



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
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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 Oroville Community:

The Oroville City Elementary School District is located in the historic goldrush town of Oroville, home to the tallest earth filled dam in the United States. Oroville is situated at the base of the Sierra Nevada foothills in northern California’s Sacramento Valley. Originally called Ophir and renamed Oroville in the late 1800’s, the “City of Gold” was once the largest mining community in California and the fifth largest town in the state. Olives, nuts, and mandarins were also grown in the area, and these crops continue to be grown today. Grapes and wineries have also sprung up in the area, bringing new restaurants and visitors to the town. A yearly salmon festival, timed when the salmon are spawning in the Feather River, educates locals and visitors about the salmon and the environment. The downtown is experiencing a resurgence in renovation of the old buildings. The historic Oroville Inn has been beautifully restored and now houses students from the local Lineman’s College, a training facility that prepares them for work on utility lines. The community is also home to a Chinese Temple, built in 1863, by the many Chinese citizens that were a vital part of the community.

Oroville is the county seat of Butte County. According to the most recent "Data USA" report, Oroville's population is 20,041. Residents have a median household income of \$45,198 and a median age of 36.70. The largest employers in the area are health care, government, and retail. Caucasian, Hispanic and Asian, with Hmong representing the largest segment of the Asian population, represent the three main races in the community. Approximately 23.3 percent of residents live below the poverty line.

The Oroville City Elementary School District:

There are seven schools within the District. Of these, four are TK-5 elementary (Oakdale Heights, Ophir, Stanford Avenue and Wyandotte Academy). Two are middle schools (Central, and Ishi Hills, both 6-8). Another school (Sierra Del Oro) houses a regional, severely handicapped preschool program, along with a California Children Services (CCS) medical therapy unit. Oroville City Elementary is the second largest school district in the county in terms of student enrollment.

Of the District's 2,128 TK-8 students, approximately 80.24 percent qualify for free or reduced lunch. Although the District has been diligent in providing student interventions and striving to reduce the number of students receiving special services, approximately 25 percent qualify for special education. English Learners comprise 7.0% of the student population are EL students with Spanish and Hmong students making up our two significant EL subgroups. Approximately 2.1% of our students have been in foster placements, while 139 homeless students account for 6.5% of the student population. The District works collaboratively with foster and homeless liaisons in neighboring districts and the county to accommodate the needs of homeless and foster students. Because of the high number of students from low socio-economic backgrounds, as well as the high percentages of foster, homeless and special needs students, the District provides free bus transportation to support student attendance.

The mission of the Oroville City Elementary School District is to empower all of our students to be successful life-long learners and citizens. We commit to concrete actions to achieve excellence in education and the success of all our students and staff by providing an educational environment that promotes equity, access and inclusion in every aspect of our organization. We are committed through actions to provide each student with a quality education where all students can feel safe and respected. The District's goal is to ensure that district-wide, all personnel have the training and resources they need to create a climate of safety, mutual respect, and equity through the use of evidence-based and promising practices. We collectively commit to treat all students with the following values, expectations and opportunities:

All OCESD students will have the opportunity and support to thrive due to a culture of respect, equitable treatment, acceptance and encouragement.

Student safety is non-negotiable; the district will utilize a multi-tiered system of prevention and evidence-based responses to create a nurturing, safe school climate that is maximally conducive to learning.

The District is committed to be maximally inclusive, and to stop and prevent shaming, isolation, and discriminatory practices in discipline, consistent with state and federal law, and provide staff with training and resources to eliminate all forms of bias and provide a culturally responsive and supportive climate for students of all protected characteristics.

The District is committed to routine review of disciplinary data and accountable, transparent action steps to ensure we are treating all of our students fairly and equitably in the administration of discipline, without regard to any protected characteristic or category.

The District is committed to ensuring consistent and equitable implementation of research-based alternatives to punitive discipline and to using exclusionary discipline as a last resort after exhaustion of alternatives. Such research-based alternatives will focus on a continuum of both prevention and evidence-based responses including: a) positive behavioral strategies, b) Restorative Practices, and c) other SEL (social emotional learning) skill building practices.

The District is committed to shaping our policies and practices to ensure we are working with the students who exhibit social behavioral issues, and their families. We will hold ourselves accountable to ensure that the students remain maximally engaged in the District's educational program and are given every opportunity to reach their potential by not limiting their instructional and engagement opportunities.

The District is committed to taking effective and prompt steps to prevent and eliminate harassment and remedy its effects on any students based on any protected characteristic or category. We will work to achieve this through implementation of evidence-based bully prevention, positive behavioral support strategies, Restorative Practices, anti-bias training, and SEL skill building.

Teachers are provided multiple opportunities to learn about and implement the California State Content Standards (CSCS). K-8 teachers began developing ELA pacing guides and selecting assessments to measure students' progress towards meeting the ELA standards. In 23-24 teachers begin completing Blue Print Benchmark assessments in Illuminate and will continue to begin the 24-25 school year. A new science program was adopted for 6 - 8 grade in 20-21 and a new social studies/history adoption will occur in the 25-26 school year. For the 24-25 and 25-26 School year, the District has successfully negotiated a 2 year MOU that provides Minimum Days every Wednesday in Which Teachers will have 21 Days through the Year to focus on local/site PLC and 4 times throughout the year to meet for a Districtwide grade-level/content area Correlation Meeting to review Intervention, Benchmark and Progress Data.

In the 24-25 school year our District will be in the fifth year of a five-year settlement with the Department of Justice. We have a monitor assigned to us and she has provided professional development centered on CR PBIS, implicit/explicit bias, and strategies to de-escalate behavior. In addition, the school PBIS teams have met monthly for team training and to work on their school's implementation of PBIS. During the 23-24 school year staff was trained on trauma informed instruction, SEL learning strategies, Restorative Justice, Restorative Practice, Restorative Circles, FBA (Functional Behavior Assessment) completion/implementation and de-escalation strategies. The PBIS teams were trained in Tier Two interventions and the roles and function of Tier Two PBIS.

Ishi Hills and Studios at Central Middle School have been qualified as Equity Multiplier schools for the 24/25 School Year. The specific areas/subgroups that were used to qualify Ishi Hills and Studios at Central Middle School were Homeless (in the areas of Suspension, ELA and Math), Hispanic (In the areas of Suspension, ELA and Math) and Two or More Races (In the areas of Suspension, ELA and Math).

Reflections: Annual Performance

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

ELA

On the dashboard in the 2023 dashboard shows the district 69.7 points below standards with 7 subgroups at the Very Low category reporting below standards scores of: SES 80.4, Homeless 118.7, African American 101.4, American Indian 106.8, SWD 133.5 and Foster Youth 134.1. The 2023 Dashboard for English Language Arts we scored Red at 77.7 points below standard and the three groups in the lowest performing band and reporting the largest performance gap are; SWD at 131.1, Homeless 112.3, Foster Youth 155.1, American Indian 123.5 and African American 126.4. The two years Dashboards indicate an overall 8 Point drop, a 2.4 in SWD, a 25 point drop in AA, 2 point drop in Homeless, a 16.7 drop in American Indian and a 21 point drop in Foster Youth.

In looking at CAASPP data there is a 11% loss in the All grouping going from 22% of students who met or exceeded in ELA in 21-22 to the spring 22-23 CAASPP scores that went down to 21.44% met or exceeded standards. The biggest gap in performance is at 15% gap, Foster Youth at 8% and All students are at 23%. This is being addressed with in our Goal 1 in our LCAP.

The Specific Sites, Subgroups, and Areas of Identification that were listed as being Red on the 2023 Dashboard Results include the following areas:

OCESD as a District had Red California Dashboard in the following Areas:

ELA:

- English Learners
- Foster Youth
- SWD
- African America
- American Indian
- Hispanic
- Two or More Races
- White

Math:

- English Learners
- Homeless
- SED
- African America
- Hispanic
- Two or More Races

Suspension:

Foster Youth
Homeless
Hispanic
Two or More Races

Ishi Hills Middle School had a Red California Dashboard in the following Areas:

Suspension:
Hispanic

Chronic Absenteeism:
SED
SWD

ELA:
SED
SWD
Hispanic

Math:
SED
Two or More Races
White

Oakdale Heights Elementary had a Red California Dashboard in the following Areas:

ELA:
SED
White

The Studios at Central Middle School had a Red California Dashboard in the following Areas:

Suspension:
SED
SWD
Hispanic
Two Or More Races

ELA:
SED

SWD
Hispanic
Two or More Races
White

Math:
English Learners
SED
SWD
Asian
Hispanic
Two or More Races
White

Ophir Elementary had a Red California Dashboard in the following Areas:

ELA:
SWD

Stanford Avenue Elementary had a Red California Dashboard in the following Areas:

ELA:
SED

Wyandotte Academy had a Red California Dashboard in the following Areas:

Suspension:
Two or More Races

ELA:
SED
SWD
White

Math:
SED
SWD

i-Ready, our local measure,

Our lowest performing groups completed CSI for the past three years and will exit for the 24/25 school year. To continue our support of the schools who are no longer in CSI and to address the low achievement scores the district will be continuing the four teachers. One will lead PLC meetings at schools for data analysis and plan the reading units in Wonders. Training from the Science of Reading will be infused into the meeting. The other three staff members will be used to release teachers for the data/planning meetings. This will be reflected in the SPSA plans for our schools.

Staff identifies that our substitute shortage and student behavior is impacting behavior. When a teacher is absent for the day and there is not a substitute and students have to be sent in different groups to a variety of classes for coverage. This impacts learning for each class supporting a new group of students and the class of students being split into different groups. In addition, extreme student behavior is distracting the learning for all students

Math

CA Dashboard results In 2023 our performance gap reports students below standards at 83 and the sub groups are as follows: White 92.3, American Indian 138.6, African American 150.6, Homeless 120.6, Foster Youth 151.8 and Students with Disability 146.4 and Socioeconomic Disadvantaged 110.3. Our largest performance gap is 81.3 points from standard. The Dashboard inn 2022 for math reflects at 92.8 points below standard with six subgroups in the Low level reporting distance from Standards as follows; Socioeconomic Disadvantaged (SES) 103.3, Homeless 113.9, African American 130.9, American Indian 145.2, Foster Youth 175.2 and Students with Disabilities (SWS) 151.7. Pre pandemic math was 69.4 points below standard a 23.4 point difference.

Our CAASPP scores report very low performance levels. In the 2023 CAASPP data reports our All performance is at 4.9% loss from 22 to 23 School Years. Our lowest subgroup is the Foster Youth at 4% which aligns with the Dashboard. In addition, to having multiple students in the Foster Youth subgroup that also are included in multiple subgroups; which will be addressed in Goals 1, 2 and 3 in 24-25 LCAP.

i-Ready math, our local measure, reports students have demonstrated a 10% growth across the board in I-Ready for the 23-24 School Year.

We also have begun the implementation of Inspect Benchmarks in place of I-Ready benchmarks to explore more correlation data from our Benchmark to our State Testing Results.

Reflections: Technical Assistance

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

OCESD is in its fourth year of a settlement with the DOJ. OCESD continued to provide training with staff on high leverage practices, providing SEL lessons, behavior specific praise, de-escalation strategies, trauma informed practices and building a robust PBIS system of support. This year restorative practices was added to the professional development plan and implementation phase of the three year plan.

Classrooms did an excellent job of implementing Class Circles to create stronger student connections and allow a space for problem solving in the classroom. Staff implemented Restorative Questions to get at deeper level of understanding on a student problem and learning how to repair any harm that was caused. This also continued in re-entry plans for students who returned from a suspension to help prevent further behavior problems. Suspensions went from 1,046 in 17-18 school year to 280 as of May 8th, 2024. This is a significant change, even though the full year of data is not in yet.

We are building a stronger PBIS Tier 2 and 3 at all the schools. This has been supported with two additional Educational Therapists and an additional counselor that will be continued through the 24-25 School Year. To strengthen PBIS we brought in an electronic reward system for Tier one and offered student store rewards. Tier 2 and 3 was strengthened this year with ensuring all campuses had a minimum of three interventions at tier two, tracking the success and defining the decision rules for when students go in and out of an intervention. Counselors were trained on developing Behavior Intervention Plans (BIPs) and small group counseling strategies, and the Tier 2 teams at the sites were supported with a consultant on how to run the meetings, collect the data, and implement plans. All Educational Therapists, Counselors and School Psychologists will have been fully trained on FBA Processes and Practices to ensure appropriate FBA's are being conducted at the School Sites. All schools have begun to include Functional Behavior Analysis (FBA's) as part of the Tier 3 intervention and have at least two interventions for Tier 2. These interventions help support students who have challenges in following school norms. I anticipate the Dashboard next year will reflect elevated scores for our elementary schools.

The Curriculum and Instruction Department has been attending Monthly "LCAP Journey Meetings" in preparation for the creation of the LCAP as well as ensuring current processes are taking place.

The Curriculum and Instruction Department has also been attending regular "Curriculum Meetings" to ensure the district is conducting like services and is hearing outside planning ideas from neighboring districts.

The California Dashboard was utilized to determine state and federal accountability measures. Through criteria connected to the CA Dashboard outcomes,

OCESD is eligible for Differentiated Assistance (DA). This two-year process will involve support from BCOE and the California Collaborative for Educational Excellence (CCEE). This is due to school performance outcomes on the CA Dashboard. This is due to Ishi Hills MS and Studios at Central being in Differentiated Assistance Status for 2.5 years. OCESD is in a status of DA 2.5 and required the assistance from CCEE because we have had 3 or more student groups consistently being identified as underperforming over the last four years.

The Studios @ Central and ISHI Hills Middle School is also eligible for additional new state funding, Equity Multiplier. To support the middle school leaders as they engage with accountability measures, BCOE's Differentiated Assistance Team will provide partnership throughout the process.

The Curriculum and Instruction Department/District has met with BCOE administration this year to ensure LCAP, Differentiated Assistance and Equity Multiplier steps are in Progress and Include the following support:

Differentiated Assistance Team will include Threshold Rising. As a first step in this process, John will listen to the experiences and perspectives of educators, students, and the community. The process will begin during the week of April 8. Through a virtual format, the

consultant will conduct informational interviews. These interviews will be held individually to learn more about the staff, students, and their school community. A set number of questions will be asked amongst all participants.

During the week of April 25, school leaders and their designees will join Threshold Rising Consultants to walk through a school day. The day will be filled with opportunities for observation and data collection to learn more about the schools, its programs, and the community. Steps will be taken to create a well-informed strategic Single Plan for School Achievement (SPSA/CSI-ATSI). In addition, OCESD's Local Control Accountability Plan will incorporate systemic support informed by this process. While the 2023-24 school year is coming to a close, BCOE's partnership with OCESD will continue into the 2024-25 school year. We look forward to providing support through implementation as the improvement journey continues.

Ishi Hills and The Studios at Central have begun working with a coach/trainer to guide overall program improvement at the schools, in coordination with BCOE and the CDE's required Differentiated Assistance. The trainer has met with District and Site Principals to discuss services, has met with each site's staff, visited each site and has begun planning for the 24/25 school year.

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.

Studios at Central Middle School qualified for the CSI funding for the 24-25 School Year.

Support for Identified Schools

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

OCESD will be providing Studios at Central with additional support in the following areas in accordance to CSI support Funding:

The professional development plan was a three-year plan; however staff turnover will necessitate revisiting some of the training. We have one principal and one counselor that are here from year one training. We have had about 25 new staff members each year for the last two years, so a strong onboard training needs to occur to continue momentum.

Behavior - Vice Principals will be maintained (And will be participating in outside Professional Development of Administration Duties for Growth) for both of the middle schools to support the behavior system. All new administrators will be trained on Restorative Practices and CR PBIS. All schools will be implementing the electronic rewards system.

There needs to be a district collection of SIPPS intervention data to be able to measure growth from the intervention programs.

Develop metrics to gage effectiveness of instructional aides in supporting student learning in the areas of Math and ELA.

School sites will utilize their Tier 2/3 PBIS monthly meetings to discuss the academic progress of EL students and determine best course of action.

The Homeless liaison and Counselors will check in regularly, but not monthly. If Homeless or Foster youth need academic support, then they will align with district services and ELOP rather than School Ties.

Attendance - Each school site will be allocated money to run an incentive program for attendance. SRO offices will support with home visits and delivering letters.

ELA - The District is providing 2 coaches to support any new ELA teachers. The grade level team will look at data, determine clear standards as the focus of the unit and plan based on student data. These meetings will be facilitated by the Teacher coach and will embed the Science of Reading into the planning process. These meetings will be scheduled and held on a regular basis. To address the coverage for the teachers, three substitutes will be hired to cover classrooms on the PLC days. At the secondary level the focus will be planning by department and focusing on informational reading in the content areas.

Math - CSI Schools will be using Marilyn Burns, DO as a systematic intervention and staff will receive training from BCOE. In addition, after school tutor program will also develop a systemic after school math and reading tutoring program.

Monitoring and Evaluating Effectiveness

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

2 Times per year (January and April) a systematic review will be completed in regards to Studios at Central's growth and support in the areas of " Suspension, ELA and Math for the Homeless, Hispanic and Two or More Races Subgroups.

The following Metrics will be used:

1. Inspect Benchmark Results: in the areas of ELA and Math broken down for all subgroups, but specifically focusing on subgroups of Homeless, Hispanic and Two or More Race Subgroups.
2. SWIS Risk Ratio Reports: Specifically focusing on Homeless, Hispanic and Two or More Races Subgroups after a review of all listed Risk Ratios for Suspensions.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>OCESD LCAP Community Stakeholder Group: Includes Parent's from each site in the district, including School Site Members and At-Large Parents who wanted to participate in the LCAP Planning.</p>	<p>The Oroville City Elementary School District is committed to a meaningful stakeholder involvement in the development of the LCAP. During the 2023 - 2024 school year for the Creation of the new LCAP for the 2024-2025 School Year, the District coordinated different meetings to disseminate LCAP information and involve parents/community members. We met on March 5th, to review data review LCAP Goals and put input on a new direction moving forward. We also met on March 12th to get full input on Goal 1 and 4 for the new LCAP and input on creating new Goals for the 24-25 LCAP.</p>
<p>OCESD LCAP Community Equity Multiplier School Committee; Ishi Hills: Including Parents, Staff, Admin and Teacher's for site Input on Equity Multiplier Goals</p>	<p>We held meetings on April 18th and April 30th to review reasons for Differentiated Assistance at Ishi Hills, to gain input from site staff and parents regarding Individual Equity Multiplier Goals for Ishi Hills Middle School</p>
<p>OCESD LCAP Community Equity Multiplier School Committee: The Studios at Central: Including Parents, Staff, Admin and Teacher's for site Input on Equity Multiplier Goals</p>	<p>We held a meeting on April 23rd to review reasons for Differentiated Assistance at The Studios at Central, to gain input from site staff and parents regarding Individual Equity Multiplier Goals for Ishi Hills Middle School. A discussion was also led for input and information at a April 9th Staff Meeting with Teacher's and Staff.</p>
<p>Supportive School Climate Advisory/LCAP Committee: includes community members from the local church, NAACP, Parents and Oroville City Council Members.</p>	<p>We met on March 5th, to review data review LCAP Goals and put input on a new direction moving forward. We also met on March 12th to get full input on Goal 1 and 4 for the new LCAP and input on creating new Goals for the 24-25 LCAP. A discussion was also led for input and information at a April 9th Staff Meeting with Teacher's and Staff.</p>

Educational Partner(s)	Process for Engagement
California School Employees Association: Including various members and Union Leadership from CSEA on LCAP Goals and Funding.	The CSEA Negotiations Board met with the Curriculum and Instruction Department to review previous goals and give input on creation of new goals moving forward on February 22nd, 2024.
Oroville Elementary Teacher's Association: Including various members and Union Leadership from OETA on LCAP Goals and Funding.	The OETA and the Curriculum and Instruction Department met 3 times during the year. The dates we met were February 20th, April 23rd and the end of May before going to the County for LCAP Review.
Oroville Elementary Administrative and Confidential Employees: Including Site, District and District Office Administration Input on LCAP Goals and Funding.	Administrators met on January 29, 2024, Feb 26, 2024 and March 6 and 27. Data was presented to the group with an emphasis on Goal 2 and 3. Throughout the year at the administrative meetings there has been ongoing discussion focused on the data for Goal 3 and our work with DOJ. Also, an official LCAP Input Meeting was held with Principals on February 23rd, 2024; Which will be used to create new Goals Moving Forward in 2024-2025 LCAP.
Oroville Elementary Students	Student input was collected through student surveys.
Butte County SELPA Input and Informational Meeting	ON 5/29/2024, OCESD Meet with the SELPA Director for Butte County and received input and guidance on Special Education Requirements and needed mentions for the 24/25 LCAP Plan.

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

The overall goal of the LCAP is to create a model of "Continuous Improvement" upon the educational outcomes for all students demonstrates growth and results in improvement of overall student achievement. The current LCAP is structured around five main goals and reflect each comment listed below the description of each LCAP Goal. Each Goal was originally created from Parent/Staff/Community Feedback. Upon the review and creation of the 24/25 LCAP, Meetings including the following questions:

1. Do you agree with the current goal as written and action steps?
2. Should we continue with this goal?
3. What should we update in the goal according to the data that I have shared with you today?
4. Do you have any additions or ideas that might enhance our Goal or Actions Steps?

The following Listing of Goals/Input is a result of each of these discussion that led to us crafting, updating and maintaining LCAP Goals and Action Steps for the new 24/25 LCAP Plan. As well as recording what each Stake Holder Groups input was regarding that goal.

LCAP Goal 1. The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair to ensure Williams Act Compliance, Credentialed Assignment Monitoring and FPM Monitoring Requirements.

CSEA Input: "Money that has been documented and assigned for "maintenance of facilities" to meet Williams Requirements should continue. Need for additional Custodial Support at each site. Sites need more campus supervisor hours to ensure campus safety when students arrive early in the morning.

District/Site Administration Input: We need to hire credentialed teachers to ensure we are meeting ELA and Single Subject Requirements at the Middle School Level. New hires need to have more than a "30 Day Credential" to ensure consistency in unfilled positions.

OETA Input: If district has been satisfactory with maintaining "Satisfactory" Williams Visit Results, they support maintaining this goal. OETA supports hiring "Highly Qualified" teachers.

Parent/Stakeholder Input: Parents agreed that we need to hire "Highly Qualified Teachers". Parents also said that facilities need to remain clean and safe for children everyday.

LCAP Goal 2. Improve Student Achievement: The achievement gap will be lessened as student achievement increases among all students, including foster youth, special education, socio-economically disadvantaged, and EL students, in the areas of Math and ELA.

CSEA Input: We need to improve our scores as a district, we are low.

District/Site Administration Input: We are looking at Benchmark procedures and PLC Steps to begin the 24/25 School Year. We need Reading and Writing Instruction to improve. We need to have structured "Interventions" to show improvement at testing grade-levels next year.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input :Two parents suggested tapping into the parent pool for volunteers in class—even just as an extra adult body to curb behaviors—and for other school activities. Parents want to help and just need to be asked!

We NEED a strong music and art program. Not just at the middle schools. Our elementary students need music and art starting in kindergarten. Need shared language between classes and school sites. Teachers need to agree on some universal terms to use, starting in kindergarten, so that when a student transfers to a new class or school site, they are not lost because a teacher is using unfamiliar terms. Parent example: third grade student transfers into a class where the teacher uses the word "contrast," but that student's previous teacher never used that term, so the student is at a disadvantage. More training for instructional aides. Teachers need to accept that students have different learning styles. What may look like bad behavior is actually a student struggling because they learn differently and need different kinds of support and instruction. I-Ready is not working. Students need teachers to be more hands-on with teaching,

LCAP Goal 3. Ishi Hills Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).

CSEA Input: We need to improve our scores as a district, we are low.

Site Administration Input: We need to hire "Highly Qualified" teachers for our Master Schedule. We need to ensure Benchmarks are being utilized in the appropriate way. We need to work as a team at this site and function as a PLC Site.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input: Would like a Wellness Center/Reset Room at Ishi like at the Elementary Schools. More group work in classrooms. Redesign schools so that they are communities that kids want to belong. Redesign schools so that they are communities that kids want to belong to. Constantly remind parents and students that the school is a community, and arrange activities. Kids don't want to miss school because they'll miss these fun activities. Don't connect the fun activities with ASP. In the past, a child had to go to ASP to be a part of basketball or other sports/activities. Have them as a part of their school; pay a parent or teacher a stipend to be in charge, NOT the ASP teachers (no training). Transparency and communication. Teachers don't all use the same method to communicate; some use Dojo, some use Google Classroom, some use Parent Square. Need a universal way to communicate.

LCAP Goal 4: Studios at Central Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).

CSEA Input: We need to improve our scores as a district, we are low.

Administration Input: We need to raise the level of "Instructional Rigor" at Studios. We need to set expectations for lesson plans and planning for instruction. We need to create PLC's at Studios. We need to work as a team.

OETA Input: OETA supports keeping the Reading Coaches for Elementary and Intervention Teachers at the Middle Schools.

Parent/Stakeholder Input: We need a Faculty Retreat to build a team and set goals for next year as a staff and the Principal. We need to have teacher's using lesson plans in class. We need to improve attendance at the school, many kids miss all the time. Maybe our teacher's and principal should go see how other sites do their job and how there sites work? We need to support our Homeless students if they need support. We feel we should have Parent Support Groups and more Community Activities at Studios.

LCAP Goal 5: The District will improve school safety, and demonstrate a strengthened Social Emotional Learning Program for all students in OCESD.

CSEA Input: We need to ensure that students are safe and they take care of the school. Too many students damage school and not enough consequences.

Administration Input: We need to ensure our PBIS Tiered Interventions are fully explained and functioning correctly. Restorative Practice needs to stay, it works for a large number of students. Many of our students need counseling and mental health services, now more than ever.

OETA Input: PBIS work puts a stress on teachers and teacher's are not trained to be counselors. We need more consequences for kids when they disrupt class and make threats to staff members.

Parent/Stakeholder Input: Wellness center/reset room at Ishi like at the elementary schools. Working in groups in classrooms. Redesign schools so that they are communities that kids want to belong to. Constantly remind parents and students that the school is a community, and arrange activities. Kids don't want to miss school because they'll miss these fun activities. Don't connect the fun activities with ASP. In the past, a child had to go to ASP to be a part of basketball or other sports/activities. Have them as a part of their school; pay a parent or teacher a stipend to be in charge, NOT the ASP teachers (no training).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair to ensure Williams Act Compliance, Credentialed Assignment Monitoring and FPM Monitoring Requirements.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

OCESD has strived to maintain facilities in good condition. Our facilities consistently receive a "good repair" in our FIT reports and students have indicated the facilities are clean as measured below. Due to this we want to maintain our goals and continue to meet or exceed the goals.

OCESD has been able to meet all requirements of the Williams Act (facilities and Instructional Materials) during the past 3 fiscal years and including the staff, routines and materials needed to maintain these successful levels; make this goal a pivotal part of meeting requirements and maintaining a positive learning environment.

Our desire to maintain highly qualified staff is measured by appropriately credentialed teachers and students', parents, community members, staff, administration and teachers input of School Climate Surveys conducted during the 23-24 School Year. Every member of our Community LCAP Input Groups (CSEA, Parents, Community Members, OETA, Administration and Stakeholders) feel that the key to raise student achievement begins with the hiring of Highly Qualified Teachers.

Survey regarding school connectedness, Facilities, academic motivation, and caring adults all include the idea of schools being clean and well maintained as a key factor to school success. These areas also were mentioned during LCAP Input Meetings by all participating groups.

On the Annual LCAP Input Survey Conducted during the 2024 School Year Parents, Community Members, and Stakeholders report:
 74% Believe the building is well-maintained
 64% Feel their school is safe
 66% Feel a part of the school.

On the Elementary School Climate Survey, 2024, Elementary Aged students report:
 73% of the school buildings are clean most or all of the time.
 87% Like their school
 90% report high or moderated on school connectedness.
 83% high or moderate academic motivations.

On the Middle School Climate Survey, 2024, Middle School Aged students report:
 61% agree or strongly agree they feel a part of the school.
 73% agree or strongly agree their school is usually clean and tidy.
 76% answered pretty much true or very much true that there are caring adults at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 Credentialed Teachers	87% of Teacher's are Highly Qualified for the 23-24 School Year.			100% Level of Highly Qualified Teachers Districtwide	
1.2	Priority 1 Satisfactory on Williams Act Annual Review of Facilities	23-24 School Year was Satisfactory			Maintain Level of Satisfactory Compliance with Williams Act Facilities Reviews	
1.3	Priority 1 Sufficient Instructional Materials	23-24 School Year was Satisfactory			Maintain Level of Satisfactory Compliance with Williams Act Facilities Reviews	

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	Staffing	The District sill hire and retain a highly qualified staff through a highly competitive salary schedule, comparable to districts identified in the collective bargaining agreements. This expenditure is part of our general fund and is not being recorded in our Supplemental and Concentration Fund.	\$0.00	No
1.2	Maintenance of Facilities and Compliance with Williams Act	The District will hire, train, and utilize maintenance, grounds, custodial and clerical staff as need to ensure Williams Act Compliance on an Annual Basis.	\$82,062.00	Yes
1.3	Teacher Development	OCESD will contract with the Butte County Office of Education to Provide Induction Services for out teachers to ensure and maintain Highly Qualified Status in efforts to be compliant with Local and State Credentialing Guidelines.	\$24,035.00	Yes
1.4	Substitute Teachers	To support Professional Development Activities and to cover routine teacher absences, the District will maintain our current daily rate, which is comparable to local districts and had to be raised to ensure a healthy pool of substitutes was maintained.	\$80,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Student Achievement: The achievement gap will be lessened as student achievement increases among all students, including Foster Youth, Students with Disabilities, White, African American, Asian, American Indian, Two or More Races, Socio-Economically Disadvantaged, and English Learner students, in the areas of Math and ELA.	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.

22-23 California Dashboard results for OCESD were below expected outcomes and demonstrated Red Indicators on the California Dashboard for 14 Different Subgroups for ELA and Math:

ELA: English Learners, Foster Youth, Students with Disabilities, African American, American Indian, Hispanic, Two or More Races and White Students.

MATH: English Learners, Homeless, Socioeconomically Disadvantaged, African America, Hispanic and Two or More Races.

We also discovered that our IReady Data is not correlating to our State Test Scores and we have decided to implement the use of INSPECT Benchmarks for our local assessment data, PLC Focus and Intervention Planning.

Our Dashboard Results demonstrated a stagnate and slight lowering of scores from the year before and required us to review local assessments that are currently in use as our guide for student intervention, test prep and academic deficiency support.

A majority of Goal #2 from the previous LCAP included mandated program maintenance and we will update this goal to include our red indicator dashboard subgroups, as well as updating our local assessment strategy (including PLC Model with INSPECT Benchmarks).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 SBAC Scores Math	Math CAASPP Spring 2023 Met or Exceeded Standards 17% All Students 14% EL students 6% SWD 13% SED 2% Black 6% Am Indian 17% Asian 16% Hispanic 17% Two + Races 19% White			CA State Math Proficiency Levels for 22-23 Met or Exceeded Standards 35% All Students 10% EL students 12% SWD 23% SED 17% Black 22% Am Indian 17% Asian 23% Hispanic 49% Two + Races 49% White	
2.2	Priority 4 SBAC ELA Scores	ELA SBAC Spring 2023 Met or Exceeded Standards 21% All Students 19% EL students 6% SWD 17% SED 10% African Am. 10% Native Indian 22% Asian 19% Hispanic 19% Two +Races 23% White			CA State ELA Proficiency for 22- 23 Met or Exceeded Standards 47% All Students 31% EL students 16% SWD 35% SED 30% Black 34% Am Indian 75% Asian 36% Hispanic 60% Two + Races 61% White	
2.3	Priority 8 Local Academic Benchmark	OCESD will begin INSPECT Benchmark Testing Schedule 3			Meet or Exceed State Levels for MATH and ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>times a year (Previous to CAASPP Testing Window) District will evaluate Benchmark Data and design 3 Targeted Intervention Sessions that will prepare our students for state testing. Our Baseline will be to beat the 22/23 Percentage Rates for students who met proficiency for Math and ELA: Currently Math: 16.83% and ELA at 21.44%.</p>			<p>with Benchmark Data Results:</p> <p>CA State ELA Proficiency for 22-23 Met or Exceeded Standards</p> <p>47% All Students 11% EL students 16% SWD 35% SED 30% Black 34% Am Indian 75% Asian 36% Hispanic 60% Two + Races 61% White</p> <p>CA State Math Proficiency Levels for 22-23 Met or Exceeded Standards</p> <p>35% All Students 10% EL students 12% SWD 23% SED 17% Black 22% Am Indian 17% Asian 23% Hispanic 49% Two + Races 49% White</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 2: Progress in implementing academic standards	<p>Implementation Survey 2024</p> <p>English Language Arts 10% Explore and Research 6% Beginning Development 35% Initial Implementation 58% Full Implementation</p> <p>English Language Development 12% Explore and Research 4% Beginning Development 27% Initial Implementation 57% Full Implementation</p> <p>Math 8% Explore and Research 15% Beginning Development 31% Initial Implementation 46% Full Implementation</p> <p>History</p>			<p>Target Results for Survey:</p> <p>English Language Arts 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>English Language Development 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>Math 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation</p> <p>History</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Explore and Research 12% Beginning Development 28% Initial Implementation 42% Full Implementation Science 27% Explore and Research 20% Beginning Development 23% Initial Implementation 30% Full Implementation			0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation Science 0% Explore and Research 0% Beginning Development 25% Initial Implementation 75% Full Implementation	
2.5	Priority 4: Reclassification Rates	19% of EL Students were Reclassified in 22-23			30% of EL Students will be Classified.	
2.6	Priority 4: ELPAC Proficiency Rates	21% of EL Learners increased a level in 22-23			40% or more EL Learners will increase a level of EL Status.	
2.7	Priority 7: Broad Course of Study	All students, including unduplicated pupils and individuals with IEP's in grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the			District will maintain and support all students, including unduplicated pupils and individuals with Special Needs in grades 6-8 have equal access to English/language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		master schedule and Service Log's for students with IEP Services.			arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule and Service Log's for students with IEP Services.	
2.8	Priority 5: Middle School Drop-out Rates	The middle school dropout rate was 0% in 2022-23			The Middle School Dropout Rate will remain at 0%.	

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	Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget.	Teachers will be provided a budget to ensure access to supplemental curriculum resources not provided at the sites. District will maintain, no accurate measure of effectiveness, to ensure teacher morale is maintained.	\$44,275.00	No
2.2	Professional Development:	<p>A. The District will provide certificated, classified, and administrative staff with professional. development to continually update their skills, and learn best practices related to improving student learning and academic achievement.</p> <p>B. School Site PLC Meetings will take place 2 times per month, on Minimum Day Wednesday's upon the MOU with OETA of District Directed Activity Days. These meetings will be used to analyze Benchmark Data, to share best practices, analyze other student data, explore new mindsets for raising student achievement; supporting struggling learners with targeted interventions and specific discussions/planning in the subgroups of English Learners, Foster Youth, Students with Disabilities, African America Hispanic Two Or More Races, Asian in the areas of MATH and ELA.</p> <p>C. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation during New Teacher Orientation Week.</p> <p>D. Provide on-going site/district training on PLC Revitalization, PLC Implementation, PLC Procedures/Norms, PLC Expectations, and PLC Continuous Improvement with Partner WESTEd and the Curriculum and Instruction Department. .</p> <p>E. Provide Restorative Practice training including Circles for new teacher's and provide support for any needed situations with District Support Provider from LEAP.</p> <p>F. The use of educational technology to improve pupil performance-- Illuminate Data Review Program and INSPECT Benchmarks.</p>	\$2,978,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>G. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs with an emphasis on de-escalation strategies and campus supervision.</p> <p>H. The District will provide professional development based on curriculum programs such as Illuminate and INSPECT Benchmark Refinement for each grade-level.</p> <p>I. Provide annual training and support with Child Find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.</p> <p>J. Update, Districtwide Report Cards for Grades K-5</p>		
2.3	2.3 Strategy Development for SWD:	<p>A. Ensure SWD's are being supported in the general education classroom to the greatest extent possible.</p> <p>B. Develop a culture of supporting students in the least restrictive environment.</p> <p>C. Provide support in specialized instruction and reasonable accommodation</p> <p>D. Increase staff to student ratio.</p> <p>E. Provide positive behavior intervention support and Behavior Intervention Plan as needed.</p>	\$575.00	Yes
2.4	2.4 Strategies for Improvement:	<p>A. Provide training materials, resources, and artifacts.</p> <p>B. Provide a professional learning calendar and pacing guide in math and reading.</p> <p>C. Ensure SWD's are mainstreaming the appropriate amount of time.</p>	\$56,288.00	Yes
2.5	2.5 Support Services:	The District will provide instructional aides, library clerks, and instructional resources, including UPK aides.	\$291,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	2.6 Technology Program:	<p>A. In order to fully support the rigor of the CCSS, the District will maintain site technology facilitators and a technology support person based on identified district-wide needs.</p> <p>B. The District will continue to update technology and maintain a replacement program to continue the 1:1 Chromebook program.</p> <p>C. The District will continue to update school library resources in order to support 21st Century skills. This includes continuing to support Destiny, providing technology for research purposes, and updating book collections.</p> <p>D. The District will continue to provide Go Guardian, a software application to help teachers monitor and manage student devices.</p> <p>E. Hire summer help to scrub and prepare Chromebooks for redistribution in the fall.</p>	\$804,616.00	Yes
2.7	2.7 Multilingual Program:	<p>The District will support the English Learners (ELs) in order to lessen the achievement gap.</p> <p>A. The District will review and provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>B. Support to Bilingual Hmong (8 hours) and Spanish-speaking parent liaisons (7 hours), and both positions will support 504 and SPED parents.</p> <p>C. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and Mooretown Rancheria to provide opportunities for our African American, Hmong, and American Indian students to improve their performance in ELA and Math.</p> <p>D. Provide Professional Development/Instructional Support for Long Term English Learners.</p>	\$40,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>E. Implement new "designated" and "newcomer" ELD curriculum for Grades 7/8.</p> <p>F. Strengthen the ELD designated instructional program with clearly articulated language goals by providing professional development.</p>		
2.8	2.8 Additional Instructional Support:	A. Provide a literacy/reading coach for each of the elementary schools and an intervention teacher for each middle school.	\$1,089,667.00	Yes
2.9	2.10 Implement a broad course of study	The District will support the Grades 6-8 band program by providing a teacher and purchasing band equipment and material.	\$116,106.00	Yes
2.10	2.9 Assessments	<p>A. Management and use of state and local pupil data to improve student learning; i-Ready, INSPECT Benchmarks and Illuminate.</p> <p>B. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained in how to use the system and implement the INSPECT Benchmark.</p> <p>C. Continue to develop a coherent system of report cards in which data from assessments will feed into report cards.</p> <p>D. Develop, administer analyze math and ELA INSPECT Benchmark assessments districtwide for the 3 Testing Windows according to the Assessment Calendar.</p>	\$57,500.00	Yes
2.11	Foster Youth and Homeless	<p>A. Review monthly the academic needs of all homeless and foster youth.</p> <p>B. Provide additional after school support in math, ELA, and study skills as determined by the monthly meetings.</p> <p>C. Monthly counselor check-in to assess if needs or supports are appropriate.</p> <p>D. Reading teachers check-in for academic support.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	2.13 Homework Support:	A. Provide tutoring assistance to students virtually or in person. B. Provide tutoring support to students after school. This is funded by the ELOP Grant.	\$224,802.00	No
2.13	2.14 Supplemental Materials	A. The District will provide supplemental materials in ELA/ELD, Science, and History-Social Science (HSS) to support the Literacy Standards.	\$6,000.00	No
2.14	2.15 Science Adoption	The District will identify and purchase a new science program for K - 5.	\$80,000.00	No
2.15	2.16 Reduce Class Size	The District will hire teachers to maintain the goal of 24:1 in Grs. TK-3.	\$144,684.00	Yes
2.16	2.17 Math MTSS	A. Provide instructional aides at each site to support math MTSS at the elementary level and one instructional aide to support the intervention teacher at each middle school. Funding is coming from the General Fund. B. Implement districtwide math fact competition.	\$146,880.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ishi Hills Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024.

Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Ishi Hills Middle School has been identified for Differentiated Assistance along with the Equity Multiplier Funding and will be focusing this goal on the specific Subgroups of Homeless, Hispanic and Two or More Races in the areas of ELA and Math Improvement and Lowering Suspension. This goal will address Student Achievement, Student Behavior Supports and improving Engagement with Improving Attendance Rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4: Pupil Achievement Raising Student Achievement on CAASPP Yearly	222-23 Ishi Hills CAASPP Math Results, as per Data Quest: Homeless: 16%			Ishi Hills CAASPP Math Results in 27-28: Homeless: 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment in specifically identified DA Subgroups for Ishi Hills Middle School	Hispanic: 13% Two or More Races: 16% 22-23 Ishi Hills ELA Results, As Per Data Quest: Homeless: 25% Hispanic: 16% Two or More Races: 27%			Hispanic: 65% Two or More Races: 65% Ishi Hills CAASPP ELA Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%	
3.2	Priority 4: Directly Addressing Suspension Rates to result in Alternatives to Suspension, Early Intervention and lowered Suspension Rates for Targeted Subgroups of DA Identification	23-24 Suspension Rates as of 5/14/24, as per AERIES Analytics: Homeless: 40% Hispanic: 19% Two or More Races: 26.1%			27-28 Goal of Suspension Rates: Homeless: = or <15% Hispanic: = or <12% Two or More Races: = or <12%	
3.3	Priority 5: Pupil Engagement increasing the attendance rates of targeted Differentiated Assistance Groups in goal of lowering Chronic Absence Rate to improve more time for SEL and Academic Support.	Chronic Attendance as of 5/14/2024, as per AERIES Analytics: Homeless: 44% Hispanic: 35% Two or More Races: 34%			Chronic Attendance Goal for 27-28 School Year: Homeless: 10% Hispanic: 10% Two or More Races: 10%	

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	Targeted Math Intervention	For the next three school years (24-25, 25-26, and 26-27) Ishi Hills Middle School will demonstrate a 5% growth (each year) in the Content Area of Math as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$28,750.00	Yes
3.2	Targeted ELA Intervention	For the next three school years (24-25, 25-26, and 26-27) Ishi Hills Middle School will demonstrate a 5% growth (each year) in the Content Area of ELA as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$28,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Ishi Hills will demonstrate a reduction of 5% for the area of suspension, focusing on all students but specifically focused on our Homeless Youth Subgroup.	\$29,552.00	Yes
3.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	By the End of the 24-25, 25-26, and 26-27 School Years, Ishi Hills Middle School will demonstrate nothing lower than a "Yellow Dashboard Indicator" for all subgroups, but will specifically target the subgroups of Homeless, Hispanic, and Two Or More Races in the areas of Suspensions, Math and ELA; as demonstrated by the California Dashboard of Student Achievement. .	\$115,000.00	Yes
3.5	PBIS Tier 1 Positive Environment Improvement Student Training	Ishi Hills Middle School will hire a Motivational Speaker to offer a Minimum of 2 Assemblies that demonstrate the importance of School Attendance, Non Suspension Behavior and Academic Achievement to demonstrate the positive effects that education can have for all of our students, but specifically focused on the subgroups of Homeless, Hispanic and Two or More Areas in the areas of Suspension, ELA and Math as measured by a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27).	\$79,350.00	Yes
3.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.	Ishi Hills Middle School will will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year, that will support all students at Ishi Hills Middle School, but will focus specifically on the subgroups of Homeless, Hispanic, Two or More Races in the areas of Suspensions, ELA and Math; as measured by the demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Ishi Hills Middle School for the 24-25, 25-26 and 26-27 School Years.	\$138,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Studios at Central Middle School will utilize assigned additional funds to address specific subgroups and areas of concern included in Equity Multiplier Measure; which include sub groups Homeless (Suspensions and Academics), Hispanic (Suspensions and Academics), and Two or More Races (Suspension and Academics).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024.

Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Studios at Central Middle School has been identified for Differentiated Assistance along with the Equity Multiplier Funding and will be focusing this goal on the specific Subgroups of Homeless, Hispanic and Two or More Races in the areas of ELA and Math Improvement and Lowering Suspension. This goal will address Student Achievement, Student Behavior Supports and improving Engagement with Improving Attendance Rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4: Pupil Achievement Raising Student Achievement on Studios at Central CAASPP Yearly Assessment	<p>22-23 CAASPP Studios at Central Math Results, as per Data Quest :</p> <p>Homeless: 13% Hispanic: 12% Two or More Races: 15%</p> <p>22-23 CAASPP Studios at Central ELA Results, As Per Data Quest :</p> <p>Homeless: 7% Hispanic: 18% Two or More Races: 30%</p>			<p>Studios at Central CAASPP Math Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p> <p>Studios at Central CAASPP ELA Results in 27-28: Homeless: 65% Hispanic: 65% Two or More Races: 65%</p>	
4.2	Priority 4: Directly Addressing Suspension Rates to result in Alternatives to Suspension, Early Intervention and lowered Suspension Rates for Targeted Subgroups of DA Identification	<p>23-24 Suspension Rates as of 5/14/24, as per AERIES Analytics:</p> <p>Homeless: 24% Hispanic: 28% Two or More Races: 20%</p>			<p>27-28 Goal of Suspension Rates: Homeless: = or <15% Hispanic: = or < 12% Two or More Races: = or < 12%</p>	
4.3	Pupil Engagement increasing the attendance rates of targeted Differentiated Assistance Groups in goal of lowering Chronic Absence Rate to improve more time for SEL and Academic Support.	<p>Chronic Attendance as of 5/14/2024, as per AERIES Analytics:</p> <p>Homeless: 56% Hispanic: 40% Two or More Races: 49%</p>			<p>Chronic Attendance Goal for 27-28 School Year: Homeless: 10% Hispanic: 10% Two or More Races: 10%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Targeted Math Intervention	For the next three school years (24-25, 25-26, and 26-27) Studios at Central Middle School will demonstrate a 5% growth (each year) in the Content Area of Math as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$34,500.00	Yes
4.2	Targeted ELA Intervention	For the next three school years (24-25, 25-26, and 26-27) Studios at Central Middle School will demonstrate a 5% growth (each year) in the Content Area of ELA as demonstrated by the CAASPP Overall Score in all subgroups but specifically in the subgroups of Homeless, Hispanic and Two or More Races.	\$34,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Studios at Central Middle School will demonstrate a reduction of 5% for the area of suspension, focusing on all students but specifically focused on our Homeless Youth Subgroup.	\$34,500.00	Yes
4.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	By the End of the 24-25, 25-26, and 26-27 School Years, Studios at Central Middle School will demonstrate nothing lower than a "Yellow Dashboard Indicator" for all subgroups, but will specifically target the subgroups of Homeless, Hispanic, and Two Or More Races in the areas of Suspensions, Math and ELA; as demonstrated by the California Dashboard of Student Achievement.	\$115,000.00	Yes
4.5	PBIS Tier 1 Positive Environment Improvement Student Training	Studios at Central Middle School will hire a Motivational Speaker to offer a Minimum of 2 Assemblies that demonstrate the importance of School Attendance, Non Suspension Behavior and Academic Achievement to demonstrate the positive effects that education can have for all of our students, but specifically focused on the subgroups of Homeless, Hispanic and Two or More Areas in the areas of Suspension, ELA and Math as measured by a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27).	\$82,363.00	Yes
4.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed	Studios at Central Middle School will will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year, that will support all students at Studios at Central Middle School, but will focus specifically on the subgroups of Homeless, Hispanic, Two or More Races in the areas of Suspensions, ELA and Math; as measured by the demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Studios at Central Middle School for the 24-25, 25-26 and 26-27 School Years.	\$138,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The District will improve school safety and demonstrate a strengthened Social Emotional Learning Program for all students in OCESD.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We will be beginning the fifth year of a 5 year settlement with the DOJ focusing on equity and social justice. For the 24/25 LCAP Creation, we have found that we are "Substantively Proficient" in many areas of the DOJ Judgement going into year 5 and we look to maintain and improve upon listed in the DOJ Settlement. This Goal was adapted and updated from the Goal 3 from the previous version of the OCESD LCAP. The actions identified in the DOJ were created to provide a positive school culture, alternatives to suspensions and provide an inclusive climate for all students. Our dashboard data supports the need for this change. OCESD has improved from 9 to 4 subgroups being high for suspensions (Foster Youth, Homeless, Hispanic and Two or more races). Our local assessment on school climate district wide from teacher and students rated us at 3.7 out of potential 5 points. Therefore, this goal is written as a broad goal with specific growth targets identified across a wide range of metrics to allow for growth across multiple social, emotional, and behavioral domains in partnership with our parents and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 3: Parent Involvement Local Evaluation Tool	Parent Involvement Rate is at 25% parent participation at the SSC and ELAC meetings. As Measured by Local Assessment Tool.			Increase parent participation to 50% for the SSC and ELAC meetings. As Measured by Local Assessment Tool.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 5: Local Metric/Student Engagement/School Attendance Rates as reported on the California Dashboard Chronic Absenteeism data including all of the student group data.	ADA from 8/16/23-2/20/24 = 89.94% or 90%			Increase Attendance Calculation to 95%	
5.3	Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Aeries Analytics reports in May 14, 2024 Chronic Absenteeism 36% Socioeconomically Disadvantaged 34% Students with Disabilities			Chronic Absenteeism Goal: Reduce the following Sub Groups as Follow: 15% Socioeconomically Disadvantaged 15% Students with Disabilities	
5.4	Priority 5: Local Metric/Student Engagement/Middle school dropout rate	Priority 5: Local Metric/Student Engagement/Middle school dropout rate is at 0%			Maintain 0% Dropout Rate	
5.5	Priority 6: State Indicator/Student Suspension Indicator for Students in Subgroups: Foster Youth, Homeless, Hispanic and Two or More Races as listed on SWIS Risk Ratio Rate for OCESD.	Aeries Risk Ratios for 22-23 were the following Risk Rations per subgroup: Foster Youth: .50 Homeless: .89 Hispanic: .51 Two or More Races: 1.12			Aeries Risk Ratios for 24-25 Risk Ratios Goals per subgroup: Foster Youth: .25 Homeless: .50 Hispanic: .25 Two or More Races: .50	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Priority 6: State Indicator/Student Expulsion Indicator	Expulsion Rate as of May 10, 2024 is .05%			Maintain an expulsion rate less than 1%	
5.7	Priority 6: Local Indicator School Climate	<p>PBIS Assessment (Scale of 1 to 4 with 4 being highest)</p> <p>PBIS Climate Survey Based on Family Input is a district average of 3.7</p> <p>PBIS Climate Survey Based on Student Input is a district average of 3.8</p>			<p>Increase the number of students demonstrating positive emotional indicators.</p> <p>PBIS Assessment (Scale of 1 to 4 with 4 being highest)</p> <p>PBIS Climate Survey Based on Family Input is a district average of 4.0</p> <p>PBIS Climate Survey Based on Student Input is a district average of 4.0</p>	

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
5.1	School Climate and Safety:	<p>A. Provide noon duty campus supervisors with longer hours to ensure school safety and connect with students in a proactive manner to establish positive relationships and increase one supervisor per site.</p> <p>B. Re-connect with SRO officer, through the OPD, to promote a safe campus by connecting with students.</p> <p>C. The District Safety Committee will review the plans and recommend training.</p> <p>D. Hire an additional campus supervisor to support alternative recess, detention, and input SWIS data and training.</p> <p>E. Hire a behavioral specialist to support Tier 3 behaviors.</p> <p>F. Hire a vice principal for each middle school.</p>	\$1,261,512.00	Yes
5.2	Student Support	A. The District will maintain 4 Counselors and maintain the two Educational Therapists	\$782,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>B. School Counselors will have ongoing check-ins with foster youth and homeless to identify needs and support accordingly.</p> <p>C. School Counselors/Ed Therapists will administer KELVIN Launch's within the first month of the school year and once again after Christmas Break to utilize our Universal Screener for students who need/request support.</p> <p>D. Schools will administer a KELVN screener at random times throughout the year to identify students needing additional support for things like peer group conflict, bullying, academic support, etc.</p> <p>E. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.</p> <p>F. SEL classes will be offered for all students at the middle school and SEL curriculum taught in elementary classrooms by the classroom teacher.</p> <p>G. Continue electronic PBIS and increase incentives.</p>		
5.3	Professional Development:	<p>A. District will provide staff development in the areas of PBIS, SEL, bully prevention, de-escalation strategies and trauma informed practices for administrators, classified, and certificated. There will be increased training for classified staff. Additional training or conferences offered to support improving student behavior as is reflected by our Contract with LEAP for the 24/25 School Year.</p> <p>B. Professional development on data entry and analysis for administrators and PBIS teams.</p> <p>C. Send a team to CR-PBIS conference.</p>	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>D. Training for campus supervisors with an emphasis on de-escalation strategies, effective monitoring practices and how to address student behavior.</p>		
5.4	Anti-Bullying:	<p>A. Principals will schedule monthly assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).</p> <p>B. Teachers will emphasize how to prevent bullying, respond to bullying and how to be an ally through Second Step Lessons at the elementary and SEL classes at the middle school.</p> <p>C. Counselors will assist students experiencing bullying.</p> <p>D. School safety plans will address any problem areas bullying is occurring and address the problems.</p> <p>E. Specific staff will be identified that students can go to when bullying is occurring.</p> <p>F. Anti-bullying committee will continue to receive training and will support campuses to eradicate bullying.</p>	\$4,255.00	
5.5	Communication	<p>A. The District will maintain the social media/website/mobile app communication platform. (Parent Square), Dojo [Elementary] Remind[Middle School]) to cast a wider net in keeping parents informed and involved.</p> <p>B. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.</p>	\$13,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>C. Sites continue to use Parent Square for communication regarding absences, announcements, and school events.</p> <p>D. The District will provide an 8 hour/day Hmong speaking and a 7 hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocate for EL, 504 and SPED parents.</p> <p>E. Remind parents of the resources available multiple times throughout the year.</p> <p>F. Parent liaisons will call parents to encourage attendance at events and/or meetings.</p> <p>G. OCESD Will increase the Parent Participation in ELAC and SSC as measured by Local Evaluation Tool</p>		
5.6	School Attendance	<p>A. Clerks will assist in the collection and maintenance of attendance data.</p> <p>B. Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites.</p> <p>C. Schools will have sufficient health supplies.</p> <p>D. State transportation funding will be supplemented to provide students, including low income, a means of getting to school.</p> <p>E. Develop and implement an attendance incentive program.</p>	\$1,420,811.00	Yes
5.7	Equity and Culturally Responsive Climate	<p>A. School site teams will identify two academic strategies: SEL and trauma-responsive in tier 1 and 2 to use at their school sites.</p>	\$72,450.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>B. District will conduct self-reviews to determine appropriate service delivery to SWDs.</p> <p>C. School site teams will consistently engage in and implement quality improvement efforts that will help improve school climate and safety.</p> <p>D. Staff will increase their awareness of cultural sensitivity, equity, bias, trauma-informed practices, discipline, social/emotional learning, and CR PBIS, and be able to consistently utilize these strategies in their classrooms.</p> <p>E. Staff will use research-based strategies for working with racially and culturally diverse and low socioeconomic status student populations including SWD's.</p> <p>F. A team will attend conferences to support CR PBIS, restorative practices or MTSS.</p>		
5.8	Alternatives to Suspension	<p>A. CR-PBIS training and guidance will be provided to school teams.</p> <p>B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being.</p> <p>C. Materials will be developed to use as an alternative to suspension.</p>	\$7,205.00	No
5.9	Foster Youth and Homeless	<p>A. Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance.</p> <p>B. Staff will be assigned to personally call families on attendance.</p>	\$575.00	No

Action #	Title	Description	Total Funds	Contributing
		C. Groups will be established to support students on adjusting to change as needed.		
5.10	Attendance Incentives	Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, activities, prizes, school dance). This action will be funded through the general fund.	\$13,800.00	No
5.11	Affinity Clubs	Affinity Clubs: Elementary schools offered three session a year in which they selected from Hmong, Native American, Hispanic, and African American clubs for the intermediate grades. The secondary schools set up clubs at lunchtime on a monthly basis and tried to offer the same clubs with mixed success. There was outreach to all the organizations in Oroville to support our clubs.	\$20,673.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7028289	\$843787

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
34.065%	0.000%	\$0.00	34.065%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Maintenance of Facilities and Compliance with Williams Act</p> <p>Need: To ensure We are providing appropriate Williams Act Facilities and Learning Environments, Maintenance Personnel for our Low Income Students.</p>	<p>Annually, we will utilize the California Department of Education Facilities Inspection Tool (FIT) to conduct a comprehensive assessment of the condition of our facilities. This assessment will serve as a crucial status update, informing our efforts to maintain and improve the quality of our school environment. Upon identifying areas of need through the FIT assessment, we will promptly address them by integrating them into our annual maintenance plan. This proactive approach ensures that any deficiencies or</p>	Williams Act Annual Report/Fit Report Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>concerns are promptly identified and remedied, contributing to the safety, functionality, and overall quality of our facilities for the benefit of our students, staff, and community.</p>	
<p>1.3</p>	<p>Action: Teacher Development</p> <p>Need: The District is required to maintain a full staff of Highly Qualified Teacher's at all times and BTSA will ensure that is taking place and continuing.</p> <p>Based on the needs of our low income students which show only 13% are proficient or above in math scores, we need highly qualified teachers. Research has consistently shown that teacher quality is one of the most important school-related factors influencing student achievement, particularly for low-income students. According to a study by Rivkin, Hanushek, and Kain (2005), "students who are taught by highly effective teachers can gain up to an additional year of learning compared to students with less effective teachers" .</p> <p>Currently, OCESD has 87% of Teacher's are Highly Qualified for the 23-24 School Year.</p> <p>Scope: LEA-wide</p>	<p>Research suggests that induction programs for new teachers play a vital role in improving student performance by providing new teachers with the support, resources, and professional development they need to become effective educators. By focusing on instructional quality, retention, tailored support for diverse learners, alignment with school goals, mentorship and collaboration, data-informed decision making, and continued professional development, induction programs contribute to positive outcomes for both teachers and students.</p> <p>OCESD in agreement with BCOE will provide additional support for new teachers and help improve teaching practices; which will help prepare students to have access state standards, and improve student learning. This action supports teachers in clearing their credential helps recruit and keep qualified teachers</p>	<p>Personnel State/County Credential Required Reports.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.4</p>	<p>Action: Substitute Teachers</p> <p>Need: At times we do not have a substitute to fulfill all open positions on any given day. We strive hard to ensure we hire and maintain as many substitutes as possible.</p> <p>Scope: LEA-wide</p>	<p>This action will support us in the process of being able to hire and retain substitutes for our sites.</p>	<p>Frontline Absence Reports that include filled and unfilled results for certificated substitutes in OCESD.</p>
<p>2.2</p>	<p>Action: Professional Development:</p> <p>Need: Our English Learners, Foster Youth, and Socio Economically Disadvantaged student groups are underachieving in ELA and Math:</p> <p>Math CAASPP Spring 2023 Met or Exceeded Standards</p> <p>17% All Students 14% EL students 13% SED 6% Foster Youth</p> <p>ELA SBAC Spring 2023 Met or Exceeded Standards</p> <p>21% All Students 19% EL students 17% SED</p>	<p>OCESD Is Identified as having Red Dashboard Indicators in more than one area of Academics, Suspension and Attendance for the 22-23.</p> <p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all</p>	<p>CAASPP Assessment, State of California Dashboard, and local INSPECT Benchmark Assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>10% Foster Youth</p> <p>Research shows that students from low income homes have the identified need and benefit from Evidence Based Strategy. Research also consistently demonstrates that high-quality, research-based professional development for teachers can lead to improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement.. Based on the needs of our English Learners, Foster Youth, Students with Disabilities, African America Hispanic Two Or More Races, Asian in the areas of MATH and ELA. students and the research, we will be implementing.</p> <p>Scope: LEA-wide</p>	<p>students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student’s learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. (https://allthingsplc.info/about/: Solution Tree).</p>	
2.3	<p>Action: 2.3 Strategy Development for SWD:</p> <p>Need: We have an increased number of students in grades who qualify for Special Education Services. SED, English Language Learners and Foster Youth are scoring significantly below the "all students" group on measures of academic achievement.</p>	<p>This action meets the needs of our SWD by ensuring our trainings and PLC's focus on the ideas of Inclusion and Support for our SED, English Language Learners or Foster Youth at each school site.</p> <p>Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in</p>	CAASPP Assessment, State of California Dashboard, and local Benchmark Assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. (Aikens & Barbarin, 2008).</p> <p>Scope: LEA-wide</p>	<p>the early primary grades and among low-income students.</p> <p>A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies.</p>	
2.4	<p>Action: 2.4 Strategies for Improvement:</p> <p>Need: Student Targeted Intervention, access to Library Materials and Instructional Curriculum Materials.</p> <p>Our strategies for improvement included a clearly articulated professional development calendar which we disseminate to principals before school starts. Our professional development training does include all the materials needed for the training and materials</p>	Offer more/support current levels of Intervention support in the classrooms and The Library.	CAASPP and local Benchmark Assessments. Library Follet Destiny Usage Reports. Yearly Special Education Department Review of Service Hours and Service Logs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to implement in the classroom. For example, those attending a classroom discipline training were provided with a book as a resource. A strategy to ensure our SWD are supported is reviewed each year and monitored to ensure student minutes are followed based on the IEP. Going forward, an after-school math tutoring program will be offered through ELOP funding.</p> <p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: 2.5 Support Services:</p> <p>Need: Student Targeted Intervention, access to Library Materials and Instructional Curriculum Materials.</p> <p>Scope: LEA-wide</p>	<p>Offer more/support current levels of Intervention support in the classrooms and The Library.</p> <p>Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals.</p> <p>This action provides the staff necessary for students to be successful in the classroom through support tutoring and intervention. This will help improve and maintain sustainability in implementation of state standards and should help improve state and local test scores. In addition, their supervision keeps students safe and cut</p>	<p>CAASPP Assessment, State of California Dashboard, and local Benchmark Assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>down on behavior issues. All students, including ELD, low income, and foster and homeless youth, require supervision and can benefit from classroom support. The majority of students in OCESD are low income, so it makes sense to offer this support for all students.</p>	
<p>2.6</p>	<p>Action: 2.6 Technology Program:</p> <p>Need: Students utilize technology and Chromebooks for many curriculum activities as well as CAASPP Testing. We are in constant need of refreshed Chromebooks for replacement and utilization.</p> <p>This is ensuring that our Low Income Students have access to technology that is needed to complete school curriculum and assignment requirements.</p> <p>Scope: LEA-wide</p>	<p>Every student in the district utilizes Chromebooks for our academic programs.</p>	<p>All Students will have and utilize a Chromebook when need during his/her academic day.</p>
<p>2.7</p>	<p>Action: 2.7 Multilingual Program:</p> <p>Need: Translation and curriculum access services for our Spanish Speaking students and families.</p>	<p>Research suggests that equipping ELD teachers with the knowledge, skills, and strategies needed to effectively support ELD students will promote academic success and equitable opportunities for English language learners. In addition providing additional curriculum and pull-out interventions for ELD students, will provide targeted support and</p>	<p>Family Engagement Surveys provided in English, Hmong and Spanish.</p> <p>CASSPP State Testing Results. ELPAC State Testing Results and Local</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELD students scored 84 points below standard on ELA district wide. ELD. This is lower than most but still showed an orange on the on the California State Dashboard.</p> <p>Scope: LEA-wide</p>	<p>instruction to help them develop English proficiency and academic language skills.</p> <p>This action provides the training for classroom teachers and the resources necessary to help ELD students reclassify and improve on their ELPAC with the intention of testing out and not remaining and becoming LTELS.</p> <p>The additional Parent Liaison's represent our two largest Minority Groups in the district being Hmong and Spanish Speaking. They are available for ELPAC Testing, Translating, and Attending IEP/504 Meetings upon request for language support.</p>	<p>INSPECT Benchmark Assessment Data.</p>
<p>2.8</p>	<p>Action: 2.8 Additional Instructional Support:</p> <p>Need: Low Income Students Identified by Local Assessment Data as being 2 years or more behind in ELA/Reading will be provided Reading/ELA Instruction at the Elementary and Middle Schools.</p> <p>Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004)</p>	<p>Research highlights the critical role of reading intervention teachers in supporting students' reading development and improving academic outcomes. By providing individualized instruction, using evidence-based strategies, monitoring progress closely, collaborating with colleagues, and engaging in professional development, reading intervention teachers can make a significant difference in the lives of struggling readers and help them become proficient and confident readers.</p> <p>Students Identified by Local Assessment Data as being 2 years or more behind in ELA/Reading will be provided Reading/ELA Instruction at the Elementary and Middle Schools. These actions provide direct services for students who are not meeting prescribed levels of proficiency.</p>	<p>CAASPP and local Benchmark Assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>A reading intervention teacher can provide targeted intervention for struggling students and collaborate with home room teachers in order to help improve students achievement. This action is schoolwide as the majority of students are low income. However, priority for intervention is given to unduplicated populations.</p>	
<p>2.9</p>	<p>Action: 2.10 Implement a broad course of study</p> <p>Need: OCESD Will continue to offer a Band Program for our Middle Schools. Community Input and the need to continue offering a community requested program for students interested in participating in band leading to High School and possibly college, have been the driving factors for continuing to offer a Bank Program at the Middle Schools.</p> <p>Scope: Schoolwide</p>	<p>It is provided to any Middle School Student in OCESD. It is a highly requested program in OCESD. This program is provided for any subgroup, and student who attends Ishi Hills or The Studios at Central Middle Schools.</p>	<p>Enrollment Reports of classes at each Middle School for Band. Progression of enrollment for past three years and public input on survey related to Band Program. Will begin Survey at end of 24/25 School Year.</p>
<p>2.10</p>	<p>Action: 2.9 Assessments</p> <p>Need: Current and Relevant Testing Data is needed to mark progress, design Targeted Interventions and Document our PLC Planning, base on EL, SED or Foster Youth Subgroups.</p>	<p>Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration among educators, and parents.</p> <p>Research Also suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student</p>	<p>CAASPP and local INSPECT Benchmark Assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention for ALL students and students who are struggling, including students that are in the English Learners, Foster Youth, Students with Disabilities, African American, American Indian, Hispanic, Two or More Races, White and Homeless Subgroups.</p> <p>This is provided LEA wide as scores need improvement throughout the district and all student populations; However, the data from INSPECT benchmark assessments will provide insight necessary for giving targeted intervention to unduplicated populations and student groups in the red on the California Dashboard in order to help close the achievement gap.</p>	
<p>2.15</p>	<p>Action: 2.16 Reduce Class Size</p> <p>Need: Districts have demonstrated that Lower Class Size allows for more attention with students and scores reflect better progress. We need to have smaller classes so more individualized instruction can take place.</p> <p>Glass and Smith (1978), concluded that small class sizes were associated with improved</p>	<p>Smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, SWD, Hispanic, Two or More Races, Asian, White, Foster and EL students. All students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.</p>	<p>We would expect to see increased student performance on the IReady scores and the 3rd Grade ELA CAASPP scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academic performance. Effects were strongest in the early primary grades and among low-income students.</p> <p>A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies.</p> <p>Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates.</p> <p>Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003)</p> <p>Scope: LEA-wide</p>		
<p>2.16</p>	<p>Action: 2.17 Math MTSS</p> <p>Need: Our English Learners, Foster Youth and SED student subgroups are underachieving in Math.</p> <p>Math CAASPP Spring 2023 Met or Exceeded Standards</p>	<p>This action will provide additional instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.</p> <p>Based on the needs of our identified sub groups and the research demonstrating , we will be implementing/providing instructional support to English Learners, Homeless, SED, African</p>	<p>We expect to see an increase in student outcomes as measured by grade level INSPECT Benchmark scores and 3-8 CAASPP scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>17% All Students 14% EL students 13% SED 08% Foster Youth</p> <p>CAASPP scores also indicate that all student groups need additional support in the area of Math, instructional staff indicate that paraprofessionals effectively provide small group and 1:1 instructional support during core instruction. Research shows that students from low income homes have the identified need and benefit from additional instructional support.</p> <p>Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003)</p> <p>CAASPP scores also indicate that all student groups need additional support in the area of Math, instructional staff indicate that paraprofessionals effectively provide small group and 1:1 instructional support during core instruction.</p> <p>Scope: LEA-wide</p>	<p>American, Hispanic and Two or More Races student subgroups; while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.</p> <p>SED, Foster Youth and English Language Subgroups.</p>	
3.1	<p>Action: Targeted Math Intervention</p> <p>Need:</p>	<p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress,</p>	<p>End of the Year CAASPP Math Scores demonstrating a 5% growth from the previous</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Ishi Hills has qualified for the Differentiated Assistance due to 3 subgroups being in the Low/Red Category for 3 or more years in Math (Homeless, Hispanic, and Two or More Races). This Action will address the specific identified areas for appropriate training and coaching in the areas of Math for Ishi Hills Middle School.</p> <p>Scope: Schoolwide</p>	<p>and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for unduplicated populations and help improve test scores for students with disabilities. This will be provided districtwide as all schools are below standard in math. However, coaching will focus on helping teachers to close the achievement gap for unduplicated populations in the populations with the specific populations of Homeless, Hispanic and Two or More Races.</p>	<p>year for the school years of 24-25, 25-26 and 26-27.</p>
<p>3.2</p>	<p>Action: Targeted ELA Intervention</p> <p>Need: Ishi Hills has qualified for the Differentiated Assistance due to 3 subgroups being in the Low/Red Category for 3 or more years in ELA. This Action will address the specific identified areas for appropriate training and coaching in the areas of ELA for Ishi Hills Middle School will target the specific Sub Groups of Hispanic, Homeless, and Two or More Races.</p> <p>Scope: Schoolwide</p>	<p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>This action will provide coaching to teachers in ELA instruction and in using data to provide intervention that will help close the achievement gap for unduplicated populations and help improve test scores. However, coaching will focus on helping teachers to close the achievement gap for unduplicated populations in the populations with</p>	<p>End of the Year CAASPP ELA Scores demonstrating a 5% growth from the previous year for the school years of 24-25, 25-26 and 26-27.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the specific populations of Homeless, Hispanic and Two or More Races.	
3.3	<p>Action: Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff</p> <p>Need: We will be bringing in an outside trainer to create a training to support our Teacher's and Classified Staff on ways we can support/address our suspensions, improve learning environments and improve our overall academic support.</p> <p>Scope: Schoolwide</p>	<p>This Goal specifically focuses on the Suspension portion of Differentiated Assistance Identified Area.</p> <p>We want to quantify a reduction of Suspensions, by providing direct support, insight and understanding from our Administration, Teachers and Classified Staffs at our site.</p>	AERIES End of the Year Suspension Report, specially for Homeless Subgroup, demonstrating a 5% reduction each year.
3.4	<p>Action: Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements</p> <p>Need: Ishi Hills Middle School has been identified as needing Differentiated Assistance in the subgroups of Homeless, Hispanic and Two or More Races, in the areas of Suspensions, ELA and Math.</p> <p>With this assistance, we look to support all subgroups at Ishi Hills Middle School, but will specifically Target Homeless, Hispanic, and</p>	<p>Ishi Hills Middle School will conduct Differentiated Assistance Goal Setting Meetings to plan next steps of Team Building and Site Expectations with OCESD/BCOE mutually agreed upon consultant . The ideas of this goal comes from parent input in which they feel having all teacher's at the site, on the same page and having similar expectations would be advantages to the community, parents and students.</p> <p>The time and place for this event could take place outside of school hours, outside of school days and would include total cost of the attendance for all employees and presenter.</p>	California Dashboard of Student Achievement for Ishi Hills Middle School , demonstrating nothing lower than a "Yellow, Dashboard Indicator" for the 24-25, 25-26, and 26-27 School Years.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Two or More Races in the areas of Suspension, ELA and Math.</p> <p>Scope: Schoolwide</p>		
<p>3.5</p>	<p>Action: PBIS Tier 1 Positive Environment Improvement Student Training</p> <p>Need: Ishi Hills Middle School has been identified as needing Differentiated Assistance in the subgroups of Homeless, Hispanic and Two or More Races, in the areas of Suspensions, ELA and Math.</p> <p>Scope: Schoolwide</p>	<p>We are looking at demonstrating and measuring a direct conversation with the students at Ishi Hills Middle School about the importance of Attendance, Academic Achievement, and Positive Behavior; while specifically focusing on our subgroups of Homeless, Hispanic, and Two or More Races in the Areas of Suspensions, ELA and Math.</p>	<p>There will be a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27), for Ishi Hills Middle School.</p>
<p>3.6</p>	<p>Action: Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.</p> <p>Need: Ishi Hills Middle School will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year. This teacher will be included in "Check In and Check Out" for Tier 1, 2 and 3 Students.</p>	<p>Our Teacher Support Specialist will work specifically with our Tier 1, 2, and 3 PBIS Students with direct support and guidance, but will specifically target our Hispanic, Homeless, and Two or More Races Subgroups in the hopes of supporting the lowering of Suspensions and the improvement in the areas of ELA and Math.</p>	<p>The demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Ishi Hills Middle School for the 24-25, 25-26 and 26-27 School Years for the subgroups of Hispanic, Homeless, and Two or More Races in the areas of Suspension, ELA and Math.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>4.1</p>	<p>Action: Targeted Math Intervention</p> <p>Need: Studios at Central Middle School has qualified for the Differentiated Assistance due to 3 subgroups being in the Low/Red Category for 3 or more years in Math (Homeless, Hispanic, and Two or More Races). This Action will address the specific identified areas for appropriate training and coaching in the areas of Math for Studios at Central Middle School.</p> <p>Scope: Schoolwide</p>	<p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for unduplicated populations and help improve test scores for students with disabilities. This will be provided districtwide as all schools are below standard in math. However, coaching will focus on helping teachers to close the achievement gap for unduplicated populations in the populations with the specific populations of Homeless, Hispanic and Two or More Races.</p>	<p>End of the Year CAASPP Math Scores demonstrating a 5% growth from the previous year for the school years of 24-25, 25-26 and 26-27.</p>
<p>4.2</p>	<p>Action: Targeted ELA Intervention</p> <p>Need: Studios at Central has qualified for the Differentiated Assistance due to 3 subgroups being in the Low/Red Category for 3 or more years in ELA. This Action will address the specific identified areas for appropriate training and coaching in the areas of ELA for Studios at Central Middle School will target specific</p>	<p>Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all.</p> <p>This action will provide coaching to teachers in ELA instruction and in using data to provide intervention that will help close the achievement</p>	<p>End of the Year CAASPP Math Scores demonstrating a 5% growth from the previous year for the school years of 24-25, 25-26 and 26-27.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Sub Groups of Hispanic, Homeless, and Two or More Races.</p> <p>Scope: Schoolwide</p>	<p>gap for unduplicated populations and help improve test scores However, coaching will focus on helping teachers to close the achievement gap for unduplicated populations in the populations with the specific populations of Homeless, Hispanic and Two or More Races.</p>	
<p>4.3</p>	<p>Action: Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff</p> <p>Need: We will be bringing in an outside trainer to create a training to support our Teacher's and Classified Staff on ways we can support/address our suspensions, improve learning environments and improve our overall academic support.</p> <p>Scope: Schoolwide</p>	<p>This Goal specifically focuses on the Suspension portion of Differentiated Assistance Identified Area.</p> <p>We want to quantify a reduction of Suspensions, by providing direct support, insight and understanding from our Administration, Teachers and Classified Staffs at our site.</p>	<p>AERIES End of the Year Suspension Report, specially for Homeless Subgroup, demonstrating a 5% reduction each year.</p>
<p>4.4</p>	<p>Action: Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements</p> <p>Need: Studios at Central Middle School has been identified as needing Differentiated Assistance in the subgroups of Homeless, Hispanic and Two or More Races, in the areas of Suspensions, ELA and Math.</p>	<p>Studios at Central Middle School will conduct Differentiated Assistance Goal Setting Meetings to plan next steps of Team Building and Site Expectations with OCESD/BCOE mutually agreed upon consultant . The ideas of this goal comes from parent input in which they feel having all teacher's at the site, on the same page and having similar expectations would be advantages to the community, parents and students.</p> <p>The time and place for this event could take place outside of school hours, outside of school days</p>	<p>California Dashboard of Student Achievement for Studios at Central Middle School , demonstrating nothing lower than a "Yellow, Dashboard Indicator" for the 24-25, 25-26, and 26-27 School Years.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>With this assistance, we look to support all subgroups at Studios at Central Middle School, but will specifically Target Homeless, Hispanic, and Two or More Races in the areas of Suspension, ELA and Math.</p> <p>Scope: Schoolwide</p>	<p>and would include total cost of the attendance for all employees and presenter.</p>	
<p>4.5</p>	<p>Action: PBIS Tier 1 Positive Environment Improvement Student Training</p> <p>Need: Studios at Central Middle School has been identified as needing Differentiated Assistance in the subgroups of Homeless, Hispanic and Two or More Races, in the areas of Suspensions, ELA and Math.</p> <p>Scope: Schoolwide</p>	<p>We are looking at demonstrating and measuring a direct conversation with the students at Studios at Central Middle School about the importance of Attendance, Academic Achievement, and Positive Behavior; while specifically focusing on our subgroups of Homeless, Hispanic, and Two or More Races in the Areas of Suspensions, ELA and Math.</p>	<p>There will be a lowering of 5% or more of Discipline Incidents as measured by SWIS for our Hispanic, Homeless and Two Or More Races Subgroups, for the next 3 academic, school years (24-25, 25-26, and 26-27), for Studios at Central Middle School.</p>
<p>4.6</p>	<p>Action: Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed</p> <p>Need: Studios at Central Middle School will will hire a "Temporary" Certificated Teacher to act as a Student Support Specialist for the 24/25 School Year. This teacher will be included in</p>	<p>Our Teacher Support Specialist will work specifically with our Tier 1, 2, and 3 PBIS Students with direct support and guidance, but will specifically target our Hispanic, Homeless, and Two or More Races Subgroups in the hopes of supporting the lowering of Suspensions and the improvement in the areas of ELA and Math.</p>	<p>The demonstration of nothing lower than a yellow Dashboard Indicator demonstrated on our California Dashboard of Student Achievement for Studios at Central Middle School for the 24-25, 25-26 and 26-27 School Years for the subgroups of Hispanic,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>"Check In and Check Out" for Tier 1, 2 and 3 Students.</p> <p>Scope: Schoolwide</p>		Homeless, and Two or More Races in the areas of Suspension, ELA and Math.
5.1	<p>Action: School Climate and Safety:</p> <p>Need: OCESD is striving to create a safe, supportive, and conducive learning environment where students can thrive academically and socially. This collaborative approach to school safety underscores the district's commitment to prioritizing the well-being of its students and staff members.</p> <p>Suspension and Behavior SWIS Data has demonstrated that we need to improve overall safety and training for our SED, Foster Youth and English Language Subgroups.</p> <p>These Actions will provide direct access to law enforcement as well as having more administrative support for school safety presence.</p> <p>Scope: LEA-wide</p>	<p>OCESD recognizes the importance of maintaining a safe and secure learning environment for all students, staff, and visitors. To achieve this goal, the district will enter into contracts with the Oroville Police Department to provide School Resource Officer (SRO) and Deputy services. These dedicated law enforcement professionals will work closely with school administrators to ensure the safety and well-being of everyone on campus. In addition to SROs and Deputies,</p> <p>These campus security staff members will provide an additional layer of protection, patrolling school grounds, monitoring access points, and responding to any security concerns or incidents that may arise. By partnering with local law enforcement agencies and investing in campus security personnel.</p> <p>Vice Principals will provide another layer of support for each Middle School to ensure PBIS and Restorative Practices are taking place at the prescribed levels.</p>	Annual PBIS Climate Survey for Students, Staff and Parents.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>5.2</p>	<p>Action: Student Support</p> <p>Need: OCESD is in the 5th year of a 5 year Settlement with DOJ and our requirements for compliance include all personnel listed in this action step to ensure we are addressing Social Emotional Curriculum as well as being serviced in the 3 Tiers of PBIS when needed.</p> <p>OCESD has recognized the need to provide SEL, Mental Health Support, with the additions of the roles of Educational Therapists and School Counselors to provide specialized support for unduplicated students at every school site, addressing both their instructional and mental health needs. Moreover, the SEL Mental Health Group will actively cultivate avenues to enhance parental and community involvement. Collaborating closely with administration, social workers, and other staff members, each Mental Health Support Group Member will manage a caseload of students, maintaining regular check-ins to monitor progress and offer assistance as needed. Priority will be accorded to students experiencing homelessness, those in foster care, individuals identified through the Fundamentals SEL screener as requiring additional support, those grappling with chronic absenteeism, or students at risk of academic underperformance.</p> <p>Furthermore, the SEL Mental Health Group will extend crucial social and emotional</p>	<p>These positions maintain our current levels of "Substantively Compliant" with the DOJ and allows us to provide the most Social and Emotional Learning Supports and Therapy possible.</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support to both students and staff, operating student wellness centers accessible during crises or moments necessitating respite. This multifaceted approach underscores our commitment to fostering a supportive educational environment conducive to the well-being and success of every student and specifically focusing on our SED, Foster Youth and English Language Subgroups.</p> <p>Scope: LEA-wide</p>		
<p>5.3</p>	<p>Action: Professional Development:</p> <p>Need: To increase and maintain the level of PBIS and Social Emotional Learning Supports, OCESD needs to maintain our Professional Development Training, Learn Next Steps and keep-up-to-date with the latest advancements in the field of SEL/PBIS specifically focusing on our SED, Foster Youth and English Language Subgroups.</p> <p>Scope: LEA-wide</p>	<p>Keeping a high level of training and new information will provide the best environment possible for our students.</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</p>
<p>5.4</p>	<p>Action: Anti-Bullying:</p> <p>Need:</p>	<p>Every school site is involved in a Bullying Free activity at each site with all students.</p>	<p>SWIS/AERIES Suspension and Discipline Reports.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Each student has a right to attend school and not have to contend with Bullying. We have strived to meet the challenge of creating a Bully Free Campus at each site within our district. We strive to continue these activities to ensure we have steps in place to address each situation of Bullying that may arise specifically involving our SED, Foster Youth and English Language Subgroups.</p> <p>Scope:</p>		
<p>5.5</p>	<p>Action: Communication</p> <p>Need: All students and Families need to stay aware of school activities, Meetings, and events that may be needed to ensure successful completion of academic progress and Social Emotional Learning are taking place.</p> <p>Scope: LEA-wide</p>	<p>All students and families should be and will be included and kept apprised of student progress throughout the school year.</p>	<p>Local Evaluation Tools have our parents participating at a 25% (23-24 SY) Rate for ELAC and SSC Meetings. Utilizing the same Local Evaluation Tool, we look at raising this participation to a 50%.</p> <p>We will also be utilizing return reports from Parent Square, Dojo and Social Media Sites to ensure interaction with the messages that are being sent to our parents for their attendance and participation.</p> <p>Other utilized Metrics will include Translation Logs kept by our District Translators for Meetings or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			any other Parent Requests.
5.6	<p>Action: School Attendance</p> <p>Need: Attendance is crucial to ensuring our students have the most time learning time possible to ensure his/her health safety and academic progress.</p> <p>Scope: LEA-wide</p>	Our Chronic Absence Goal was lessened by we will need to do better in raising our ADA and ensuring more kids come to school under the level of being Chronically Absent.	AERIES Analytics Absence Reports
5.8	<p>Action: Alternatives to Suspension</p> <p>Need: The State of California has created laws that directly limit the amount of reasons why students can be suspended, because studies show that suspension does not work and actually contributes to the "School to Prison Pipeline". We as a district need to explore and understand alternatives to suspension and put them into practice.</p> <p>Our implementation of Restorative Practices have begun reducing the amount of suspensions and the Chronic Absenteeism has improved for the past year. We look at directly supporting our SED, Foster Youth and English Language Subgroups.</p>	These actions will provide instances and discussions to ensure teacher's and administration are discussing "Alternatives to Suspension" and trying to find effective ways to address student behavior to see improvement.	SWIS/AERIES Suspension and Discipline Reports.

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:		
5.11	<p>Action: Affinity Clubs</p> <p>Need: With the 5th year of our 5 Year DOJ Settlement, OCESD has embraced the idea of Affinity Clubs being offered so our students have a place to feel safe and celebrate his/her uniqueness with other students.</p> <p>Scope: LEA-wide</p>	Affinity Clubs are offered at every site and every race/nationality in the OCESD.	Annual PBIS Climate Survey for students, parents and staff.

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
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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.

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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.

Funds used for staffing will only impact school sites at 55% identification as described as all OCESD schools are at 55% identification.

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	1:11
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

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	20632225	7028289	34.065%	0.000%	34.065%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,146,795.00	\$2,600,614.00	\$0.00	\$5,000.00	\$10,752,409.00	\$7,800,836.00	\$2,951,573.00

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	Staffing	All	No			All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Maintenance of Facilities and Compliance with Williams Act		Yes	LEA-wide		All Schools	3 Years	\$82,062.00	\$0.00	\$82,062.00				\$82,062.00	
1	1.3	Teacher Development		Yes	LEA-wide		All Schools	3 Years	\$0.00	\$24,035.00	\$24,035.00				\$24,035.00	
1	1.4	Substitute Teachers		Yes	LEA-wide		All Schools	3 Years	\$80,500.00	\$0.00	\$80,500.00				\$80,500.00	
2	2.1	Classroom Supply Budget: Each regular education classroom will be assigned a \$500 budget.	All	No			All Schools		\$0.00	\$44,275.00	\$44,275.00				\$44,275.00	
2	2.2	Professional Development:		Yes	LEA-wide		Specific Schools: Ishi Hills Middle School, Oakdale Heights Elementary, The Studios at Central, Ophir Elementary and Wyandotte Academy TK-8		\$2,716,966.00	\$261,625.00	\$2,978,591.00				\$2,978,591.00	
2	2.3	2.3 Strategy Development for SWD:		Yes	LEA-wide		Specific Schools: Ishi Hills Middle		\$575.00	\$0.00	\$575.00				\$575.00	

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
							School, The Studios at Central, Ophir Elementary, Wyandotte Academy TK-8									
2	2.4	2.4 Strategies for Improvement:		Yes	LEA-wide		Specific Schools: Ishi Hills Middle School, Ishi Hills Middle School, The Studios at Central, Ophir Elementary, Wyandotte Academy		\$56,288.00	\$0.00	\$56,288.00				\$56,288.00	
2	2.5	2.5 Support Services:		Yes	LEA-wide		All Schools		\$287,184.00	\$4,600.00	\$291,784.00				\$291,784.00	
2	2.6	2.6 Technology Program:		Yes	LEA-wide		All Schools		\$135,201.00	\$669,415.00	\$804,616.00				\$804,616.00	
2	2.7	2.7 Multilingual Program:	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Studios at Central and The Wyandotte Academy TK-8		\$40,121.00	\$0.00	\$40,121.00				\$40,121.00	
2	2.8	2.8 Additional Instructional Support:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		\$1,089,667.00	\$0.00		\$1,089,667.00			\$1,089,667.00	
2	2.9	2.10 Implement a broad course of study		Yes	School wide		Specific Schools: Ishi Hills and The		\$116,106.00	\$0.00	\$116,106.00				\$116,106.00	

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
							Studios at Central Middle Schools 6-8									
2	2.10	2.9 Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$57,500.00	\$57,500.00				\$57,500.00	
2	2.11	Foster Youth and Homeless	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
2	2.12	2.13 Homework Support:	All	No			All Schools		\$99,802.00	\$125,000.00	\$125,000.00	\$99,802.00			\$224,802.00	
2	2.13	2.14 Supplemental Materials	All	No			All Schools		\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
2	2.14	2.15 Science Adoption	All	No			All Schools		\$0.00	\$80,000.00		\$80,000.00			\$80,000.00	
2	2.15	2.16 Reduce Class Size		Yes	LEA-wide		All Schools		\$0.00	\$144,684.00	\$144,684.00				\$144,684.00	
2	2.16	2.17 Math MTSS		Yes	LEA-wide		All Schools		\$146,880.00	\$0.00		\$146,880.00			\$146,880.00	
3	3.1	Targeted Math Intervention		Yes	School wide		Specific Schools: Ishi Hills Middle School 6-8		\$0.00	\$28,750.00		\$28,750.00			\$28,750.00	
3	3.2	Targeted ELA Intervention		Yes	School wide		Specific Schools: Ishi Hills Middle School 6-8		\$0.00	\$28,750.00		\$28,750.00			\$28,750.00	
3	3.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff		Yes	School wide		Specific Schools: Ishi Hills Middle School 6-8		\$0.00	\$29,552.00		\$29,552.00			\$29,552.00	
3	3.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements		Yes	School wide		Specific Schools: Ishi Hills Middle School		\$20,000.00	\$95,000.00		\$115,000.00			\$115,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-8									
3	3.5	PBIS Tier 1 Positive Environment Improvement Student Training		Yes	School wide		Specific Schools: Ishi Hills Middle School 6-8		\$0.00	\$79,350.00		\$79,350.00			\$79,350.00	
3	3.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.		Yes	School wide		Specific Schools: Ishi Hills Middle School		\$138,000.00	\$0.00		\$138,000.00			\$138,000.00	
4	4.1	Targeted Math Intervention		Yes	School wide		Specific Schools: Studios at Central Middle School 6-8		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.2	Targeted ELA Intervention		Yes	School wide		Specific Schools: Studios At Central Middle School 6-8		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff		Yes	School wide		Specific Schools: Studios at Central Middle School 6-8		\$0.00	\$34,500.00		\$34,500.00			\$34,500.00	
4	4.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements		Yes	School wide		Specific Schools: Studios at Central Middle School 6-8		\$20,000.00	\$95,000.00		\$115,000.00			\$115,000.00	
4	4.5	PBIS Tier 1 Positive Environment Improvement Student Training		Yes	School wide		Specific Schools: Studios at Central Middle School 6-8	2 Years	\$0.00	\$82,363.00		\$82,363.00			\$82,363.00	

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
4	4.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed		Yes	School wide		Specific Schools: Studios at Central Middle School 6-8		\$138,000.00	\$0.00		\$138,000.00			\$138,000.00	
5	5.1	School Climate and Safety:		Yes	LEA-wide		All Schools		\$1,211,512.00	\$50,000.00	\$1,141,512.00	\$120,000.00			\$1,261,512.00	
5	5.2	Student Support		Yes	LEA-wide		All Schools		\$773,072.00	\$9,505.00	\$582,577.00	\$200,000.00			\$782,577.00	
5	5.3	Professional Development:		Yes	LEA-wide		All Schools		\$0.00	\$23,000.00	\$23,000.00				\$23,000.00	
5	5.4	Anti-Bullying:					All Schools		\$0.00	\$4,255.00	\$4,255.00				\$4,255.00	
5	5.5	Communication		Yes	LEA-wide		All Schools		\$0.00	\$13,800.00	\$13,800.00				\$13,800.00	
5	5.6	School Attendance		Yes	LEA-wide		All Schools		\$628,227.00	\$792,584.00	\$1,420,811.00				\$1,420,811.00	
5	5.7	Equity and Culturally Responsive Climate	Students with Disabilities Homeless, Hispanic, Two or more Races, Foster Youth, Socioeconomically Disadvantaged	No			Specific Schools: Ishi Hills, The Studios at Central, and the Wyandotte Academy TK-8		\$0.00	\$72,450.00	\$72,450.00				\$72,450.00	
5	5.8	Alternatives to Suspension	Students with Disabilities Homeless, Hispanic, Two or more Races, Foster Youth, Socioeconomically Disadvantaged	No			All Schools Specific Schools: Ishi Hills, The Studios at Central, and the Wyandotte Academy TK-8		\$0.00	\$7,205.00	\$7,205.00				\$7,205.00	

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
5	5.9	Foster Youth and Homeless	Foster Youth, Homeless	No			All Schools		\$0.00	\$575.00	\$575.00				\$575.00	
5	5.10	Attendance Incentives	Students with Disabilities Students with Disabilities, Socioeconomically Disadvantaged	No			All Schools Specific Schools: Ishi Hills Middle School, TK-8		\$0.00	\$13,800.00	\$13,800.00				\$13,800.00	
5	5.11	Affinity Clubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,673.00	\$0.00	\$20,673.00				\$20,673.00	

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
20632225	7028289	34.065%	0.000%	34.065%	\$7,879,235.00	0.000%	38.189 %	Total:	\$7,879,235.00
								LEA-wide Total:	\$7,763,129.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$116,106.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Maintenance of Facilities and Compliance with Williams Act	Yes	LEA-wide		All Schools	\$82,062.00	
1	1.3	Teacher Development	Yes	LEA-wide		All Schools	\$24,035.00	
1	1.4	Substitute Teachers	Yes	LEA-wide		All Schools	\$80,500.00	
2	2.2	Professional Development:	Yes	LEA-wide		Specific Schools: Ishi Hills Middle School, Oakdale Heights Elementary, The Studios at Central, Ophir Elementary and Wyandotte Academy TK-8	\$2,978,591.00	
2	2.3	2.3 Strategy Development for SWD:	Yes	LEA-wide		Specific Schools: Ishi Hills Middle School, The Studios at Central,	\$575.00	

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 (%)
						Ophir Elementary, Wyandotte Academy TK-8		
2	2.4	2.4 Strategies for Improvement:	Yes	LEA-wide		Specific Schools: Ishi Hills Middle School, Ishi Hills Middle School, The Studios at Central, Ophir Elementary, Wyandotte Academy	\$56,288.00	
2	2.5	2.5 Support Services:	Yes	LEA-wide		All Schools	\$291,784.00	
2	2.6	2.6 Technology Program:	Yes	LEA-wide		All Schools	\$804,616.00	
2	2.7	2.7 Multilingual Program:	Yes	LEA-wide	English Learners	Specific Schools: Studios at Central and The Wyandotte Academy TK-8	\$40,121.00	
2	2.8	2.8 Additional Instructional Support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		
2	2.9	2.10 Implement a broad course of study	Yes	Schoolwide		Specific Schools: Ishi Hills and The Studios at Central Middle Schools 6-8	\$116,106.00	
2	2.10	2.9 Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,500.00	
2	2.15	2.16 Reduce Class Size	Yes	LEA-wide		All Schools	\$144,684.00	
2	2.16	2.17 Math MTSS	Yes	LEA-wide		All Schools		
3	3.1	Targeted Math Intervention	Yes	Schoolwide		Specific Schools: Ishi Hills Middle		

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 (%)
						School 6-8		
3	3.2	Targeted ELA Intervention	Yes	Schoolwide		Specific Schools: Ishi Hills Middle School 6-8		
3	3.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Yes	Schoolwide		Specific Schools: Ishi Hills Middle School 6-8		
3	3.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	Yes	Schoolwide		Specific Schools: Ishi Hills Middle School 6-8		
3	3.5	PBIS Tier 1 Positive Environment Improvement Student Training	Yes	Schoolwide		Specific Schools: Ishi Hills Middle School 6-8		
3	3.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed.	Yes	Schoolwide		Specific Schools: Ishi Hills Middle School		
4	4.1	Targeted Math Intervention	Yes	Schoolwide		Specific Schools: Studios at Central Middle School 6-8		
4	4.2	Targeted ELA Intervention	Yes	Schoolwide		Specific Schools: Studios At Central Middle School 6-8		
4	4.3	Staff Training on Homeless Population Best Support Practices for Teacher's and Support Staff	Yes	Schoolwide		Specific Schools: Studios at Central Middle School 6-8		
4	4.4	Site Team Building and Expectation Setting in Response to Differentiated Assistance Requirements	Yes	Schoolwide		Specific Schools: Studios at Central Middle School 6-8		

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 (%)
4	4.5	PBIS Tier 1 Positive Environment Improvement Student Training	Yes	Schoolwide		Specific Schools: Studios at Central Middle School 6-8		
4	4.6	Create a Student Support Specialist Position to Support Students in Tier 1 PBIS Support as needed	Yes	Schoolwide		Specific Schools: Studios at Central Middle School 6-8		
5	5.1	School Climate and Safety:	Yes	LEA-wide		All Schools	\$1,141,512.00	
5	5.2	Student Support	Yes	LEA-wide		All Schools	\$582,577.00	
5	5.3	Professional Development:	Yes	LEA-wide		All Schools	\$23,000.00	
5	5.4	Anti-Bullying:				All Schools	\$4,255.00	
5	5.5	Communication	Yes	LEA-wide		All Schools	\$13,800.00	
5	5.6	School Attendance	Yes	LEA-wide		All Schools	\$1,420,811.00	
5	5.8	Alternatives to Suspension				All Schools	\$7,205.00	
5	5.11	Affinity Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,673.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,590,526.00	\$10,514,104.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staffing	No	\$0.00	0
1	1.2	Maintenance of Facilities	Yes	\$58,673.00	58673
1	1.3	Teacher Development	Yes	\$22,031.00	22031
1	1.4	Substitute Teachers	Yes	\$65,000.00	65000
1	1.5	Facility Plan	Yes	\$1,493,115.00	1493115
2	2.1	Classroom Supply Budget	No	\$38,500.00	38500
2	2.2	Professional Development	Yes	\$359,149.00	359149
2	2.3	Strategy Development for SWD	No	\$16,600.00	16600
2	2.4	Strategies for Improvement	Yes	\$256,600.00	256600
2	2.5	Support Services.	Yes	\$377,232.00	377232
2	2.6	Technology Program	Yes	\$360,907.00	360907

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	2.7	Multilingual program.	Yes	\$179,163.00	179163
2	2.8	Additional Instructional support	No	\$1,089,667.00	1089667
2	2.9	Assessments	Yes	\$296,044.00	296044
2	2.10	Implement a broad course of study	Yes	\$116,106.00	116106
2	2.11	Foster Youth and Homeless	No	\$5,000.00	5000
2	2.12	Math MTSS	No	\$146,880.00	146880
2	2.13	Homework Support	No	\$99,802.00	99802
2	2.14	Grade Level Meetings	No	\$5,271.00	5271
2	2.15	Instructional Minutes	Yes	\$1,557,594.00	1557594
2	2.16	Supplemental Materials	No	\$6,000.00	6000
2	2.17	Science Adoption	No	\$80,000.00	80000
2	2.18	Reduced class size	Yes	\$247,665.00	247665
3	3.1	School Climate and Safety	Yes	\$1,009,440.00	1009440

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	3.2	Student Support	Yes	\$635,558.00	582853
3	3.3	Professional Development	Yes	\$36,600.00	36600
3	3.4	Anti Bullying	Yes	\$4,300.00	4300
3	3.5	Communication	Yes	\$45,484.00	45484
3	3.6	School Attendance	Yes	\$1,540,284.00	1516567
3	3.7	Equity and Culturally Responsive Climate	No	\$47,923.00	47923
3	3.8	Alternatives to Suspension	Yes	\$6,265.00	6265
3	3.9	Foster Youth and Homeless	No	\$240,000.00	240000
3	3.10	Attendance Incentives	No	\$6,000.00	6000
3	3.11	Affinity Clubs	Yes	\$20,673.00	20673
4	4.1	Professional Development for Inclusionary Practices and UDL	Yes	\$10,000.00	10000
4	4.2	Professional Development for CR-PBIS and CPIT	Yes	\$10,000.00	10000
4	4.3	Professional Development for Trauma and Racial Sensitivity	Yes	\$1,000.00	1000

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)
4	4.4	Full Inclusion Support	Yes	\$100,000.00	100000

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)
7205623	\$7,723,501.00	\$7,647,625.00	\$75,876.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Maintenance of Facilities	Yes	\$58,673.00	58673		
1	1.3	Teacher Development	Yes	\$22,031.00	22031		
1	1.4	Substitute Teachers	Yes	\$65,000.00	65000		
1	1.5	Facility Plan	Yes	\$1,493,115.00	1493115		
2	2.2	Professional Development	Yes	\$45,360.00	45360		
2	2.4	Strategies for Improvement	Yes	\$25,000.00	25000		
2	2.5	Support Services.	Yes	\$377,232.00	377232		
2	2.6	Technology Program	Yes	\$342,113.00	342113		
2	2.7	Multilingual program.	Yes	\$160,735.00	160735		
2	2.9	Assessments	Yes	\$296,044.00	296044		
2	2.10	Implement a broad course of study	Yes	\$116,106.00	116106		
2	2.15	Instructional Minutes	Yes	\$1,557,594.00	1557594		
2	2.18	Reduced class size	Yes	\$109,730.00	109730		

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	School Climate and Safety	Yes	\$1,009,440.00	1009440		
3	3.2	Student Support	Yes	\$421,922.00	369217		
3	3.3	Professional Development	Yes	\$20,000.00	20000		
3	3.4	Anti Bullying	Yes	\$3,700.00	3700		
3	3.5	Communication	Yes	\$45,484.00	45484		
3	3.6	School Attendance	Yes	\$1,406,284.00	1383113		
3	3.8	Alternatives to Suspension	Yes	\$6,265.00	6265		
3	3.11	Affinity Clubs	Yes	\$20,673.00	20673		
4	4.1	Professional Development for Inclusionary Practices and UDL	Yes	\$10,000.00	10000		
4	4.2	Professional Development for CR-PBIS and CPIT	Yes	\$10,000.00	10000		
4	4.3	Professional Development for Trauma and Racial Sensitivity	Yes	\$1,000.00	1000		
4	4.4	Full Inclusion Support	Yes	\$100,000.00	100000		

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)
21,739,952	7205623	0	33.145%	\$7,647,625.00	0.000%	35.178%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- 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.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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