and bilingual aides will provide integrated ELD instruction within students' regular classrooms. This approach ensures that English Learners receive language support while engaging in content-area lessons, making the learning experience more meaningful and relevant. Designated ELD Support: The Imagine Learning program, supplemented by qualified bilingual aides, will provide designated ELD support. This program offers targeted language development activities tailored to the specific needs of English Learners, helping them improve their English language proficiency in a structured and supportive environment.
4. Additional Resources and Professional Development: Provide additional supplemental ELD curriculum/materials, ELPAC testing supports - offer comprehensive training for staff responsible for administering the ELPAC to ensure consistency and accuracy in assessment procedures. Provide ongoing professional development for classroom teachers and aides focused on the needs of English Learners to further enhance the effectiveness of the program. These resources and training opportunities enable educators to deliver high-quality instruction and support tailored to the unique needs of English Learners.

Action 2.6 (now action 2.5)Instructional Aides:
1. 2024-25 plan we will measure effectiveness of Action 2.5 using Metric 4A ELA/Math, 8A Local Reading, 8B Local ELA/Math, student achievement.

Action 2.7 (now action 2.6) Library Services
1. 2024-25 plan we will measure effectiveness of Action 2.6 using Metric 4A ELA/Math, 8A Local Reading, 8B Local ELA/Math, student achievement.

Action 2.8 (now action 2.7) Increase Attendance Rate was ineffective in meeting our goals due to inconsistencies in attendance monitoring. To address the need to improve Chronic Absenteeism and attendance the district will keep Action 2.8 with the following changes:
1. Rename to: Action 2.8 Student Attendance
2. Weekly communication with parents and guardians, notify parents and guardians in real time
3. Use data to track attendance trends
4. Partnership with San Joaquin County Office of Education's (SJCOE) Truancy Task Force when applicable.

Action 2.9 (now action 2.8) Professional Development
1. 2024-25 plan we will measure effectiveness of Action 2.8 using Metric 4A ELA/Math, 8A Local Reading, 8B Local ELA/Math, student achievement.

Action 2.10 (now action 2.9) Science Program
1. Rename to: Science Enrichment.
2. New science software, Generation Genius, will be implemented.

Action 2.11 (now action 2.10) Transportation
1. 2024-25 plan we will measure effectiveness of Transportation using Metrics 5A School Attendance Rate, 5B Chronic Absenteeism Rate

Action 2.12 (now action 2.11) Summer School & Expanded Leaning Program
1. 2024-25 plan we will measure effectiveness of Action 2.11 using Metric 4A ELA/Math, 8A Local Reading, 8B Local ELA/Math, student achievement.

Action 2.13 (now action 2.12) Enrichment Programs
1. 2024-25 plan we will measure effectiveness of Action 2.12 using Metric 4A ELA/Math, 8B Local ELA/Math, student achievement. and Metric 5A Attendance Rate ,5B Chronic Absenteeism Rate

Action 2.14 (now action 2.13)Additional Teacher to maintain class size ratio:
1. 2024-25 plan we will measure effectiveness of Action 2.13 using Metric 4A ELA/Math, 8A Local Reading, 8B Local ELA/Math, student achievement.

Action 2.15 (now action 2.14) Increase Math and ELA CAASPP Scores for Students with Disabilities (SWD): Although this action was ineffective in meeting our goal, the district will continue in 2024-25 with the following changes/additions:
1. Rename to: Action 2.14 Special Education Student Achievement.
2. Establish clear and standardized procedures for monitoring SWD student achievement and growth.   Formative and summative data will be reviewed by classroom teachers, IEP teams and administrators three times a year to identify student needs, to provide target supports and a deeper learning of state standards for students.

Added
Action 2.15 will now be Action 2.15 Special Education Attendance: Teachers, IEP Teams, and administrators will monitor SWD attendance daily. There is a clear relationship between attendance and achievement, students who do not attend school are far less likely to make gains in academics and social skills.   This is particularly true for the fragile SWD population.

The following Metrics will be added or changed in the 2024-25 plan.
Changed:
Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learner, SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; FY: Foster Youth; HI: Hispanic

4A ELA/Math: Percent of all students in grades 3 – 8 who met or exceed standards on CAASPP for ELA & Math: Target for Year 3 Outcomes for Math and ELA updated all student groups: All 30%, Socioeconomically Disadvantaged 30%, English Learners 10%, Students with Disabilities 10%

4A Science: Percent of students in grades 5 & 8 who met or exceed standards on the CAST (California Science Test): Along with all students added additional student group data, English Learners, Socioeconomically Disadvantaged. Target for Year 3 Outcomes updated to 30% all student groups except English Learners 20% and SWD 10%.

4E Percent of English Learners making progress towards English Proficiency based on individual ELPAC results: Added Number of Long Term English Learners (LTEL) 6+years and updated Target for Year 3 Outcomes to 30%

4F EL Reclassification Rate: Changed Target for Year 3 Outcomes to 12%

5A School Attendance Rate: Changed Target for Year 3 Outcomes to 95%

5B Chronic Absenteeism Rate: Along with all students added additional student group data, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and updated Target for Year 3 Outcomes to All - 20%, English Learners - 20%, Socioeconomically Disadvantaged - 20%, Students with Disabilities - 20%

8A Local Reading: Percent of 1st-4th grade students approaching or reading at grade level standard on the NWEA MAP Performance Growth Spring assessment. Changed to read grades 1-4 from grade 3 only.

8A Percent of students with access to internet and electronic devices: Changed to: Percent of students with access to electronic devices, internet and technical assistance and support needed for digital literacy and academic success.

Added:

8B Local ELA/Math: Percent of students approaching or have met grade level standards in ELA and Math on the NWEA MAP Performance Growth Spring assessment.

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	Provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn and a community where parents and families are actively engaged in their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A. Pupil Suspension Rate - the percentage of pupils who are suspended at least once. Students with Disabilities Suspension Rate - the percentage of pupils who are suspended at least once. Data Source: CA Dashboard	All - 2.6% Students with Disabilities - 2% 2019-20	All - 1.4% Students with Disabilities - 0% 2020-21	All- 4.5% Students with Disabilities - 4.7% 2021-22	All - 7.5% Students with Disabilities - 9.4% 2022-23	All - 0% Students with Disabilities - 0%
6B. Pupil Expulsion Rate - the percentage of pupils expelled from the district. Data Source: CALPADS	0% 2019-20	0% 2020-21	0% 2021-22	0% 2022-23	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C. Percent of students, parents, and staff who feel bullying is an issue on campus Data Source: Surveys	Students: 51% Parents: 27% Staff: 40% 2020-21	Students: 16.9% Parents: 27.9% Staff: 57.0% 2021-22	Students: 44.4% Parents: 28.6% Staff: 50% 2022-23	Students: 38.3% Parents: 28.6% Staff: 37.5% 2023-24	Students: 0% Parents: 0% Staff: 0%
6C. Safety and School Connectedness Percent of student, parents and staff who: Feel safe on campus Feel the campus is clean Percent of Students who: Feel connected to the school Percent of students who like coming to school Data Source: Surveys	Feel safe on campus: Students: 95% Parents: 98% Staff: 87% Feel the campus is clean: Students: 57% Parents: 82% Staff: 67%% Feel connected to the school: Students: 71% Students who like coming to school: Students: 82% 2020-21	Feel safe on campus: Students: 87% Parents: 97.69% Staff: 100% Feel the campus is clean: Students: 66.3% Parents: 97.8% Staff: 92.3% Feel connected to the school: Students: 83.0% Students who like coming to school: Students: 76.7% 2021-22	Feel safe on campus: Students: 82.6% Parents: 92% Staff: 88.8% Feel the campus is clean: Students: 63.5% Parents: 100% Staff: 94.4% Feel connected to the school: Students: 68.5% Students who like coming to school: Students: 73% 2022-23	Feel safe on campus: Students: 79.8% Parents: 92% Staff: 95.9% Feel the campus is clean: Students: 73.4% Parents: 100% Staff: 87.5% Feel connected to the school: Students: 74.2% Students who like coming to school: Students: 52.1% 2023-24	Feel safe on campus: Students: 100% Parents: 100% Staff: 100% Feel the campus is clean: Students:80 % Parents: 100% Staff: 100% Feel connected to the school: Students: 90% Students who like coming to school: Students: 90%
6. Percent of students receiving counseling services on an ongoing basis.	8% 2020-21	8% 2021-22	5.70% 2022-23	5.18% 2023-24	2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Counseling rosters					
3. Promote/Increase Parent Involvement/Family Engagement, including how the District promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs. Self-reflection rating on Parent and Family Engagement: Building Relationships, Question #4 Seeking Input for Decision-Making #11 Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 –	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4- Full Implementation 2020-21 Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability 2021-22 Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability 2022-23 Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability 2023-24 Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full Implementation and Sustainability Data Source: Local Indicators, Priority 3 Reflection Tool	groups in the school community. 3- Initial Implementation 2020-21	any underrepresented groups in the school community. 4- Full Implementation 2021-22	any underrepresented groups in the school community. 5- Full Implementation 2022-23	any underrepresented groups in the school community. 5- Full Implementation 2023-24	groups in the school community. 5- Full Implementation and Sustainability
6. Percentage of weekly COVID-19 cleaning protocols implemented, per safety plan checklist.	100% 2020-21	100% 2021-22	100% 2022-23	100% 2023-24	100%
8. Percentages of students in grades 5 and 7 who meet 4 of 7 standards (Healthy Fitness Zone) on the Physical Fitness Test. Data Source: California Physical Fitness Report	5th Grade - 40% 7th Grade - 59% 2018-19	n/a PFT Suspended 2020-21	5th Grade: 97% Participation 7th Grade: 100% Participation Only participation rate reported for the 2021-22 PFT administration.	5th Grade: 100% Participation 7th Grade: 93.10% Participation Only participation rate reported for the 2022-23 PFT administration.	5th Grade: 100% Participation 7th Grade: 100% Participation

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.

There are no substantive differences in planned actions and actual implementation of these actions. All actions in Goal 3 were successfully implemented to provide a clean, healthy, and safe learning environment for students and is crucial for their overall well-being and academic success. Additionally, fostering active engagement from parents and families can greatly enhance the educational experience for students. The district was successful in:

Action 3.1 Positive Behavior Intervention and Supports (PBIS) and Action 3.3 Counseling Services: Although students at risk were able to get the additional supports needed for behavior issues, suspension rates increased and further intervention is needed to improve the suspension rates for all students.

Action 3.2 School Safety and Security: The district is always looking at ways to improve school safety and security. This year a school safety committee was formed, meeting three times a year, to review the site safety plan and make changes if needed. Staff participated in annual active shooter trainings, additional classroom safety materials were purchased including intruder door safety kits and emergency backpacks giving teachers and students the tools they need to stay safe and respond appropriately in crisis situations. It's crucial to create a secure learning environment where everyone feels supported and protected..

Action 3.5 Physical Education Program: A specialized PE instructor and PE aide provided focused and structured activities that not only promote physical fitness but also educated students about the importance of physical activity and leading a healthy lifestyle.

Action 3.6 Parent/Family Involvement and Action 3.7 Translators: By improving parent/family communication, including translators for our Spanish speaking families, more parents/families have become involved in their child's education. Communication with parents and community members through our websites, messaging/email services, social media, and the monthly district newsletter continue to be an effective means of communication. PIQE, which stands for "Parent Institute for Quality Education," is a nonprofit organization that focuses on empowering parents, particularly those from underserved communities, to take an active role in their children's education, attended our Open House in the spring. PIQE offers programs and workshops designed to educate parents on how to navigate the education system effectively, advocate for their children, and support their academic success.   By providing workshops and resources in Spanish and tailored to the needs of Hispanic families, PIQE can bridge any language or cultural barriers that may exist, making it easier for parents to engage with their children's education.

There were no challenges in implementing this goal.

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.

Banta Unified School District has included material differences of $10,000 or more and any budgeted expenditure that was not expended for any reason.
Action 3.2: Actual expenditures were greater than planned budget due to additional safety and security needs.
Action 3.3: Actual expenditures were less than planned budget due to decline in students referred for counseling services.
Action 3.9: Fully implemented at no cost

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

Although we did not meet our desired outcomes for some actions we feel all were effective in providing our students with a safe/clean learning environment where families are actively involved in their child's education.

The following actions were effective in improving student behavior:
Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services, and Action 3.9 Decrease Suspension Rate for Students with Disabilities: Although the district did not meet desired outcomes in the area of student behavior, 2023 CA Dashboard Suspension Rate increased 7.5% All Students and 9.4% Students with disabilities (Metric 6A), we feel the actions were effective due to 2023-24 midyear LCAP update local data that was reported to the school board in February, Suspension Rate 1.03% All Students and 6.06% Students with Disabilities, we will monitor 2024 Dashboard data for accuracy. Although we did not meet our desired outcomes for students receiving counseling services, 5.18% of students receiving services (Metric 6), by offering comprehensive counseling services, schools can help students overcome barriers, achieve their full potential, and prepare for a successful future. 2023-24 surveys show 38.3% students, 28.6% parents, and 37.5% staff feel bullying is an issue on campus (Metric 6c), progress being made. 2023-24 surveys show 38.3% students, 28.6% parents, and 37.5% staff feel bullying is an issue on campus (Metric 6c), progress being made.

The following actions were effective in ensuring students health and wellness:
Action 3.4 Nursing Services, Action 3.5 Physical Education Program. By implementing 3.4 Nursing Services - 100% of students had access to nursing services decreasing the amount of students absences due to illness (Metric 5A, 5B) 2023-24 P2 Attendance Rate 92.97%, 2023 Dashboard Chronic Absenteeism Rate All Students 32.8%, EL-28%, SED 29.8 %, SWD 45%, FY n/a and Action 3.5 Physical Education Program -100% of students participated in the PE program, 45 minutes each day, led by a certified PE teacher. 97% of 5th and 100% of 7th grade students participated in California Physical Fitness Test (PFT) (Metric 8). By integrating health services, promoting physical education, and adopting a comprehensive approach to student wellness, the district was able to provide a learning environment where all students have the opportunity to thrive academically, socially, and physically.

The following actions were effective in ensuring students a safe and secure campus:
Action 3.2 School safety and security: By implementing this action the district was able to maintain a safe and secure campus. 2023-24 Parent, staff student surveys show 79.8% students, 92% parents, 95.9% staff feel safe on campus (Metric 6c), progress being made.

The following actions were effective in increasing parent/family involvement
Action 3.6 Parent/Family Involvement - 2023-24 School Reflection Tool reflects Building Relationships 5-Full implementation and Sustainability; Seeking Input for Decision Making 5-Full Implementation (Metric 3). By continuing to prioritize inclusivity, collaboration, and communication, the district has increased attendance at school events and meetings, fostering a sense of belonging and community among families and community members.
Action 3.7 Translators - Translators were made available at all school meetings and events creating a more inclusive and welcoming environment that promotes meaningful engagement and collaboration with EL parents. 2023-24 School Reflection Tool reflects Building Relationships 5-Full implementation and Sustainability; Seeking Input for Decision Making 5-Full Implementation (Metric 3).

The following actions were effective in providing a clean campus:

Action: 3.8 Implement COVID-19 Safety Plan: This action was created during the COVID pandemic but was continued to make sure students were provided with a clean campus to ensure pupil health and safety. Surveys show 73.4% students, 100% parents and 87.5% staff feel the campus is clean. (Metric 6c).

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

Goal 3 will be continued in the 2024-2025 LCAP as a Broad Goal. After review of Educational Partner input, analysis of data and review of the budget, the following changes will be made in 2024-25.

Action 3.2 and Action 3.8 will be combined to Action 3.2 Clean, Safe and Secure Learning Environment
Action 3.9 will be moved to Action 3.8 and reworded to read Special Education Suspensions
Action 3.8 will now be Special Educations Suspensions

Action 3.4 Nursing Services
1. 2024-25 plan we will measure effectiveness of Action 3.4 using Metric 5A Attendance Rate and Metric 5B Chronic Absenteeism Rate (added to Goal 3 Metrics)

Action 3.5 Physical Education Program
1. 2024-25 plan we will measure effectiveness of Action 3.5 using Metric 4A ELA/Math (added to Goal 3 Metrics), and Metric 8A

The following metrics will be changed, added, or removed:
Added:
Metric 3A EL Translation - Percent of Spanish-speaking families that feel supported and included in the education system by providing translation services.
Removed: Metric 6 Percent of students receiving counseling services, will track by Metric 6A Pupil Suspension Rate
Changed:
Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learner, SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; FY: Foster Youth; HI: Hispanic
Metric 6A Suspension Rate -Along with all students added additional student group data, English Learners, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Target for Year 3 Outcomes changed to: 3% all students and subgroups.
Metric 6B Expulsion Rate - Along with all students added additional student group data, English Learners, Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities
Metric 6C Bullying 6C Safety and School Connectedness - Student surveys will include grade 3 students
Metric 8A Reworded to state: 1. Percent of students enrolled in designated Physical Education (PE) course 2. Percent of students 6-8 grade students passing PE course Trimester 3, broken down by subgroups.

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
Banta Unified School District	Rechelle Pearlman, ED.D Superintendent	rpearlman@bantasd.org 209-229-4651

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.

The Banta Unified School District is a single school (TK-8 grade), rural, school district located east of Tracy in San Joaquin County. The district also authorizes four TK-8 charter schools and one charter high school that are required to create their own LCAP. We serve a diverse group of students (approximately 175) in Transitional Kindergarten through 8th grade at one quality school, Banta Elementary. Banta Elementary is a Title 1 school serving the needs of English Learners (EL) (43%), Socio-Economically Disadvantaged (79%), Students with Disabilities (22%), and the district does not have significant Foster Youth (0%). Our student population is made up of several ethnicities with the majority of our students identifying as Hispanic Latino (69.18%), White (16.9%), Asian (8.14%), African American (2.3%) and other/multiple races (3.48%).

Our mission statement is one that all staff members take to heart each and every day: "With integrity and compassion, Banta Unified School District promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge and skills necessary to make a positive difference in our world."

Reflections: Annual Performance

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

The goals, actions, services, and expenditures outlined in Banta Unified School District's LCAP address the state and local priorities and have been developed as a result of our educational partners' feedback. A large part of this year's instructional focus was implementing UDL (Universal Design for Learning) strategies into Professional Development for teachers. UDL is calling attention to the good teaching practices of our teachers and helping them identify and augment any areas of deficiency. UDL techniques are helping our teachers deliver engaging curriculum to meet the needs of all learners and improve student achievement. In addition, there has been continued focus on attendance, suspensions and English Learner progress. 2023-24 mid-year local attendance data shows improvement in the Chronic Absenteeism rate all students 29.36% as of 01/29/2024, Attendance Rate all students 92.97% P2 3/22/2024, and Suspension rate all students 1.69% 1/29/24. By Implementing changes to the English Language Development (ELD) program the district is enhancing the progress and support for English Learners and hoping to see improvements in EL student achievement and English proficiency.

Banta Unified School District reviewed the Fall 2023 Dashboard and identified the following performance for Banta Elementary student groups:

Banta Elementary received the lowest performance level on one or more state indicators:
English Language Arts, Mathematics, Suspension Rate, English Learner Progress Indicator - Goal 2 Actions 2.1-2.14 , including 2.5 English Language Development Program, Goal 3 Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services,

Student groups within Banta Elementary that received the lowest level on one or more state indicators:
English Learners (English Language Arts, Mathematics, English Learner Progress Indicator) - Goal 2 Action 2.5 English Language Development Program
Hispanic (English Language Arts, Mathematics, Suspension) - Goal 2 Actions 2.1-2.14, Goal 3 Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services, Action 3.9 Special Education Suspensions
Students with Disabilities (Suspensions) Action 3.9 Special Education Suspensions
Socioeconomic Disadvantaged (English Language Arts, Mathematics, Suspensions) Goal 2 Actions 2.1-2.14, Goal 3 Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services,
White (Suspensions) - Goal 3 Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services,

It's crucial to address the need for improvement, especially when assessment results indicate a decline in proficiency levels. Continuing with Goal 2 Actions the district will focus on student achievement for all students. It's important to identify the root causes of the decline and implement targeted actions to address them.

In addition to all of the state indicators, Banta Unified met all of the local indicators including the Basics, Implementation of academic standards, parent engagement, local student climate survey and Access to a Broad Course of Study.

Reflections: Technical Assistance

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

Metrics from the 2023 California Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Based on the 2023 California Dashboards Banta Unified is eligible for Differentiated Assistance for meeting the criteria for DA in the following areas:
Hispanic: Student Achievement ELA/Math, Suspensions
Socio-economically disadvantaged: Student Achievement ELA/Math, Suspensions

Banta Unified worked with the San Joaquin County Office of Education (SJCOE) and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, the following areas of strengths and areas of greatest needs were identified:

Areas of Greatest Need:
* Student Achievement: ELA: Very Low All Students 75.9 points below standard, EL 106.4 points below standard, Hispanic 81.6 points below standard, Socioeconomically Disadvantaged 8.6 points below standard, Math: Very Low all students 100 points below standard, EL 125.4 points below standard, Hispanic 110 points below standard, Socioeconomically Disadvantaged 104.4 points below standard All actions in Goal 2 were designed to improve student achievement: Banta Unified is committed to actions aimed at improving student achievement for all students, with a particular focus on reading and literacy in grades 1-4 (Action 2.1). A large part of this year's instructional focus was implementing UDL (Universal Design for Learning) strategies into Professional Development for teachers. In collaboration with the SJCOE, Banta Unified implemented a professional development plan focusing on Universal Design for Learning (UDL) strategies. UDL strategies are essential for creating inclusive and accessible learning environments that cater to the diverse needs of all students. By integrating UDL principles into professional development sessions, teachers enhanced their instructional practices to better accommodate varying learning styles, abilities, and preferences among their students. Banta Unified plans to partner with SJCOE to implement a professional development plan focusing on Math, collaborating with SJCOE can bring fresh perspectives, resources, and expertise to support teachers in enhancing their math instruction skills improving student achievement in Math. (Action 2.9). New math curriculum, recommended by SJCOE, has been implemented and the district will continue to provide coaching and supports to facilitate effective implementation of the curriculum.

*Suspension Rates: Very Low All Students 7.5% suspended at least once, Hispanic 7.5%, Socioeconomically Disadvantaged 9.1%, Students with Disabilities 9.4%. The district aims to improve suspension rates through various measures, Action 3.1 Positive School Climate Supports, Action 3.3 Counseling Services, Action 3.9 Special Education Suspensions, including regular communication with parents regarding behavioral trends, implementing positive behavioral supports such as reward systems and token boards, monitoring historical data on student behavior, providing staff training on crisis prevention and education techniques and ongoing suspension data analysis.

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.

Banta Elementary - Low performing based on the CA School Dashboard with with performance levels of: all red indicators, all red but one indicator of another color, all red and orange indicators, or five or more indicators where the majority are red.

Support for Identified Schools

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

Banta Unified initiated the CSI process by engaging in a collaborative discussion with the school administration, highlighting the school's eligibility for CSI and outlining the CSI process. Banta Elementary formed a school team comprised of certified staff and administration, emphasizing the importance of their roles in conducting a Comprehensive Needs Assessment, devising an action plan, and overseeing progress. The collaboration with the San Joaquin County Office of Education (SJCOE) was a testament to the shared commitment to identify interventions aimed at enhancing student outcomes. The continuous engagement with Educational Partner groups—comprising teaching staff, classified staff, administration, parents, and students—was not just integral but also valued, with their input shaping the district's CSI/LCAP plan.

The CSI/LCAP plan includes evidence-based interventions and services for at-risk student groups, which will ultimately impact Banta's highest areas of need: English Language Arts, Mathematics, English Learner Progress, Suspensions, and Chronic Absenteeism. The district is already using numerous evidenced-based interventions that were discussed with, and selected, by site leadership and educational partner groups because they were the most appropriate for the demographics and specific needs for Banta Elementary.

Staff from the SJCOE, along with local personnel, offered general support in group sessions, followed by specific technical assistance in small meetings and personalized guidance for the Banta Elementary site as they navigated, analyzed, and applied data within the comprehensive needs assessment framework.
Data was gathered and evaluated, including: student demographic data, teacher assignments, academic achievement data (CAASPP, ELPAC, NWEA/MAP) , EL progress and reclassification data, chronic absenteeism and attendance rates, and suspension data.

During these sessions, Banta Elementary was encouraged to use other local data points, such as surveys that captured school climate and connectedness or parent/community engagement, data points from site-specific intervention programs, and teacher/staff observation data resulting from the implementation of professional development strategies. This information was crucial not only for crafting the comprehensive needs assessment but also for enhancing the site's annual review of existing strategies and activities outlined in the 2024-2025 CSI/LCAP plan. Banta Elementary School was equipped with tools such as a school-wide comprehensive needs assessment tool, a root cause analysis tool (e.g., the 5 Whys model), and additional resources to facilitate the comprehensive needs assessment process. District and County Office administrators provided support to school site staff in identifying specific drivers underlying identified gaps and

resource disparities through data analysis and discussions aligned with the comprehensive needs assessment tool. Banta Elementary School was furnished with a structured timeline of activities featuring specific milestones aimed at fostering success and aiding in site time management. These milestones serve as benchmarks for site administrators to evaluate data, implementation levels, and the efficacy of evidence-based strategies and activities, facilitating decisions regarding their modification or discontinuation. Banta Elementary was offered guidance and technical assistance regarding the formulation of a comprehensive needs assessment, leveraging past data as a springboard to advance and enrich their progress toward improved academic achievement.

Monitoring and Evaluating Effectiveness

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

Banta Unified will monitor and evaluate the implementation and effectiveness of the Banta Unified LCAP/CSI Plan by collecting and analyzing the following data:

*California School Dashboard ELA and Math indicators
*CAASPP results in English Language Arts
*CAASPP results in Math
*Local assessment data for ELA and Math - NWEA MAP Assessment Data
*California School Dashboard English Learner Progress indicators
*English Learner ELPAC
*English Language Progress reclassification (RFEP) rates
*Local monitoring of English Learners
*California School Dashboard Suspension Rate

Regularly analyzing student data is a crucial component of any effort to improve student outcomes, and the district, along with Banta Elementary staff, is prioritizing this through collaborative meetings. Ongoing data discussions occur during monthly meetings involving school administration, directors, educational partners, and representatives from other strategic district departments, utilizing the comprehensive needs assessment tool.   By examining data on student achievement, discipline, attendance and English Learner progress, we are gaining valuable insights into areas of strength and areas needing improvement. Using local assessments as benchmarks three times a year is an effective strategy for monitoring student progress and identifying areas where additional support may be needed. Additionally, reviewing CAASPP data, when available, provides further context and allows the district to compare students' performance against state standards and benchmarks. This can help identify trends and areas for improvement at both the individual and group levels.

By continuing to solicit input from all educational partners, including the San Joaquin County Office of Education CSI team, the district is fostering a collaborative approach to addressing student needs. This ensures that we are leveraging the expertise and resources of various stakeholders to support student success effectively.

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 Bargaining Units Other School Personnel	Staff meetings (December, February) Annual LCAP Staff (Certificated and Classified) electronic surveys - (December) LCAP Advisory Committee (January and May)
Principals Administrators	Monthly (December-May)
Parents Families Community Members	Parent Faculty Association/ELAC meetings (January and May) Annual LCAP Parent/Family electronic surveys (December) LCAP Advisory Committee (May)
Students	Annual LCAP Student (grades 4-8) electronic survey
SELPA SJCOE Differentiated Assistance Team	Meeting with SJCOE SELPA (February) Meeting with SJCOE TA Team (3 times)
Banta Unified Governing Board	2023-2024 LCAP Mid-Year Report to Governing Board (February) 2024-2025 LCAP Public Hearing - 6/20/2024 2024-2025 LCAP Adoption - 6/21/2024

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

The Educational Partner feedback, after reviewing district data, demonstrates that the district should continue with three goals 2024-2025, ensuring that the primary actions and services are maintained:
Goal 1
Action 1.2 Standards aligned instruction and materials - After reviewing feedback from administrators, staff, and consulting with the SJCOE DA team to review curriculum needs the district will implement new handwriting curriculum and purchase supplemental Social Studies curriculum, Studies Weekly.
Action 1.3 Facilities - Ensure facilities are maintained in good repair - After reviewing staff, student and parent feedback regarding facilities, the district will continue to maintain facilities efficiently to provide a conducive environment for learning and working.

Goal 2
Action 2.1 Response to Intervention (RTI) Program - After reviewing feedback from teachers, administrators, parents and the SJCOE DA the district will continue with the RTI program, including an RTI certificated teacher focusing on grades 1-4 reading and literacy. The district will implement the following new intervention programs: SIPPS reading program providing a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and high-frequency words and ST Math and intervention program for conceptual understanding. Metric 4A Local Reading - change to: Percent of 1st-4th grade students approaching or reading at grade level standard on the NWEA MAP Performance Growth Spring assessment.
Action 2.2 Access to Technology - After reviewing feedback from staff, student and parent the district will maintain 1:1 devices and insure all families without internet have access by providing Wifi hotspots to families that qualify. Hapara filter will be continued to insure students are safe online, and using their devices in a responsible way for educational purposes.
Action 2.4 Progress Monitoring - After feedback from administrators, teachers and consultation with the SJCOE Differentiated Assistance Team, Action 2.4 was changed from Intervention Software (moved to Action 2.1) to Progress Monitoring Student Growth. There is a need for the district to establish clear and standardized procedures for monitoring student growth and analyzing data. Metric 4A ELA/Math: Percent of students in grades 3-8 who met of exceeded standards in ELA/Math Year 3 Outcomes will be updated to: All 30%, Socioeconomically Disadvantaged 30%, English Learners 10%, Students with Disabilities 10%. Metric 4A Science: Percent of students who met or exceeded standards on the CAST will be updated to include additional student subgroups English Learners, Socioeconomically Disadvantaged. Target for Year 3 Outcomes updated to 30% all student groups except English Learners 20%. Add new Metric 4A Local ELA/Math: Percent of students approaching or have met grade level standards in ELA and Math on the NWEA MAP Performance Growth Spring assessment.
Action 2.5 English Language Development Program - After reviewing feedback from administrators and teachers the following changes will be made to the EL program: Establish clear and standardized procedures for monitoring English Learners including Long Term English Learners (LTEL), provide training to staff on EL monitoring, conduct additional formative assessments to monitor EL progress, ensure both Integrated ELD Instruction and Designated ELD support is provided by teachers and bilingual aides, offer comprehensive training for staff responsible for administering the ELPAC to ensure consistency and accuracy in assessment procedures. Metric 4F EL reclassification rate - Update Target for Year 3 Outcomes to 12%
Action 2.7 Library Services - After reviewing feedback from staff, students and parents the district will maintain Library Services to all students. By offering library services that extend beyond traditional book lending students feedback suggest they enjoy going to the library as a vibrant hub for learning and exploration. By continuing to offer library services and programing, the district is fostering a love for knowledge and discovery among students.

Action 2.8 Increase Attendance Rates - After reviewing feedback from staff, parents, administrators and consulting with the SJCOE Differentiated Assistance Team and SJCOE SELPA the district will continue to dig into the root cause for chronic absenteeism and use data to track attendance trends. More consistencies with communications with parents and guardians regarding attendance. Notify families of absence and or tardiness in real time and provide students with attendance incentives.   Partnership with San Joaquin County Office of Education's (SJCOE) Truancy Task Force when applicable. Metric 5B Chronic Absenteeism Rate: Along with all students add student subgroup data: English Learners, Socioeconomically Disadvantaged, Students with Disabilities and updated Target for Year 3 Outcomes to All - 20%, English Learners - 20%, Socioeconomically Disadvantaged - 20%, Students with Disabilities - 20% Metric 5A School Attendance Rate change Target for Year 3 Outcome to 95%.

Action 2.9 Professional Development - After reviewing feedback from staff, administrators and consulting with the SJCOE Differentiated Assistance Team the district will continue with UDL (Universal Design for Learning) strategies with continued support from SJCOE. Classroom aides play a crucial role in supporting both teachers and students in the learning environment and will be offered more opportunities for professional development.

Action 2.10 Science Enrichment - After reviewing feedback from staff, parents, students and administrators the district will continue with Action 2.10 but rename from Ag Science Program to Science Enrichment including Science Camp, additional science related assemblies and field trips, and additional science intervention software, Generation Genius.

Action 2.13 - Enrichment Programs - After reviewing feedback from staff, parents, students and administrators the district will maintain the current enrichment program providing valuable opportunities for students to explore their interests, develop new skills, and engage in learning beyond the standard curriculum.

Action 2.15 Special Education Student Achievement - After consultation with staff, administrators and SELPA there is a need to improve student achievement for SWD in both ELA and Math. There is a need for the district to establish clear and standardized procedures for monitoring student growth and analyzing data for SWD.

Action 2.16 - Special Education Attendance - After consultation with staff, administrators and SELPA there is a need to improve Chronic Absenteeism for SWD. New Action 2.16 was created to help improve Chronic Absenteeism for SWD. There is a clear relationship between attendance and achievement and is particularly true for the fragile SWD population.

Goal 3
Action 3.1 Positive School Climate Supports - After reviewing feedback from staff, parents, students and administrators the district will continue with Action 3.1 to improve Suspension rates, address bullying and improve the school climate. These improvements not only enhance the well-being of students but also contributes to a positive learning environment that fosters academic success and personal growth. Target for Year Outcomes for Metric 6A Suspension Rate will be changed to 3% for all students and subgroups.

Action 3.2 School Safety and Security - After reviewing feedback from staff, parents, students and administrators the district will continue with Action 3.2 to ensure all staff, all students and all parents/community members feel safe on campus. Creating an environment where everyone feels safe is essential for promoting academic achievement, social-emotional development, and community engagement. Add grade 3 students to annual student surveys, remove percent of students who like coming to school from surveys and remove data for CA Healthy Kids survey which included grade 7 only. Combine 23-24 Action 3.2 and 3.8 to read Action 3.2 Clean, Safe and Secure Learning Environment.

Action 3.5 Physical Education Program - After reviewing feedback from staff, parents, students and administrators the district will continue with the Physical Education Program but due to the PFT test reporting participation only for grades 5 and 7 Metric 8A will be changed to 1.

Percent of all students enrolled in a designated PE course and 2. Percent of students 6-8 grade students passing PE course Trimester 3, broken down by student subgroups

Action 3.6 Parent/Family Involvement, Action 3.7 Translators- After reviewing feedback from staff and parents the district will maintain strong partnerships with all families through meaningful engagement and decision-making opportunities The district will continue to explore additional opportunities for parent and family involvement, building a sense of community and shared responsibility for students' success. The district will provide a stipend to district employee to provide translation services for all translation services for Spanish speaking families including meetings and correspondences. By providing comprehensive and accessible translation services, the district can help Spanish-speaking families feel more welcome and empowered to participate in their children's education, ultimately leading to improved outcomes for students.

Action 3.9 Decrease Suspension Rate of Students with Disabilities (SWD)- After consultation with staff, administrators and SELPA there continues a need to improve the Suspension Rate for SWD. The following will be implemented: regular communication with parents regarding behavioral trends both positive and negative, teams proactively improve relationships with students and build a sense of community in classrooms through positive behavioral supports, teams continued monitoring historical data regarding students with behavioral needs (e.g. total suspension counts, demographic breakdowns, types of incidences, patterns by grade/teachers, recidivism rates, etc.), monitoring of Individual Education Plans (IEP) to determine behavioral goals, accommodations and needs in IEPs are being implemented with fidelity, training of staff regarding crisis prevention and education techniques. By lowering the suspension rate of SWD we are able to increase academic outcomes, attendance and future behavior needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and enhance quality instructional programs and provide facilities that are in good repair to improve student performance, and enable them to meet their personal, academic and career goals. By maintaining, developing, and enhancing quality instructional programs and facilities that are in good repair is essential for improving student performance and enabling them to meet their personal, academic, and career goals. The district will conduct regular needs assessments to identify areas for improvement in instructional programs and facilities, regularly review and revise instructional programs and curriculum to ensure alignment with state standards, research-based practices, and the needs of students, develop strategies to attract and retain qualified teachers, including offering competitive salaries, benefits, and professional development opportunities and allocate resources for routine maintenance, repairs, and upgrades to address infrastructure needs, safety concerns, and accessibility requirements.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from educational partners has not identified concerns or needs within Priority 1 Basic. In order to maintain a quality instructional program it is essential to maintain highly qualified, knowledgeable teachers to best meet its student needs, ensure all students have access to current standards-aligned instructional materials, and facilities are maintained and in good repair. The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 will be maintained over the coming three years. These actions and services will be evaluated on a regular basis to ensure progress is being made to the desired goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Percent of teachers appropriately assigned and fully credentialed in	93.33% 2023-24			100%	

	the subject area(s) and for the pupils they are teaching. Data Source: Local HR Certificated Personnel Report					
1B	Percent of students with access to standards-aligned instructional materials. Data Source: Williams Report	100% 2023-24			100%	
1C	Percentage of school facilities maintained in good repair or exemplary Data Source: Facilities Inspection Tool (FIT)	1 out of 1 school site - 100% 2023-24			100% 1 out of 1 school site	

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	Base Educational Program	Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Maintain staffing to provide services to all students.	$3,470,909.00	No
1.2	Standards aligned instruction and materials	Every pupil has sufficient access to standards aligned instruction and materials. All teachers will be supported to fully implement state adopted instruction materials, including new hand writing curriculum.	$48,153.00	No
1.3	Facilities	Implement annual inspection of facilities to ensure facilities are maintained and ensure standards of safety and access. Identified issues or needs will be completed in a timely manner.	$94,183.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote the achievement of all students, particularly for low-income and English learner students by working collaboratively with students, parents, teachers and the community to enable students to meet their personal, academic and career goals.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (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.

Input received from Educational Partners through the LCAP development process indicates a desire to improve student achievement for all students. The district plans to improve student achievement through actions and metrics in Goal 2 that support and improve student learning. We will measure progress toward this goal by monitoring and analyzing specific data, including benchmark assessments, English Learner progress, attendance and chronic absenteeism.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learner, SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; FY: Foster Youth; HI: Hispanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2A 2B	Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable	ELA - 5 ELD - 5 Math - 5 Next Generation Science Standards -5			ELA - 5 ELD - 5 Math - 5	

	ELs to access the CC academic content standards and ELD Standards 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Data Source: Local Indicators Tool	History-Social Science - 5 2023-24			Next Generation Science Standards -5 History-Social Science - 5	
4A ELA/Math	Percent of all students in grades 3 – 8 who met or exceed standards on CAASPP for ELA & Math Data Source: CAASPP	ELA: ALL - 19.72% SED - 18.96% EL - 3.44% LTEL - 6.67% SWD - 0% HI - 20% FY - n/a Math: ALL - 11.97% SED - 12.06% EL - 5.17% LTEL - 6.67% SWD - 0% HI - 9.52% FY - n/a 2023			ELA: ALL - 30% SED - 30% EL - 10% LTEL - 10% SWD - 10% HI - 30% FY - 30% Math: ALL - 30% SED - 30% EL -10 % LTEL - 10% SWD - 10% HI - 20% FY -30%	
4A Science	Percent of students in grades 5 & 8 who met or exceed standards on the	5th Grade: ALL - 20% SED - 11.76%			5th Grade: ALL - 30% SED - 30%	

	CAST (California Science Test). Data Source: CAST (California Science Test)	SWD - n/a EL - n/a FY - n/a 8th Grade: ALL - 23.08% SED - 22.73% SWD - n/a EL - 0% FY -n/a 2023 n/a data suppressed			SWD - 10% EL - 20% FY - 30% 8th Grade: ALL - 30% SED - 30% SWD - 10% EL - 20% FY - 30%	
4E EL	Percent of English Learners making progress towards English Proficiency based on individual ELPAC results. Data Source: California School Dashboard ELPI	5.1% 2023			30%	
4E LTEL	Number of Long Term English Learners (LTEL) 6+ Years Data Source: CDE Data Quest: English Learners-"At-Risk" LTEL	LTEL 6+ Years = 16 students 2023			LTEL 6+ Years = 10 students	
4F	EL Reclassification Rate - Percent of English Learner pupils who meet requirements to be reclassified as Fluent English Proficient.	0% 2022-23			12%	

	Data Source: Local Data RFEP documentation, CALPADS				
5A	School Attendance Rate - the percentage of pupils attending school on average annually. Data Source: Local SIS, P2 ADA Reporting	92.97% 2023-24			95%	
5B	Chronic Absenteeism Rate - the percentage of pupils who are absent from school 10% or more for the total number of days that they are enrolled in school. Data Source: California School Dashboard	ALL - 32.8% EL - 28% SED - 29.8% SWD - 45% FY - n/a 2023			ALL - 20% EL - 20% SED - 20% SWD - 20% FY - 20%	
5C	Middle School Dropout Rate - the percentage of pupils in grades 7 or 8 who stop coming to school and who do not enroll in another school. Data Source: CALPADS	0% 2022-23			0%	
7A,7B,7C	A. Percent of Students enrolled in a Broad Course of Study, as defined by California Education Code 51210	Grades 1-6 ALL - 100% EL- 100% SED- 100% SWD - 100%			Grades 1-6 ALL - 100% EL- 100% SED- 100% SWD - 100%	

	and 51220(a)-(i), English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, and Visual/Performing Arts B. Percent of students enrolled in programs and services specific to their identified need. C. Percent of students enrolled in programs and services specific to their identified need. Data Source: Local Indicators Tool, Local SIS	FY - n/a Grades 7-8 ALL - 100% EL- 100% SED- 100% SWD - 100% FY - n/a 2023-24			FY - 100% Grades 7-8 ALL - 100% EL- 100% SED- 100% SWD - 100% FY - 100%	
8A Local Reading	Percent of 1st-4th grade students approaching or reading at grade level standard on the NWEA MAP Performance Growth Spring assessment. Data Source: District CCSS benchmark assessments NWEA MAP	Grade 1 ALL- 8% SED - 0% EL - 0% SWD - 0% FY - n/a Grade 2 ALL- 6% SED - 0% EL - 9% SWD - 0% FY - n/a Grade 3 ALL-44% SED - 31%			Grade 1 ALL- 20% SED - 20% EL - 10% SWD - 10% FY - 20% Grade 2 ALL- 20% SED - 20% EL - 10% SWD - 10% FY - 20% Grade 3 ALL- 35% SED - 35%	

		EL - 16% SWD - 0% FY - n/a Grade 4 ALL - 22% SED- 34% EL - 22% SWD - 0% FY - n/a 2024 Spring Assessments			EL - 20% SWD- 20% FY - 35% Grade 4 ALL- 35% SED - 35% EL - 20% SWD- 20% FY - 35%	
8B Local ELA/Math	Percent of students (grades K-8) approaching or have met grade level standards in ELA and Math on the NWEA MAP Performance Growth Spring assessment. Data Source: District CCSS benchmark assessments NWEA MAP	ELA: ALL- 27% SED - 27% EL - 10% SWD- 5% FY - n/a Math: ALL- 32% SED - 29% EL - 18% SWD - 8% FY - n/a 2024 Spring Assessments			ELA: ALL- 30% SED - 30% EL - 20% SWD- 5% FY - 30% Math: ALL- 35% SED - 35% EL - 20% SWD - 17% FY - 35%	
8C Technology	Percent of students with access to electronic devices, internet and technical support needed for digital literacy and academic success.	100% 2023-24			100%	

	Data Source: Technology Surveys, Tech Support Position FTE					

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	Response to Intervention (RTI) Program	Supplemental academic intervention in small groups to further support the foundational skills in reading, including instructional programs/materials, instructional software programs (reading and math) and tutoring. Full-time RTI Teacher with a primary focus on grades 1-4 reading and literacy.	$140,359.00	Yes

2.2	Access to Technology	Provide technology devices, including network infrastructure, to all students to access standards-aligned instructional materials in a digital format, including technical assistance and support to students and families needing assistance with digital literacy in order to support student learning. Hapara Monitoring Filter: Computer software to monitor students when online, alerts of unsafe online behavior, ensuring students are using their devices in a responsible way for educational purposes.	$87,462.00	Yes
2.3	Progress Monitoring Student Growth	Utilize data from standards-aligned assessments to support progress monitoring of all students. Formative and summative assessment data will be used three times a year by classroom teachers, site teams, and administrators, to identify student needs, to provide targeted supports and deeper learning of state standards for students.	$18,521.00	Yes
2.4	English Language Development Program	All English Learners receive integrated and designated ELD aligned to CC academic content standards and ELD standards through their classes. Some students who have limited English proficiency and/or are new to US schools need additional academic services, programs, and supports to help them make progress toward learning English which includes: Imagine Learning Language and Literacy Program and supplemental ELD curriculum/materials. Professional development focusing on the needs of English Learners, LTELs (Long Term English Learners, and ELPAC testing supports. Support the monitoring of English Learners annually, including LTELs, to determine proficiency and assess readiness to be reclassified as Fluent English Proficient.	$48,922.00	Yes
2.5	Instructional Aides	Part time instructional aide positions for increased support to students needing assistance in achieving academic success.	$233,114.00	No
2.6	Library Services	Full library access to all student groups to support students research and learning focusing on student achievement. The school library is open during school hours and is supported with staff, books, periodicals, technology and additional library programing.	$42,104.00	Yes

2.7	Student Attendance	Attendance Clerk to keep track of daily attendance, monitor frequent absences, notify parents of students with progressively poor attendance, works with site administration on chronic absenteeism, including truancy intervention and outreach. School attendance has a direct impact on academic achievement so increasing attendance and reducing chronic absenteeism is a priority.	$36,623.00	Yes
2.8	Professional Development	Professional Development focusing on California standards instructional strategies, assessment items, and technology integration.	$25,769.00	Yes
2.9	Science Enrichment	Support implementation of Next Generation Science Standards (NGSS), instruction and learning, within all classrooms through an increase of science materials, science software, science-based field trips and assemblies.	$12,440.00	Yes
2.10	Transportation	Transportation service to students to access educational services. Many of our unduplicated students would not have transportation to school, due to rural school boundaries (distance to school) and poverty.	$95,521.00	Yes
2.11	Summer School & Expanded Learning Program	Additional instruction during the summer and regular school year to mitigate the learning loss of all student groups, including ESY for students with disabilities.	$124,271.00	No
2.12	Enrichment Programs	Enrichment opportunities for students including the Artist in Residence program, Performing Arts program, after school Music program, field trips, and assemblies. By providing students with enrichment programs it gives them additional opportunities to feel successful and confident in school.	$21,140.00	Yes
2.13	Additional teacher to maintain class size ratio	Additional teacher to maintain class size ratio to improve student performance and enhance learning.	$112,028.00	Yes

2.14	Special Education Student Achievement	Specific training by staff and consultant on writing and implementing effective accommodations and supports during CAASPP testing. Review of each student's accommodations and support prior to the testing window. Formative and summative data will be reviewed by classroom teachers, IEP teams and administrators three times a year to identify student needs, to provide target supports and a deeper learning of state standards for students.	$0.00	No
2.15	Special Education Attendance	Teachers, IEP Teams, and administrators will monitor SWD attendance daily to increase attendance and reduce chronic absenteeism for SWD. There is a clear relationship between attendance and achievement, students who do not attend school are far less likely to make gains in academics and social skills. This is particularly true for the fragile SWD population.	$210.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn and a community where parents and families are actively engaged in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Input received from Educational Partners through the LCAP development process indicates a desire to increase the percentage of students and staff who feel the school is clean, healthy, safe and offers a supportive learning environment where all students feel connected to their school, especially for students experiencing homelessness and/or low-income as research shows that these students are more likely to have increased behavioral referrals. Educational Partner input also indicates the importance of parents and families being actively engaged in their child's education and actions have been included to promote parent involvement and provide translators. We will measure progress toward the goal by monitoring and analyzing specific data, including suspension rates, staff/student/parent surveys, and parent participation.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; EL: English Learner; LTEL: Long Term English Learner, SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HI: Hispanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A 3B 3C	Promote/Increase Parent Involvement/Family Engagement, including how the District promotes parental participation in programs for unduplicated pupils and students with exceptional needs. Self-reflection rating on Parent and Family Engagement: Building Relationships, Question #4 Seeking Input for Decision-Making #11 Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Data Source: Local Indicators, Priority 3 Reflection Tool	Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5- Full Implementation			Building Relationships, Question #4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5- Full Implementation and Sustainability Seeking Input for Decision-Making #11 Rate the LEA's progress in providing all families with opportunities to provide input on	

		2024			policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5- Full Implementation	
3A EL Translation	1. EL Enrollment 2. Percent of Spanish-speaking families that require translation services. 3. Percent of Spanish-speaking families that feel supported and included in the education system by being provided translation services. Data Source: Local SIS data, Parent Surveys	1. EL - 41.8% 2. Spanish Speaking Families-54.8% 3. 80% 2023-24			1. EL - 42% 2. Spanish Speaking Families-55% 3. 100%	
4A ELA/Math	Percent of all students in grades 3 – 8 who met or exceed standards on CAASPP for ELA & Math Data Source: CAASPP	ELA: ALL - 19.72% SED - 18.96% EL - 3.44% LTEL - 6.67% SWD - 0% HI - 20% FY - n/a Math: ALL - 11.97%			ELA: ALL - 30% SED - 30% EL - 10% LTEL - 10% SWD - 10% HI - 30% FY - 30% Math: ALL - 30%	

		SED - 12.06% EL - 5.17% LTEL - 6.67% SWD - 0% HI - 9.52% FY - n/a 2023			SED - 30% EL -10 % LTEL - 10% SWD - 10% HI - 20% FY -30%	
5A	School Attendance Rate - the percentage of pupils attending school on average annually. Data Source: Local SIS, P2 ADA Reporting	92.97% 2023-24			95%	
5B	Chronic Absenteeism Rate - the percentage of pupils who are absent from school 10% or more for the total number of days that they are enrolled in school. Data Source: California School Dashboard	ALL - 32.8% EL - 28% SED - 29.8% SWD - 45% FY - n/a 2023			ALL - 20% EL - 20% SED - 20% SWD - 20% FY - 20%	
6A	Pupil Suspension Rate - the percentage of pupils who are suspended at least once. Data Source: CA Dashboard Suspension Indicator DNA=Data Not Available	ALL - 7.5% SED - 9.1% EL - 7.5% LTEL -DNA SWD - 9.4% HI - 7.5% FY - n/a 2022-23			ALL - 3% SED - 3% EL - 3% LTEL - 3% SWD - 3% HI - 3% FY - 3%	

6B	Pupil Expulsion Rate - the percentage of pupils expelled from the district. Data Source: CALPADS	ALL - 0% SED - 0% EL - 0% LTEL - 0% SWD - 0% FY - n/a 2022-23			ALL - 0% SED - 0% EL - 0% LTEL - 0% SWD - 0% FY - 0%	
6C Bullying	Percent of students, parents, and staff who feel bullying is an issue on campus Data Source: Local Surveys	All 4-8 Students: 38.3% Parents: 28.6% Staff: 37.5% 2023-24 2024-25 will include 3rd grade students			All 3-8 Students: 10% Parents: 10% Staff: 10%	
6C School Connec tedness	Safety and School Connectedness Percent of student, parents and staff who: Feel safe on campus Feel the campus is clean Percent of Students who: Feel connected to the school Percent of students who like coming to school Data Source: Local Survey	Feel safe on campus: All 4-8 Students: 79.8% Parents: 92% Staff: 95.9% Feel the campus is clean: All 4-8 Students: 73.4% Parents: 100% Staff: 87.5% Feel connected to the school: All 4-8 Students: 74.2% 2023-24 2024-25 will include 3rd grade students			Feel safe on campus: 3-8 Students: 90% Parents: 100% Staff: 100% Feel the campus is clean: 3-8 Students: 90% Parents: 100% Staff: 100% Feel connected to the school: 3-8 Students: 85%	

| 8A | Percent of students 6-8 grade students passing PE course Trimester 3.

Data Source: Local Class enrollments, T3 Grade 6-8 Report Cards | ALL - 90.8%
EL - 96.16%
SED - 90.8%
SWD - 71.43%
FY - n/a

2023-24 | | | ALL - 95%
EL - 95%
SED - 95%
SWD - 95%
FY -95% | |

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	Positive School Climate Supports	Positive Behavior Intervention and Supports (PBIS) and Restorative Justice Practices for student discipline. Staff will implement restorative justice circles. Multi Tiered Student Supports (MTSS) for supporting	$3,500.00	Yes

		students. Character Counts program, including student incentive program to encourage positive choices at school.		
3.2	Clean, Safe and Secure Learning Environment	School safety/security/cleaning measures in place, ensuring a clean, safe learning environment, crucial for fostering student well-being and academic success. The Visitor Management System helps monitor who enters the school premises, enhancing overall security and preventing unauthorized individuals from accessing sensitive areas. iSafe Internet safety lessons are invaluable in educating students about online risks and empowering them to navigate the digital world safely. Providing staff with two-way radios facilitates quick communication and coordination during emergencies or security incidents, enabling swift response and ensuring the safety of everyone on campus. Adding additional custodial staff to maintain a clean and welcoming campus environment. A clean school not only enhances the overall atmosphere but also contributes to the well-being and health of students and staff.	$35,359.00	Yes
3.3	Counseling Services	Counseling services delivered as needed to students at risk, related to school connectedness, as educational research data shows that students experiencing homeless and/or low-income are more likely to have poor attendance, increased behavior referrals, and low academic achievement.	$49,841.00	No
3.4	Nursing Services	Nursing services, including a part time RN, health clerk and nurse supplies, for chronic illnesses, and dental and health services.	$79,197.00	Yes
3.5	Health Education/Expanded Physical Education Program	Health education and expanded physical education to students, including a designated PE teacher, PE aide PE materials/supplies and health curriculum, exposing unduplicated students to life skills that they might not receive elsewhere due to poverty and second language barriers.	$156,697.00	Yes
3.6	Parent/Family Involvement	Improve opportunities for parents to be involved in their child's education. Provide resources for Parent Involvement and expand approaches to	$7,578.00	Yes

		communication with parents, including district/school website, messaging service, school newsletters, parent portal, outdoor event signs.		
3.7	Translators	Translators for school to family communications to encourage EL parents to participate in their student's education.	$2,132.00	Yes
3.8	Special Education Suspensions	Specific training by staff and consultants on writing effective Behavior Intervention Plans. Consultation between SPED staff and general education teachers on implementation of the intervention plan.	$414.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$642,550	$69733

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
27.714%	1.821%	$$49,815.19	29.535%

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
2.1	**Action:** Response to Intervention (RTI) Program **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and local assessment (NWEA MAP) reading level data we found that Grade 1 ALL 8%, SED 0%:,EL	The district will implement a supplemental academic intervention program, including an intervention teacher that specializes in reading, tutoring, intervention materials, and additional educational software, including ST Math (PK-8 math program for conceptual understanding), to assist with grade-level standards mastery. Through ongoing intervention and support we will make strides to meet the academic needs and	4A ELA/Math, 8A Local Reading, 8B Local ELA/Math The district will monitor progress on the CAASPP ELA and Math assessments and local district benchmark assessments (NWEA MAP). We will also seek

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
	0%, FY n/a Grade 2 ALL 6%, SED 0%:,EL 9%, FY n/a Grade 3 ALL 44%, SED 31%:,EL 16%, FY n/a Grade 4 ALL 22%, SED 31%:,EL 22%, FY n/a students are approaching or reading at grade level showing a need for supplemental academic intervention and assistance in bringing up reading levels. Educational Partner feedback revealed a need for an intervention program, especially targeting students in grades 1-4 with low reading levels. According to 2023 CAASPP Math data performance of All Students 11.97%, EL 5.17%, SED 12.06%, FY n/a met or exceeded standards in Math. Educational Partner feedback indicates a need for supplemental Math invention. **Scope:** LEA-wide	improve student achievement for unduplicated students. Based on ALL student performance levels on 2023 CAASPP ELA and Math for students that met or exceeded grade level standards, this action item is provided on a LEA-wide bases because all students will benefit to increase overall academic performance levels.	feedback from our Educational Partners.
2.2	**Action:** Access to Technology **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and of All Students 11.97%, EL 5.17%, SED 12.06% FY n/a, met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA: ALL Students 27%, SED 27%:,EL 10%, FY n/a, and Math: All Students 11.97%, EL 5.17%, SED 12.06%, FY n/a are approaching or have met grade level standards.	The district's investment in devices (1:1) will greatly increase student access to technology, including technical assistance, and provide families without internet in their homes with WiFi hotspots. Integration of technology continues to be an essential need for our unduplicated students to close equity gaps. By equipping students with devices and internet access, they can easily access digital instructional materials, including textbooks, educational websites, and online resources. This ensures that our unduplicated students have equal access to learning materials	4A ELA/Math, 8B Local ELA/Math: The district will monitor progress on the CAASPP ELA and and percent of students with access to technology and internet access through device check out rosters and student surveys. We will also seek feedback from our Educational Partners.

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
	Educational Partner input and surveys show that due to economic impacts, some families can not afford devices, internet access, and do not have access to the needed technical assistance with digital literacy thus creating a barrier to student learning. 15% of students do not have access to technology or internet in their homes. **Scope:** LEA-wide	regardless of their socioeconomic background to improve academic achievement. This action item is being provided on an LEA-wide basis and we expect that all students will benefit from having access to technology (1:1) devices.	
2.3	**Action:** Progress Monitoring Student Growth **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and of All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA data we found that ALL Students 27%, SED 27%:,EL 10%, FY n/a, and Math ALL Students 32%, SED 29%:,EL 18% FY n/a are approaching or have met grade level standards. Educational partner feedback indicated we need to monitor student growth regularly through formative and summative assessment data to provide targeted supports and deeper learning of state standards for students to improve academic achievement.	Focusing on student data and providing training and support to schools, promotes consistent practices and common language across the district to create a data driven culture. Through ongoing data review and discussion, we are able to make targeted decisions regarding interventions and support to meet the academic needs of our unduplicated students, which will improve academic achievement. This action item is being provided on an LEA-wide basis and we expect that all students will benefit. 2023 CAASPP 19.72% ELA and 11.97% in Math of all students met or exceeded standards in.	4A ELA/Math, 8B Local ELA/Math The district will monitor progress on the CAASPP ELA and Math assessments and local district benchmark assessments (NWEA MAP). We will also seek feedback from our Educational Partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Library Services **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, SWD 0%, FY n/a met or exceeded standards in ELA and All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA data we found that ALL Students 27%, SED 27%:,EL 10%, FY n/a, and Math ALL Students 32%, SED 29%:,EL 18%, FY n/a are approaching or have met grade level standards. 2023-24 Local assessment (NWEA MAP) reading level data we found that Grade 1 ALL 8%, SED 0%:,EL 0%, FY n/a, Grade 2 ALL 6%, SED 0%:,EL 9%, FY n/a Grade 3 ALL 44%, SED 31%:,EL 16%, FY n/a Grade 4 ALL 22%, SED 31%:,EL 22%, FY - n/a students are approaching or reading at grade level. Educational partner feedback indicates a need for students to have access to library services and programs by providing a collaborative learning environment. On student surveys many students stated one of the things they like most about their school is the library and library programs.	By offering library services that extend beyond traditional book lending, the district will create a dynamic learning environment that supports academic achievement, fosters collaboration, and nurtures students' social-emotional development. The library is supported with staff, access to books at the students' reading levels, periodicals, and technology. Library services will support the academic needs and improve student achievement for unduplicated students who may not have access to library services outside of school. This action item is being provided on an LEA-wide basis and we expect that all students will benefit from having access to library services and programs to develop a love of reading that opens doors to adventures, learning new things and a whole host of key language skills such as speech development and vocabulary.	4A ELA/Math, 8A Local Reading, 8B Local ELA/Math The district will monitor progress on the CAASPP ELA and Math assessments and local district benchmark assessments (NWEA MAP) for effectiveness of library services. We will consider feedback from our Educational partners, including student surveys, regarding library services and 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
	Scope: LEA-wide		
2.7	**Action:** Student Attendance **Need:** 2023 CA School Dashboard Chronic Absenteeism rate ALL students 32.8%, EL 28%, SED 29.8%, FY n/a Attendance Data and Educational Partner feedback indicates there is a need to improve attendance chronic absenteeism rates. **Scope:** LEA-wide	Unduplicated students are more likely to experience the following barriers to attendance: Illness, grief and loss, food insecurity, loneliness, housing instability, lack of parental supervision, and lack of transportation to and from school. In review of the data, we have noticed that the EL and SED student group chronic absenteeism rates are declining at a higher rate compared to all students. Although there is improvement for EL and SED student groups, Chronic Absenteeism rates remain high. With additional attendance monitoring and procedures including student attendance incentives, we anticipate continued decline in chronic absenteeism rates. This action item is being provided on an LEA-wide basis due to our high chronic absenteeism rate for all students, 32.8%, and we expect that that the high chronic absenteeism rate will decrease.	5B The district will monitor attendance through weekly SIS attendance data, school P2 ADA reporting, CA Dashboard Chronic Absenteeism rate. We will consider Educational Partner feedback on improving attendance.
2.8	**Action:** Professional Development **Need:** According to 2023 CAASPP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA data we found that ALL Students 27%, SED	Ensuring teachers receive well-designed, relevant professional development and coaching is essential for enhancing the quality of classroom instruction, leading to increased student achievement. The targeted PD aims to address the needs of our unduplicated students and align with the district's goals for instructional improvement to improve student achievement.	4A ELA/Math, 8B Local ELA Math The district will monitor PD effectiveness through CAASPP and local benchmark assessment data. We will also seek feedback from our Educational Partners.

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
	27%:,EL 10%, FY n/a, and Math ALL Students 32%, SED 29%:,EL 18%, FY n/a are approaching or have met grade level standards. Student achievement data and Educational Partner feed back suggest a need to provide teachers and staff with Professional Development to enhance classroom instruction and ultimately improve student achievement. **Scope:** LEA-wide	This action item is being provided on an LEA-wide basis and we expect that all students will benefit.	
2.9	**Action:** Science Enrichment **Need:** According to 2023 CAASPP CAST (Science assessment) data performance of 5th Grade All Students 20%, EL 0%, SED 11.76%, FY n/a met or exceeded standards. 8th Grade All Students 23.8%, EL 0%, SED 22.73%, FY n/a met or exceeded standards. Student achievement data in Science and Education Partner feedback indicates a need for supplemental Science resources. **Scope:** LEA-wide	By exposing our unduplicated students to Science enrichment we hope to strengthen their academics and give them additional opportunities to better their understanding of science grade level standards. Many of our unduplicated students do not have access to science resources outside of regular classrooms. With additional supports implementing the NGSS Science standards in all classrooms, including an increase in science materials, supplemental science curriculum software (Mystery Science and Generation Genius), and science based field trips and assemblies including Science Camp we will increase our students knowledge of NGSS standards and improve student achievement. This action item is being provided on an LEA-wide basis and we expect that all students will benefit and improve the percent of all students in 5th	4A Science The district will monitor progress on the CAASPP CAST 5th and 8th grade assessment. We will consider Educational Partner feedback regarding the Science program.

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
		grade 20% & 8th grade 23.08% who met or exceed standards on the 2023 CAST for Science.	
2.10	**Action:** Transportation **Need:** 2023 CA Dashboard Chronic Absenteeism rate ALL Students 30.1%, SED 28.3%, EL 26.9%, FY n/a. 2023-24 P2 School Attendance Rate 92.97% Student attendance data and Education Partner feedback indicates a need to provide transportation to students to access educational services. **Scope:** LEA-wide	Many of our unduplicated students would not have transportation to and from school, due to rural school boundaries (distance to school) and poverty. In review of the data, we have noticed that the EL and SED student group chronic absenteeism rates are declining at a higher rate compared to all students. Although there is improvement for EL and SED student groups, Chronic Absenteeism rates remain high. With additional attendance monitoring and procedures including student attendance incentives, we anticipate continued decline in chronic absenteeism rates. By providing transportation our unduplicated students are more likely to attend school on a daily basis, improving attendance rates and decreasing chronic absenteeism. These action items are being provided on an LEA-wide basis and we expect that all students will benefit to increase attendance, decrease chronic absenteeism and tardies.	5B The district will monitor transportation through weekly SIS attendance data to see if reason for absences is due to transportation issues. We will consider Educational Partner feedback on transportation for students to and from school.
2.12	**Action:** Enrichment Programs **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and All Students	Many of our unduplicated students struggle academically. By providing Enrichment opportunities including Artist in Residence program, Performing Arts program, after school Music program, field trips, assemblies, and other student incentives our unduplicated students are more likely to enjoy coming to school, improving student achievement and attendance.	4A ELA/Math, 8B Local ELA/Math, 5A,5B The district will monitor progress on the CAASPP ELA and Math assessments and local district benchmark assessments (NWEA

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
	11.97%, EL 5.17%, SED 12.06% FY n/a, LTEL 6.67%, HI 9.52% met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA data we found that ALL Students 27%, SED 27%:,EL 10%, FY n/a, and Math ALL Students 32%, SED 29%:,EL 18%, FY n/a are approaching or have met grade level standards. Local 2023 23-24 P2 Attendance Rate 92.97%, 2023 Chronic Absenteeism Rate 32.8% Student attendance data, achievement data and Education Partner feedback indicates a need to provide students with enrichment opportunities to strengthen their academics, additional opportunities to feel successful and confident in school, and encourage them to attend school daily. **Scope:** LEA-wide	This action item is being provided on an LEA-wide basis and we expect that all students will benefit from these opportunities and enjoy coming to school.	MAP), and student attendance. We will also seek feedback from our Educational Partners.
2.13	**Action:** Additional teacher to maintain class size ratio **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and of All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. 2023-24 Local assessment (NWEA MAP) ELA data we found that ALL Students 27%, SED	By providing an additional teacher the district will be able to maintain smaller class sizes. Research shows that in grades K-3, smaller class sizes of no more than 18 students per teacher show the greatest academic achievement levels, and unduplicated students showed the greatest gains. This action is being provided on an LEA-wide basis and we expect that all students will benefit from smaller class sizes.	4A ELA/Math, 8B Local ELA/Math The district will monitor progress on the CAASPP ELA and Math assessments and local district benchmark assessments (NWEA MAP). We will also seek feedback from our Educational Partners.

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
	27%:,EL 10%, FY n/a, and Math ALL Students 32%, SED 29%:,EL 18%, FY n/a are approaching or have met grade level standards. Student achievement data and Educational Partner feedback indicates a need for smaller class sizes to make room for individual attention and instruction, strong relationships, and more opportunities for hands on learning. **Scope:** LEA-wide		
3.1	**Action:** Positive School Climate Supports **Need:** According to the 2023 CA School Dashboard the Pupil Suspension Rate was ALL students 7.5%, SED 9.1%, EL 7.5% FY n/a. Educational Partner surveys indicate a need to improve bullying on campus: 38% students, 28.6% parents and 37.5% staff feel bullying is an issue on campus. **Scope:** LEA-wide	By reducing suspension rates we ensure students are not removed for behaviors, improve students' sense of connectedness, and improve the climate and culture of the school. By implementing the Character Counts program students will learn, trustworthiness, respect, responsibility, fairness, caring, and citizenship. By focusing on implementing the PBIS program with fidelity to address specific catalysts that lead to suspension we will decrease suspension rates for our unduplicated students. This will increase engagement in school, and attendance. This action item is being provided on an LEA-wide basis and we expect that the suspension rates will go down for all students and bullying will not be an issue on campus.	6A,6C Bullying The district will monitor suspension rates on the CA School Dashboard. We will consider feedback from Education Partner surveys regarding discipline, including bullying.
3.2	**Action:** Clean, Safe and Secure Learning Environment	Safety and security measures, including a visitor management software, internet safety lessons, and additional custodial staff to ensure a clean	5A, 5B, 6C The district will monitor Chronic absenteeism

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: According to the 2023 CA School Dashboard Chronic Absenteeism rate ALL students 32.8%, EL 28%, SED 29.8%, FY n/a. Feedback from Educational Partner surveys indicate 79.8% 4-8 grade students, 92% parents, and 95.9% staff feel safe on campus and 73.4% 4-8 grade students, 100% parents, and 87.5% staff fell the campus is clean. Data shows a need to increase the percentage of students and staff who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging. **Scope:** LEA-wide	campus are in place to ensure all students feel safe in their learning environment and are more likely to attend school, improving attendance rates. Our unduplicated students who may face additional challenges will benefit from these increased safety and security measures, ultimately increasing student attendance. This action item is being provided on an LEA-wide basis and we expect that all students will benefit from having a clean, safe and secure learning environment.	rates, attendance rates and consider feedback from Education Partner surveys regarding a clean, safe and secure campus.
3.4	**Action:** Nursing Services **Need:** According to the 2023 CA School Dashboard Chronic Absenteeism rate ALL students 32.8%, EL 28%, SED 29.8%, FY n/a. Educational Partner feedback suggests a need for health services to ensure students are not absent from school due to health reasons. **Scope:** LEA-wide	For many of our unduplicated students, health considerations stand in the way of their ability to attain an equitable education, whether that be due to lack of sleep, food insecurity, underlying health conditions, disabilities, or lack of access to care, making the school nurse a critical resource toward all students achieving. The district will continue to provide a nurse at the school, at least one day a week, in order to ensure our unduplicated students have access to these critical health services which they would otherwise struggle to access outside of the district. Health Assistants are also tasked with following up on student attendance concerns that may help prevent chronic absenteeism related to health reasons.	5A,5B The district will monitor Chronic absenteeism rates, attendance rates (reason for student absences). We will also seek feedback from our Educational Partners regarding health services.

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
		This action item is being provided on an LEA-wide basis and we expect that all students will benefit from having a health professional on site.	
3.5	**Action:** Health Education/Expanded Physical Education Program **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. 2023-24 T3 Report Cards indicate All students 90.8%, EL 96.16%, SED 90.8%, FY n/a passed the PE course. Educational Partner feedback suggests a need to provide health/physical education to students, exposing our unduplicated students to life skills that they might not receive elsewhere due to poverty and second language barriers. Also by having a PE teacher responsible for physical education classes, other teachers can have valuable prep time. This allows them to plan engaging and effective lessons, assess student progress, and provide individualized support, ultimately enhancing academic achievement. **Scope:** LEA-wide	For many of our unduplicated students, health considerations stand in the way of their ability to attain an equitable education. The district will provide 45 minutes of physical education each day, led by a certified PE teacher and PE Aide. By integrating health services, promoting physical education, and adopting a comprehensive approach to student wellness, the district will be able to provide a learning environment where our unduplicated students have the opportunity to thrive academically, socially, and physically, ultimately improving student achievement. This action item is being provided on an LEA-wide and we expect that all students will benefit.	4A ELA/Math, 8A The district will monitor effectiveness of the PE Program by monitoring student achievement and percent of 4-8 grade students passing PE course Trimester 3. We will also seek feedback from our Educational Partners.

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
3.6	**Action:** Parent/Family Involvement **Need:** According to 2023 CAASSP English Language Arts (ELA) data performance of All Students 19.72%, EL 3.4%, SED 18.96%, FY n/a met or exceeded standards in ELA and All Students 11.97%, EL 5.17%, SED 12.06% FY n/a met or exceeded standards in Math. According to the 2023 CA School Dashboard Chronic Absenteeism rate ALL students 32.8%, EL 28%, SED 29.8%, FY n/a. Educational Partners feedback and survey data suggest a need to increase the amount of families that are actively involved in their students education to improve student achievement and attendance. **Scope:** LEA-wide	Provide resources for Parent Involvement and expand approaches to communication with parents, including district/school website, messaging service, school newsletters, and parent portal. Parent participation data indicates that parent participation is lower for our parents of unduplicated parents. The district will ensure parent's of our unduplicated students are actively engaged in their child's education with added community events and workshops geared toward targeted student groups, hopefully leading to an increase in family engagement in the decision-making process. Fostering a strong partnership between schools and parents of unduplicated students through effective communication can indeed improve attendance rates and ultimately enhance student achievement. This action item is being provided on an LEA-wide basis and we expect that all students will benefit.	4A ELA/Math, 5A, 5B The district will monitor parent/family involvement through the Local Indicators self reflection tool regarding Parent and Family Engagement . We will also seek feedback from our Educational Partners.

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
2.4	**Action:** English Language Development Program	The district will provide ELD daily instruction, both integrated and designated. Additionally, supplemental ELD curriculum/materials, ELPAC testing supports, and professional development	4E, 4F: The district will monitor the progress of English Learners through CA Dashboard percent of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 2023 California Dashboard indicates that 5.4% of English Learners are making progress towards English proficiency and 0% of English Learners were reclassified in 2023. CDE Dataquest indicates that 16 students were classified as LTEL (Long Term English Learners) 6+Years. Educational Partners indicated a need for additional supports and monitoring of EL and RFEP (reclassified) students to help progress them towards English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	focusing on the needs of English Learner, including LTEL. Support the monitoring of English Learners annually, by dedicated staff, to determine proficiency and assess readiness to be reclassified as Fluent English Proficient.	English Learners making progress, CDE DataQuest number of LTEL, local RFEP documentation and CALPADS data, and ELPAC scores. We will seek feedback from ELD teachers and EL parents to continue to inform on services offered to English Learners.
3.7	**Action:** Translators **Need:** Translation services for school-family communications. 41.8 % of our students are part of the English Learner community and 54.8% of students are from Spanish-speaking families. Spanish-speaking parent surveys show 80% of Spanish-speaking families feel supported and included in the education system by being provided translation services. Based on the number of our EL students and Spanish speaking families, Educational Partner feedback and Spanish Speaking parent survey suggest a need for translation services.	Translators for school-family communications to encourage EL parents and Spanish speaking families to participate in their student's education. By implementing this action/service the district hopes to see an increase in family engagement in the decision-making process and participation in their student's education for our Spanish speaking community.	3A The district will monitor percent of EL and Spanish speaking families and percent of these families that feel supported and included in the education system by providing translation services. We will also seek feedback from our Educational Partners.

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

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add on funding is being used to retain the number of staff who are providing Class Size Reduction, Action/Service 2.13 - Additional teacher to maintain class size ratio. These services are being used to provide direct services to students who are low income, English Learners and/ or foster youth. Banta Unified is a single school district, therefore there are no comparison schools.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,318,492	$642,550	27.714%	1.821%	29.535%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,213,909.00	$2,101,486.00	$145,024.00	$486,028.00	$4,946,447.00	$3,760,879.00	$1,185,568.00

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	Base Educational Program	All	No			All Schools	Ongoing	$2,793,373.00	$677,536.00	$1,454,819.00	$1,794,757.00	$1,000.00	$220,333.00	$3,470,909.00	
1	1.2	Standards aligned instruction and materials	All	No			All Schools	Ongoing	$0.00	$48,153.00		$48,153.00			$48,153.00	
1	1.3	Facilities	All	No			All Schools	Ongoing	$44,173.00	$50,010.00			$94,183.00		$94,183.00	
2	2.1	Response to Intervention (RTI) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$126,425.00	$13,934.00	$18,214.00	$122,145.00			$140,359.00	
2	2.2	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$66,822.00	$20,640.00	$58,997.00			$28,465.00	$87,462.00	
2	2.3	Progress Monitoring Student Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,521.00	$18,521.00				$18,521.00	
2	2.4	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$38,772.00	$10,150.00	$13,385.00			$35,537.00	$48,922.00	
2	2.5	Instructional Aides	All	No			All Schools	Ongoing	$233,114.00	$0.00	$50,190.00			$182,924.00	$233,114.00	
2	2.6	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,366.00	$6,738.00	$42,104.00				$42,104.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,573.00	$1,050.00	$30,855.00	$5,768.00			$36,623.00	
2	2.8	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,114.00	$19,655.00	$7,000.00			$18,769.00	$25,769.00	
2	2.9	Science Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$190.00	$12,250.00	$12,440.00				$12,440.00	
2	2.10	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$95,521.00	$95,521.00				$95,521.00	
2	2.11	Summer School & Expanded Learning Program	All	No			All Schools	Ongoing	$61,060.00	$63,211.00		$124,271.00			$124,271.00	
2	2.12	Enrichment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,140.00	$21,140.00				$21,140.00	
2	2.13	Additional teacher to maintain class size ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,028.00	$0.00	$112,028.00				$112,028.00	
2	2.14	Special Education Student Achievement	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.15	Special Education Attendance	Students with Disabilities	No			All Schools	Ongoing	$0.00	$210.00		$210.00			$210.00	
3	3.1	Positive School Climate Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.2	Clean, Safe and Secure Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,354.00	$5,005.00	$35,359.00				$35,359.00	
3	3.3	Counseling Services	All	No			All Schools	Ongoing	$0.00	$49,841.00			$49,841.00		$49,841.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$21,422.00	$57,775.00	$73,429.00	$5,768.00			$79,197.00	
3	3.5	Health Education/Expanded Physical Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$154,247.00	$2,450.00	$156,697.00				$156,697.00	
3	3.6	Parent/Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,578.00	$7,578.00				$7,578.00	
3	3.7	Translators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,432.00	$700.00	$2,132.00				$2,132.00	
3	3.8	Special Education Suspensions	Students with Disabilities	No			All Schools	Ongoing	$414.00	$0.00		$414.00			$414.00	

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
$2,318,492	$642,550	27.714%	1.821%	29.535%	$708,900.00	0.000%	30.576 %	**Total:**	$708,900.00
								LEA-wide Total:	$693,383.00
								Limited Total:	$15,517.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Response to Intervention (RTI) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,214.00	
2	2.2	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,997.00	
2	2.3	Progress Monitoring Student Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,521.00	
2	2.4	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,385.00	
2	2.6	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,104.00	
2	2.7	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,855.00	
2	2.8	Professional Development	Yes	LEA-wide	English Learners Foster Youth	All Schools	$7,000.00	

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 (%)
					Low Income			
2	2.9	Science Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,440.00	
2	2.10	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,521.00	
2	2.12	Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,140.00	
2	2.13	Additional teacher to maintain class size ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,028.00	
3	3.1	Positive School Climate Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
3	3.2	Clean, Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,359.00	
3	3.4	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,429.00	
3	3.5	Health Education/Expanded Physical Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,697.00	
3	3.6	Parent/Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,578.00	
3	3.7	Translators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,132.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,787,160.00	$3,702,066.36

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	Base Educational Program	No	$2,298,845.00	$2,342,463.90
1	1.2	Standards aligned instruction and materials	No	$10,356.00	$331.43
1	1.3	Facilities	No	$91,310.00	$65,516.45
2	2.1	Response to Intervention (RTI) Program	Yes	$111,345.00	$110,708.68
2	2.2	Access to Technology	Yes	$15,100.00	$21,751.11
2	2.3	Technical Support	Yes	$45,438.00	$57,760.60
2	2.4	Intervention/Assessment Software	Yes	$18,521.00	$16,241.79
2	2.5	English Language Development Program	Yes	$124,677.00	$108,038.38
2	2.6	Instructional Aides	No	$22,373.00	$36,257.96
2	2.7	Library Services	Yes	$36,257.00	$27,062.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Increase Attendance Rates	Yes	$31,432.00	$30,491.25
2	2.9	Professional Development	Yes	$12,842.00	$4,193.00
2	2.10	Ag Science Program	Yes	$2,027.00	$1,473.81
2	2.11	Transportation service to students to access educational services	Yes	$184,076.00	$170,993.47
2	2.12	Summer School & Expanded Learning Program	No	$234,070.00	$180,149.43
2	2.13	Enrichment Programs	Yes	$35,160.00	$18,793.06
2	2.14	Additional teachers to maintain class size ratio	Yes	$228,345.00	$232,791.89
2	2.15	Increase Math and ELA CAASPP Scores for Students with Disabilities	No	$350.00	$0.00
3	3.1	Positive School Climate Supports	Yes	$2,100.00	$350.00
3	3.2	School safety and security	Yes	$1,855.00	$19,036.86
3	3.3	Counseling Services	No	$50,530.00	$37,448.00
3	3.4	Nursing Services	Yes	$50,403.00	$47,858.18
3	3.5	Health Education/Expanded Physical Education Program	Yes	$146,712.00	$143,295.52
3	3.6	Parent/Family Involvement	Yes	$2,773.00	$2,050.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Translators	Yes	$4,043.00	$1,053.43
3	3.8	Implement COVID-19 Safety Plan	Yes	$25,975.00	$25,955.64
3	3.9	Decrease Suspension Rate of Students with Disabilities	No	$245.00	$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)
$809,209	$900,144.00	$839,562.21	$60,581.79	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)
2	2.1	Response to Intervention (RTI) Program	Yes	$88,974.00	$87,995.52		
2	2.2	Access to Technology	Yes	$7,700.00	$3,245.63		
2	2.3	Technical Support	Yes	$30,897.00	$30,878.42		
2	2.4	Intervention/Assessment Software	Yes	$18,521.00	$16,241.79		
2	2.5	English Language Development Program	Yes	$64,834.00	$55,402.42		
2	2.7	Library Services	Yes	$6,563.00	$2,891.51		
2	2.8	Increase Attendance Rates	Yes	$26,557.00	$25,579.13		
2	2.9	Professional Development	Yes	$7,000.00	$0.00		
2	2.10	Ag Science Program	Yes	$2,027.00	$2,006.71		
2	2.11	Transportation service to students to access educational services	Yes	$184,076.00	$173,063		
2	2.13	Enrichment Programs	Yes	$35,160.00	$16,773.88		
2	2.14	Additional teachers to maintain class size ratio	Yes	$228,345.00	$232,791.89		

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)
3	3.1	Positive School Climate Supports	Yes	$2,100.00	$350.00		
3	3.2	School safety and security	Yes	$1,855.00	$4,926.82		
3	3.4	Nursing Services	Yes	$45,528.00	$42,945.72		
3	3.5	Health Education/Expanded Physical Education Program	Yes	$117,216.00	$115,410.60		
3	3.6	Parent/Family Involvement	Yes	$2,773.00	$2,050.10		
3	3.7	Translators	Yes	$4,043.00	$1,053.43		
3	3.8	Implement COVID-19 Safety Plan	Yes	$25,975.00	$25,955.64		

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)
$2,736,123	$809,209	2.93%	32.505%	$839,562.21	0.000%	30.684%	$49,815.19	1.821%

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)](#);

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

- 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:

  o **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).

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

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

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

  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)**

  - 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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