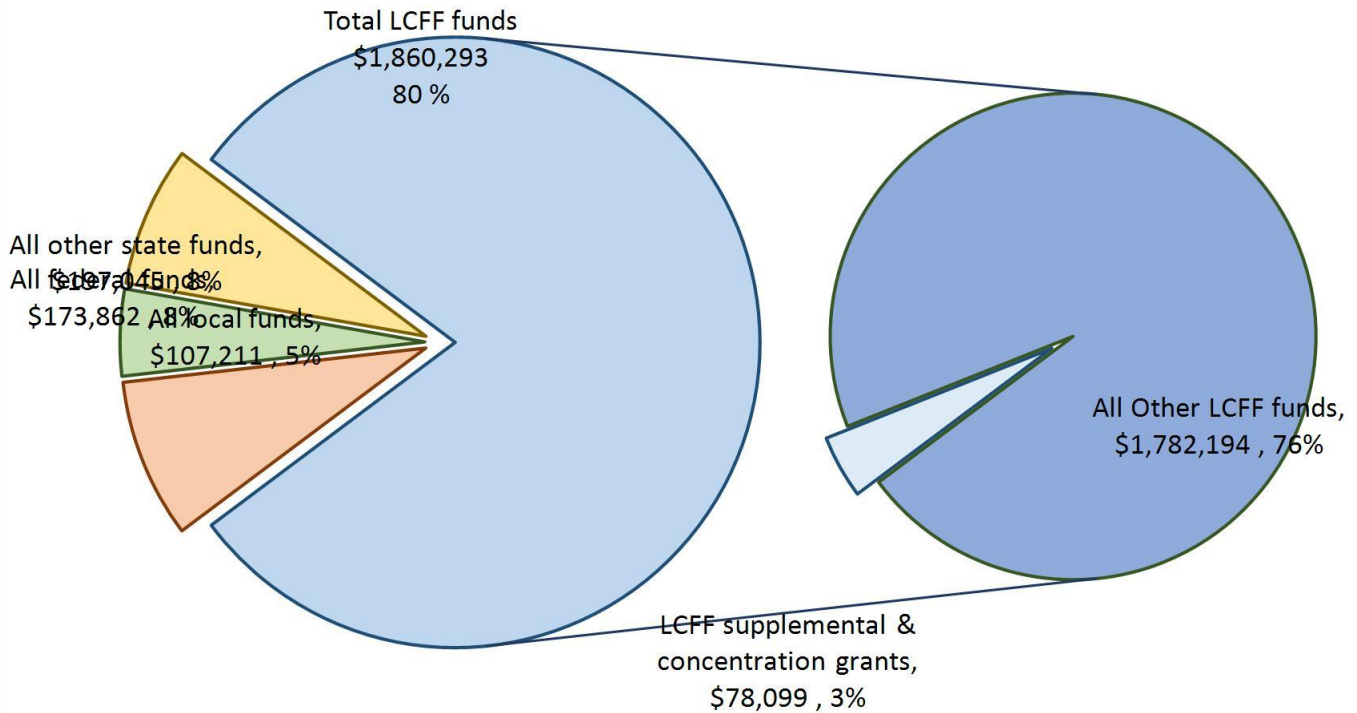# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Center Unified School District

CDS Code: 33-67041-6031900

School Year: 2024-25

LEA contact information:

Dr. Gregory T. Sackos

Superintendent/Principal

gregsackos@eaglemtnschool.com

(760) 895-8254

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$1,860,293
80 %

All other state funds,
All federal funds,
$197,045, 8%
$173,862 8%

All local funds,
$107,211 , 5%

All Other LCFF funds,
$1,782,194 , 76%
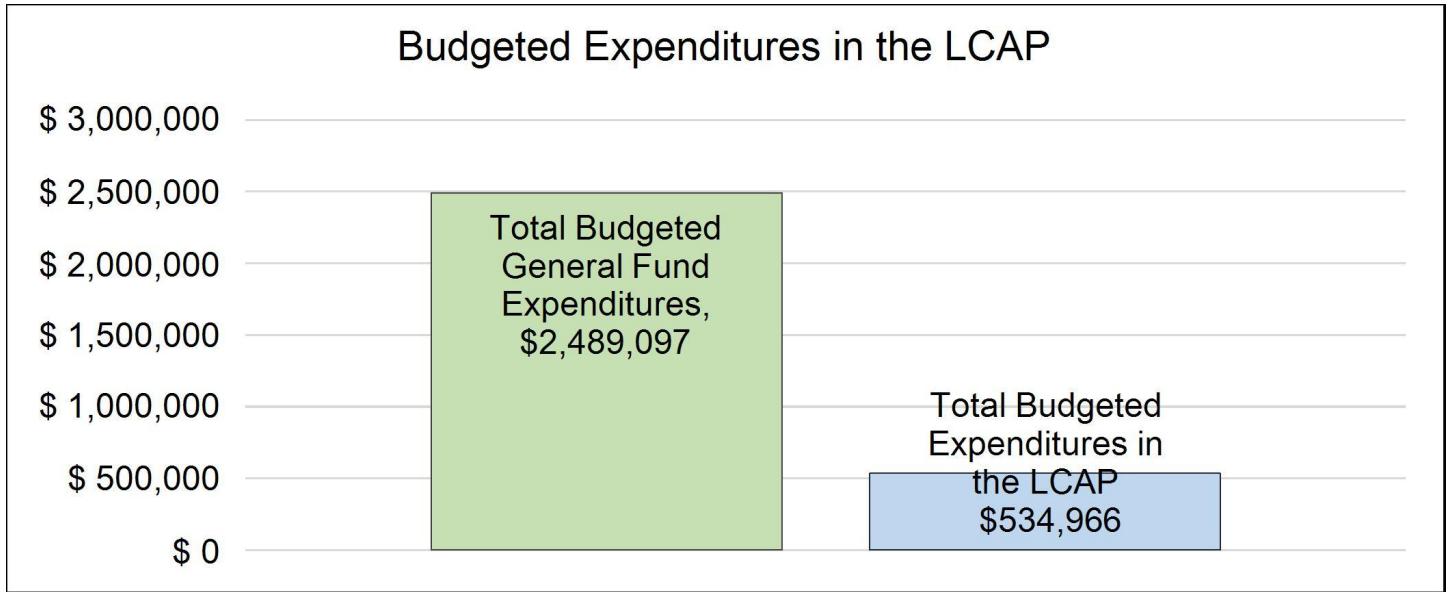
LCFF supplemental &
concentration grants,
$78,099 , 3%

This chart shows the total general purpose revenue Desert Center Unified School District expects to receive in the coming year from all sources.

he text description for the above chart is as follows: The total revenue projected for Desert Center Unified School District is $2,338,411, of which $1,860,293 is Local Control Funding Formula (LCFF), $197,045 is other state funds, $107,211 is local funds, and $173,862 is federal funds. Of the $1,860,293 in LCFF Funds, $78,099 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,489,097	Total Budgeted Expenditures in the LCAP $534,966

Chart y-axis: $ 3,000,000 / $ 2,500,000 / $ 2,000,000 / $ 1,500,000 / $ 1,000,000 / $ 500,000 / $ 0

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

The text description of the above chart is as follows: Desert Center Unified School District plans to spend $2,489,097 for the 2024-25 school year. Of that amount, $534,966 is tied to actions/services in the LCAP and $1,954,131 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

LCAP expenditures do not include classified staff other than instructional staff, maintenance and repairs, or operational costs.

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

In 2024-25, Desert Center Unified School District is projecting it will receive $78,099 based on the enrollment of foster youth, English learner, and low-income students. Desert Center Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Center Unified School District plans to spend $172,399 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $172,399

☐ Actual Expenditures for High Needs Students in LCAP — $147,495
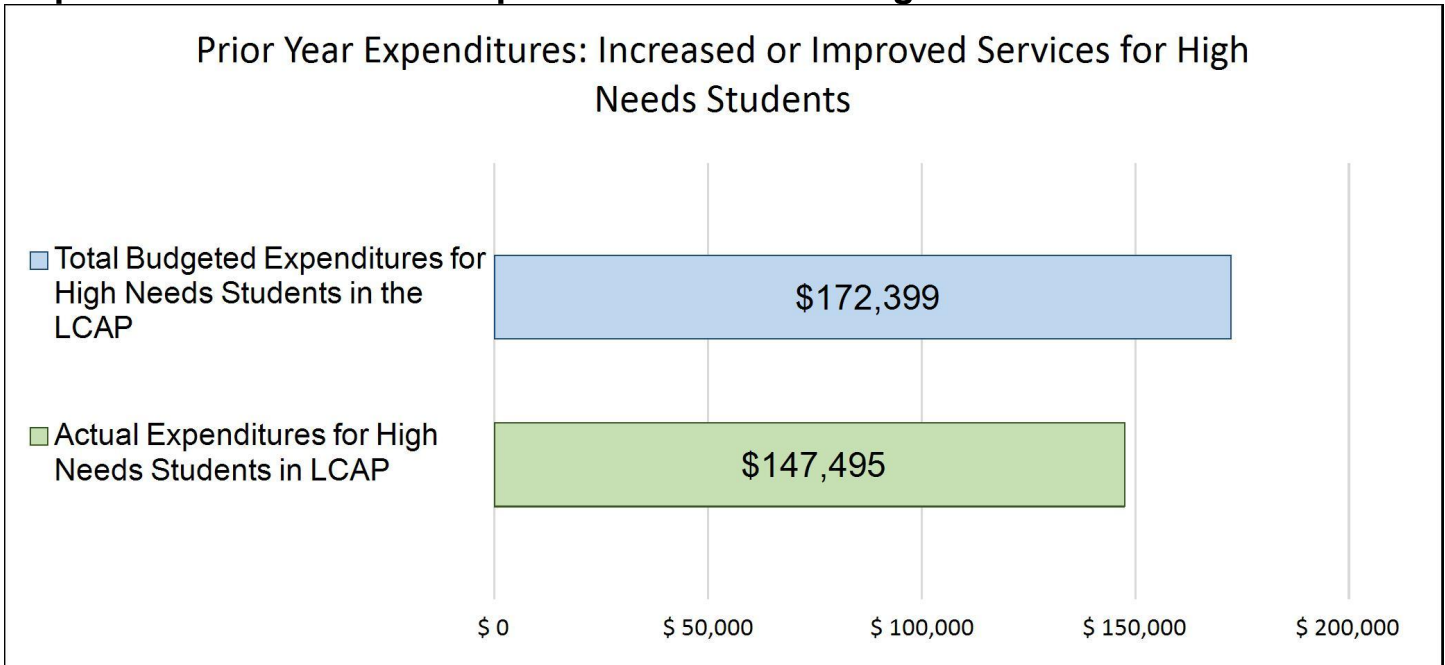
This chart compares what Desert Center Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Desert Center Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Desert Center Unified School District's LCAP budgeted $172,399.00 for planned actions to increase or improve services for high needs students. Desert Center Unified School District actually spent $147,495.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-24,904 had the following impact on Desert Center Unified School District's ability to increase or improve services for high needs students:

The District resources for technology integration still remain strong from recent years initiatives provided through ESSER funding. Regardless, we have included a carryover obligation which has been included in the expenditures for the upcoming 2024-25 LCAP year. Our students and teachers have ample resources that include chrome books both at home and school, hot spots, classroom displays, and a variety of platforms supporting student learning.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Desert Center Unified School District	Dr. Gregory T. Sackos Superintendent/Principal	gregsackos@eaglemtnschool.com (760) 895-8254

Goals and Actions

Goal

Goal #	Description
1	Provide the necessary conditions and services required to support optimum learning opportunities for student success, including: recruiting, hiring and retaining highly qualified staff, maintaining access to instructional materials, and providing safe and orderly school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staffing Levels as Measured by School Accountability Report Card.	Credentialed Teachers 100%	Credentialed Teachers 100%	Credentialed Teachers 100%	For SY 2023-24, the school maintained 100% Credentialed Teachers (2 fully credentialed, 1 STSP)	Maintain 100% fully credentialed teachers
Science Curriculum Implementation Observations by Administrator	Estimated baseline for frequency of inclusion in lesson plans is once a month.	Observations by administration and lesson plans depict the implementation of science curriculum in at least one a month.	Observations by administration and lesson plans depicted implementation of science curriculum in at least once a month.	SY 2023-24, teacher lesson plans, validated with administrative observations, depict science curriculum implementation at least twice a week on a regular practice.	Materials included in weekly lesson plans as standard part of regular practice.
Social Studies Curriculum Implementation Observations by Administrator	Estimated baseline for frequency of inclusion in lesson plans is once a month.	Observations by administration and lesson plans depict the implementation of Social Studies Curriculum in at least one a month.	Observations by administration and lesson plans depicted the implementation of social studies curriculum in at least once a month.	SY 2023-24 teacher lesson plans, validated with administrative observations, depict social studies curriculum implementation at	Materials included in weekly lesson plans as standard part of regular practice.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				least twice a week on a regular practice.	
SEL Curriculum Implementation Observations by Administrator	Estimated baseline for frequency of inclusion in lesson plans is once a month.	Observations by administration depict SEL Curriculum implementation at least once a monthly.	Observations by administration depict SEL curriculum implementation at least once a week.	SY 2023-24 observations by administration validated SEL curriculum implementation at least once a week. Materials included in weekly lessons were a standard part of regular practice. SEL curriculum utilized Lions Quest and was integrated with students in respective class settings (TK -2) and (3 -8).	Materials included in weekly lesson plans as standard part of regular practice.
Monthly Facilities Inspection Reports	All facilities currently in " Good Repair" using the Facility Inspection Tool (FIT).	All facilities have been inspected using contracted services of Kitchell (April 2022). Inspection denotes facilities currently in "good repair" standing.	Facilities have been inspected by contracted services from Kitchell (April 2022). Facilities department conducts monthly inspections using Facilities Inspection Tool (FIT). Governing Board has developed and approved a Five-Year Facilities Expenditure Plan. No Williams complaints to date.	Facilities have been inspected through contracted services of Kitchell (April 2022). Contracted services provided a Facilities Inspection Tool (FIT) to be completed on a regular basis. Facilities department conducts routine inspections using the Facilities Inspection Tool (FIT). For SY 2023-24 the DCUSD	All facilities maintained in " Good Repair" using the Facility Inspection Tool (FIT).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Governing Board has developed and approved their Five-Year Facilities Expenditure Plan. All facilities are identified in " Good Repair" using the Facility Inspection Tool (FIT). Through SY 2023-24 there have been zero (0) Williams Report complaints filed with the district.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Eagle Mountain School was effective on the results of the specific goal which was to provide the necessary conditions and services to support optimum learning opportunities for students' success.

Action 1.1: No substantive differences in planned actions and actual implementation. The governing board increased salaries of all staff (Aug 2023) with an 8% adjustment on both the classified and certified salary schedules. The governing board continued supporting tuition costs of teachers on provisional permits in their effort in enrolling into a teacher induction program. In August 2023, the board made available park model trailers to support housing needs for staff residing outside of the community. Collectively, these initiatives supported the recruitment and retention of highly qualified staff. This was evidenced with the hiring of a multi-subject certificated teacher for the classroom servicing the students in grade 3, 4, and 5.

Action 1.2: The school continued to integrate SEL (Lions Quest) into the classroom setting during SY 2023-24. SEL activities were prepared weekly and provided to "all" students. These SEL opportunities had a significant impact with on the mental health and social development of students. These aspects supported the academic development of students in attaining grade level proficiency. Observations by administration, with support by teacher submitted lesson plans, indicated that both science and social studies activities are integrated at least

twice weekly into the curriculum. The development of the school garden area supported aspects relating to science. Teachers endeavors regarding planting, recycling, and composting increased but a collective focus school wide can be improved to greater develop this opportunity.

Action 1.3: Representatives of the school (maintenance staff and contracted services) continued to use the FIT Report to review conditions of the facility. During SY 2023-24 the FIT Report helped to identify areas needing to be addressed.   Identification and subsequent work orders were established to address the respective needs. The most recent FIT report showed all aspects of the facilities to be in "Good Repair". The ongoing work on the school facilities plan has been very beneficial to the administration and the governing board. This is specific with a budget that allocates funds to support facility needs and to conduct preventive maintenance to reduce unforeseen needs.   Facilitated by the monthly facilities reports, as well as any immediate unforeseen situations, ensures that the school is maintaining the operations of the school. Due to unforeseen situations during SY 2023-24, the school had to target several needs of the facility. This included concrete work on the steps and sidewalks in the main quad area, gymnasium asbestos removal and ceiling repair, transportation needs, water damage to the records building, and the work replacing the fire alarm system. Facilities and services of transportation have improved dramatically during SY 2023-24.

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.

The school focused in on ensuring the necessary conditions and services needed to support optimum learning opportunities for student success.   Aspects relating to Action 1.1 (the recruiting, hiring and retaining highly qualified staff), Action 1.2 (the maintaining of access to instructional materials) and Action 1.3 (the providing of safe and orderly school facilities) is at the forefront of the school. Actual expenditures relating to these aspects superseded budged expenditures. Action 1.3 included a huge commitment to address facility needs (both planned and unforeseen) and the integration of campus housing to name a few. Teacher and instructional staff salaries were increased to support the high costs of inflation during this time period. This helped support the aspect of recruitment and retention (Action 1.1). The 8% salary schedule to both classified and certified staff took place in August 2023. The school provided a safe and supportive school facilitated by a committed instructional staff. The low student to teacher ratio provided a strong foundation to support the academic and social emotional needs of "all" students and especially our unduplicated student population.

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

Action 1.1: The action of ensuring appropriate staffing levels has been effective. Starting in SY 2021-22 the district expanded from two (2) classroom teachers to three (3) classroom teachers. With this addition, it also increased an additional paraeducator to the instructional staff. This effort was to support the academic and social emotional needs of our TK-Grade 8 students as the school implemented a return to learn plan coming out of the pandemic. Fulfilling this expansion with a fully credentialed and effective teacher does support the needs of our small, rural school.   Recent initiatives with respect to increased salaries, on-site housing, and supporting teachers on short term permits to pursue internships has been effective.

Actions 1.2 Integrating a balanced curriculum including content areas of science, social studies, and social emotional learning has been somewhat effective. The development of our instructional staff and addressing teacher retention has slowed the progress of this action. Our classroom containing grades 2,3, and 4 has had consecutive years in the replacing of a teacher. Each year necessitates a learning curve for the new teacher with aspects pertaining to lesson design (scope and sequence) while ensuring grade level standards are delivered and mastered. The need to support students in a multi-grade level classroom required ongoing monitoring of student performance to reflect on adjustment to the practices of teaching and learning. Appropriate progress was made during SY 2023-24, and we are now in place to better attract qualified teachers if teaching openings occur.

Action 1.3: Ensuring well-maintained facilities and essential resources (aka buses) is essential in providing an optimal learning environment for our students. Though faced with many unplanned events the school remains effective in this area. The development of the school's 5 Year Facilities Plan supported with routine FIT inspections ensured the means to support preventative maintenance and reduce unforeseen incidences impacting facilities. The school has also created partnerships with local stakeholders who have supported us with resources to address the need to provide the necessary conditions and services required to support optimum learning opportunities for student success.

Overall, the specific actions themselves have been effective in meeting progress toward the goal of supporting optimum learning opportunities for student success. With a review of both I-Ready benchmark performance, as well as a review of CAASPP Math and ELA depicted student learning was taking place. 2023 CAASPP performance increased significantly from the previous year prior. Regardless, there is still an understanding that collectively students' results, overall, need to continue to improve as they are below the standard compared to their peers statewide and county wide.

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

The planned goal to support optimum learning opportunities for student success is essential for our students and will continue to be a goal. Future revision to specific indicators depicting performance will be developed to the specific needs of our students and staff. Aspects supporting a safe and supportive school will be identified to help stakeholders identify and validate actions supporting the accomplishment of achieving the goal. Academic performance of the school, overall, continues to increase but has room for improvement allowing our students to stay with peers statewide. For SY 2024-25 there will be an increased focus to address college and career readiness and ongoing work supporting students with social emotional needs. The school is now attaining Student Tracker data. This data will provide an awareness on endeavors of students coming through the school system with respect to college and career readiness. Situations from the 2023-24 school year reinforced the aspect that many of our students are faced with some sort of trauma in their lives. This reinforces the need to provide wrap-around services addressing mental health, character development, and the need to review student needs allowing for the school to respond appropriately with a tiered system of support. The school is committed to AVID Elementary implementation. Implementation, with fidelity, will be foundational in being effective with planned goals and expected outcomes.

For SY 2024-25, Action 1.6 was added to support the integration of an established arts program into the school day, as well as, into the ELO after school program.   This one day a week program will help students socially and emotionally and to provide an additional way to make a connection to the school. It will also provide additional time for teachers to collaborate and work on curriculum development.

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

Goals and Actions

Goal

Goal #	Description
2	Provide the instructional support necessary to maximize learning for all students in order to prepare students for college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Performance	18-19 ELA- 37.5% met standard 18-19 Math- 31.25% met standard	I-READY Grades 3-8 (Bench Mark #3, March 2022). ELA 36% met standard; MATH 27% met standard	I-READY Grade 3-8 Results 2022-23 (Benchmark #3, March 2023 ELA 36% of students met standard. MATH 43% of students met standard. CAASPP Results Spring 2022 ELA 18.75% students met/exceeded standard. MATH 12.50% students met/exceeded standard.	I-READY Grade 3-8 Results 2023-24 (Benchmark #2, December 2023 ELA 20% of students met standard. MATH 17% of students met standard. CAASPP Results Spring 2023 ELA 28.57% of students met/exceeded standard. MATH 42.85% of students met/exceeded standard.	ELA 47.5% meeting standard Math- 41.25% meeting standard
Frequency of Data-Based Collaboration	Estimated baseline for frequency of data-	Utilization of data-based collaboration is	Utilization of data-based collaboration is	SY 2023-24 data-based collaboration	Teacher collaboration notes include data-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based problem solving being reflected in teacher collaboration notes is once a month.	reflective at least monthly. This includes review of formative assessment data, attendance data, homework checks and weekly assessments Formative Assessment (I-Ready) Review allows for monitoring of all students including those on IEP's and our EL students. It is twofold: : Four Benchmark Assessments provide for data-based collaboration for all students including EL and those on IEP's I-Ready Individualized Learning Platform allows for weekly progress monitoring to performance assessments taken and passed.	reflective at least monthly. This includes review of I-Ready formative assessment data, utilization of CAASPP Interim Assessment results, attendance data, homework checks and weekly assessments. Formative Assessment (I-Ready) Review allows for monitoring of all students including those on IEP's and our EL students. It is has supported in identification of students to Tier II intervention: : Four (4) Benchmark Assessments provide for data-based collaboration for all students including EL and those on IEP's I-Ready Individualized Learning Plan platform allows for weekly progress	with instructional staff and/or administration took place at least monthly. This included review of I-Ready data, CAASPP Interim Assessment results, attendance data, homework checks, weekly assessments and teacher observations. I-Ready progress monitoring of students during SY 2023-24 supported the identification of students three (3) students to Tier II Reading intervention: : SY 2023-24 depicted the school's transition from four (4) benchmark assessments to three (3) benchmark assessments. This reduction still provided data-based collaboration for "all" students including ELL, Foster Youth, Homeless, Free &	based problem solving weekly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			monitoring to performance assessments taken and passed.	Reduced and those with an IEP. Progress monitoring of student progress provided opportunity for instructional staff to adjust teaching strategies. 2023-24 I-Ready Individualized Learning Plan platform supported each teacher and their paraeducator to monitor their students weekly progress on assessments taken and passed.	
Frequency of small group instruction	Estimated baseline for frequency of small group instruction, to meet the needs of English Learners, Unduplicated Pupils and students with exceptional needs, being reflected in teacher lesson plans is once a month.	Teacher lesson plans supported by classroom observations depict frequency of small group instruction to occur weekly/daily in all classroom settings	Teacher lesson plans supported by classroom observations depict frequency of small group instruction to occur weekly/daily in all classroom settings	Teacher lesson plans supported by classroom observations depict frequency of small group instruction to occur weekly/daily in all classroom settings. This small group instruction is supported significantly by the support of the para educator	Small group instruction , to meet the needs of English Learners, Unduplicated Pupils and students with exceptional needs, included in weekly lesson plans.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				assigned to each classroom.	
Frequency of technology use	Estimated baseline for frequency of technology integration being reflected in teacher lesson plans is once a month.	Technology is utilized daily as evidenced in teacher lessons plans and validated with classroom observations and evaluations. Professional development (ISTE Training) was implemented Fall 2020 with focus on acquiring ISTE Certification	Technology is utilized daily as evidenced in teacher lessons plans and validated with classroom observations and evaluations. Professional development (Google Camp RCOE) was made available during Summer 2022. PD for I-Ready provided twice during SY 2022-23. Teachers attended STEM workshop.	Technology is utilized daily as evidenced in teacher lessons plans and validated with classroom observations and evaluations. Professional development (STEAM Conference 2024) was made available during February 2024. . PD for I-Ready was provided twice during SY 2023-24. Teachers attended STEM workshop.	Use of technology included in weekly lesson plans
Frequency of Progress monitoring	Estimated baseline for frequency of progress monitoring to adjust instruction being reflected in teacher collaboration notes is once a month.	Progress monitoring of students of students occurs at least monthly. Utilization of I-Ready student performance in benchmarks and individual learning plans is consistent monthly.	Progress monitoring of students occurs at least monthly. Utilization of I-Ready student performance in benchmarks and individual learning plans is consistent monthly.	Progress monitoring of students occurs at least monthly. Utilization of I-Ready student performance in benchmarks and individual learning plans is consistently at least monthly. Teachers were paired with RCOE instructional coaches to support lesson development to support delivering of	Teacher collaboration schedule include progress monitoring to adjust instruction weekly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				essential standards for student successful transition of grade levels.	
English Proficiency for English Learners	English Learner (EL) progress toward English proficiency as measured by the ELPAC. Sample size too small to include baseline data.	English Learners (4) data became available to the school June 2022. Current testing results show appropriate growth on the assessment for all students. All students grew with their respective scale score and fully anticipated that 50% of ELL will be reclassified SY 2022-23.	English Learners (4) data will become available to the school June 2023. Current testing results show appropriate growth on the assessment for all EL students. All students grew with their respective scale score, and we fully anticipated that 50% of ELL will be reclassified SY 2023-24.	ELCAP Spring 2023 results depicted proficiency for two (2) of four (4) English Language Learners. This resulted in reclassification of these two students. ELCAP Spring 2024 results for the current two (2) ELL students will become available June 2024. Current assessments (I-Ready) and intervention platforms of Read Live Naturally and Footsteps2Brilliance allow for progress monitoring of current and reclassified ELL students. All ELL students are demonstrating appropriate academic progress.	Increase of EL students' English Proficiency from prior year as measured by ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	All students reclassifying as English Language Proficient within 5 years.	Testing for reclassification took place late May 2022. A review of performance was available late June 2022. With a review of the four (4) ELL students none attained Proficient reclassification during SY 2021-22. Performance trends demonstrate all will be reclassified Proficient within 5 years.	Testing for reclassification took place early May 2023. A review of performance will be available late June 2023. With a review of the four (4) ELL students none attained Proficient reclassification during SY 2022-23. Performance trends demonstrate all will be reclassified Proficient within 4 years.	Testing for reclassification took place April 2024. A review of performance will be available late June 2024. Spring 2023 ELPAC assessments demonstrated that two (2) ELL students showed proficiency and were reclassified. In addition, two (2) ELL students grew respectfully and are in route to show proficiency and be reclassified within 5 years. Zero (0) of the current ELL students are in route to be classified as "long term" ELL. Spring 2024 demonstrate "all" current ELL students will be English Language Proficient withing 5 years.	All students reclassifying as English Language Proficient within 5 years.

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions. The actions of professional learning/collaboration time, providing of paraprofessional staff, technology integration, and progress monitoring of students are all vital in development of students for college and career readiness. The school was successful with the implementation of the actions to meet goal two. Though Action 2.3 Technology Integration shows no expenditure of the $24,257. This is not reflective of the technology integration that takes place at the school. Purchases from ESSER funding from the past years has provided the school with ample equipment, platforms, and tools for accessibility regarding technology integration. All our students have access to technology both at school and at home. We are current with textbooks online, and teachers have updated equipment to provide instruction both in their respective classrooms and in respective special areas (aka art room). The school is continuing to build capacity with I-Ready and utilize professional development to the fullest for SY 2023-24. The ability to utilize the same PD specialist with I-Ready creates a positive relationship with our staff. We are unique in that our small student population allows the PD specialist and our teachers to look specifically at students to get a better understanding of performance and how to respond appropriately with interventions if needed. Professional learning for our teachers was provided during SY 2023-24. This included attending a variety of conferences, workshops, and creating a network system with instructional specialists. These opportunities included RCOE's Educational Summit (June 2023), CA STEAM Symposium (February 2024) and the collective work with RCOE's instructional coaches.

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.

Budget expenditures related to Action 2.2 (Paraprofessional Staff) and 2.4 (Progress Monitoring) were aligned to estimated actual expenditures. Action Item 2.3 (Technology Integration) expenditures show a difference between actual expenditures and budget expenditures. The district resources for technology integration still remain strong from recent year's initiatives provided through ESSER Funding. Our students and teachers have ample resources that include chrome books both at home and school, hot spots, classroom displays, and a variety of online platforms supporting student learning.

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

The specific actions are relevant in supporting students with college and career readiness. The school continues to rely on formative assessment results, program and academic offerings, mastery of standards, and the development of social and emotional skills required for College and Career Readiness. Monitoring students' ongoing performance in grades and eventual enrollment into post-secondary endeavors will validate our College and Career Readiness metric. The school has collected National Clearinghouse Student Tracker information in SY 2021-22 and now has a baseline of graduating high school students with their endeavors into post-secondary programs. The school has

been effective in making college visits with its students as well as the integration of guest speakers to promote interest with post-secondary or career options. Our next data pull from National Clearinghouse Student Tracker (October 2023) will provide validation of past graduating students post-secondary endeavors.

Action 2.1 Professional Learning/Collaboration Time during the three-year LCAP cycle was effective in making progress to the goal of preparing students to be college and career ready. The integration of the I-Ready Assessment system and the supporting professional development provided to our teachers and administration truly helped our teachers manage and effectively use the assessment system. Professional collaboration time during this time period was foundational in helping teachers, some of which were on provisional permits, to a well-rounded approach in the review of data from the student diagnostics. This helped teachers to reinforce areas of deficiency, and ultimately progress monitor students through the respective school year. SY 2023-24 I-Ready's end of year benchmark #3 results provided teachers with an understanding of the academic development of their students. It also has informed administration on how to support teachers in their professional development. The instructional staff, and administration participated in a variety of symposiums and summits over the three-year LCAP cycle. Most of which supported their development in creating classrooms with an emphasis on college and career readiness. The school has integrated data share agreements and now has access to Student Tracker data that will allow us to systematically progress monitor students' post-secondary endeavors after high school graduation. This will create an additional data point on the success of this goal.

Action 2.2: Paraprofessionals have been essential in supporting teachers to maximize learning for all students and preparing them for college and career readiness. This action is effective and an absolute strength of the school in how it assists students that reside in a small, rural community. The factors of our multi-grade level classrooms and the fact that in person learning was resuming after the pandemic exemplified the need to create this action. At the onset of this three-year LCAP cycle, the school had just two teachers and two supporting paraprofessionals. The collective work in making this a priority to support the goal of developing our students' college and career readiness has been instrumental.

Action 2.3, Technology Integration: The school is effective in the frequent use of technology in the classroom. The school needs to continue to strive in aspects of how the technology is used to support college and career readiness. Such aspects could be the development of a "flipped classroom" or using technology to provide critical thinking and hands-on exploration on curriculum related topics.

Action 2.4 Progress Monitoring: Frequency of progress monitoring developed significantly during the three-year LCAP cycle. This action was effective in that prior to the start of the three-year LCAP cycle the school had limited tools/resources to progress monitor students. Previous metrics incorporated the end of school year CAASPP assessment which is restricted to only a portion of the overall school population. With the utilization of I-Ready Benchmark assessments, as well as individual students' learning plans have allowed our teachers the ability to progress monitor their respective students throughout the school year. Ongoing professional development in areas like this allow our teachers to reflect on their teaching and allow for any necessary adjustments. This has given our teachers the ability to support their students in mastery of standards and provide them a successful transition to high school.

The school has been effective in the specific metrics of supporting our ELL students with academic proficiency and the ability to reclassify within 5 years. During the LCAP cycle we have been able to reduce the number of ELL students 50% demonstrated by ELPAC Spring 2023 results. ELPAC results Spring 2024 are forthcoming and with a review of other academic data we are anticipating no "long term" ELL

students. Indicators and data validate that we were effective with the specific actions in making progress toward the goal of supporting students in college and career readiness during the three-year LCAP cycle. CAASPP scores for Spring 2023 were up from the previous year Spring 2022.

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

Upon reflection, there are really no changes made for the planned goal, metrics, desired outcomes, or actions for the coming year. Administration and instructional staff will continue to build capacity with the I-Ready formative assessment system. Professional development opportunities were provided, and will continue to be provided, to help teachers monitor and adjust teaching to support student learning. We want to ensure the ability to identify and support students with Tier II interventions in reading (aka Read Live Naturally) and to implement Tier II interventions in mathematics. With our small school size, we are able to meet and progress monitor "all" students. The school will be more prescriptive in implementing aspects supporting college and career readiness. This will be enhanced with integration of AVID Elementary and the ability to build capacity with staff and families. These factors will include college visits for middle school students, guest speakers promoting career opportunities, implementation of WICOR strategies school wide, and development of critical thinking skills. We need to be cognizant in identifying student strengths and build around these strengths. This will help facilitate student awareness of their abilities allowing them to better enhance a career and college road map that can be implemented for a greater number of students. Most important is our continued support of students with SEL activities and mental health services that will support students and families who have experienced trauma.

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

Goals and Actions

Goal

Goal #	Description
3	Build partnerships with families and our local communities to ensure that all students are connected in meaningful ways to the school and actively engaged in learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	0%	11.54 (2020-21 CALPADS)	0.07% (2021-22 CALPADS) 54.8% (2021-22 DataQuest)	23% (2022-23) CALPADS) 32.1% (2022-23 DataQuest)	0%
Middle School Dropout Rate	0%	0% (2020-21 CALPADS)	0% (2021-22 CALPADS)	0% (2022-23 CALPADS)	0%
Suspension Rate	6% (1 suspension)	0% (0 suspension) (2020-21 CALPADS)	3% (1 suspension) (2021-22 CALPADS)	8% (2 suspensions) (2022-23 CALPADS)	6% (1 suspension)
Expulsion Rate	0%	0% (2020-21 CALPADS)	0% (2021-22 CALPADS)	0% (2022-23 CALPADS)	0%
Volunteer Rate	50% current participation	0% parent participation (2020-21 School Sign-In)	53% parent participation (2021-22 School Sign-In)	75% parent participation (2023-24 Parent Survey)	70% participation or greater
Student, Staff & Families Survey ** Due to privacy issues the District cannot administer the Healthy Kids Survey	75% current participation	0% current participation (2020-21 School Created Surveys)	70% current participation (2021-22 School Created Surveys)	75% current participation (2022-23 School Surveys)	80% participation or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation On School Site Council	45% current participation	0% participation (2020-21 Meeting Minutes with Sign-In Sheets)	50% current participation (2021-22 Meeting Minutes with Sign-In Sheets)	60% current participation (2022-23 Meeting Minutes with Sign-In Sheets)	45% participation or greater
School Attendance Rate	95% current attendance	86.74(COVID)	90.21%	90.41% SIS Attendance Report for Months 1-8 (Report generated from AERIES (4.23.24)	95% attendance rate or greater

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 Volunteer/Support Opportunities: There were no substantive differences in planned action and actual implementation of Volunteer/Support Opportunities. The school site council is an instrumental platform for our school where collectively parents, school staff, and administration can come together to support school efforts. For SY 2023-24 SSC continued to be a platform for parent education and awareness. Specific to this year included Daybreak Health Parent Workshops and school safety presentations. Parents were also presented with the opportunity to meet with the principal of our high school students. This is the principal of Horizon high school which is a Desert Sands Unified School District high school.

Action 3.2 Parent/Family Access to Participating in Student Activities: No substantive differences in planned action and actual implementation of access to participating in student activities. When conducive the school provides access for parents to attend field trips and learning activities. School activities such as Peace Poster Contest, Science Fair, Winter Program, and Spelling Bee are available for parents to attend. SY 2023-24 Parent Surveys demonstrate the participation rate of our parents and validate their attendance unless prevented by work or other aspect.

Action 3.3 Parent/Family Committees and Engagement Activities: Though School Site Council meetings have fluctuated in attendance through the school year there is no substantive difference in planned actions and actual implementation. The school continued having its

SSC meeting off-site in a more centralized location closer to the residence of our parents. The school continued to provide snacks and refreshments to entice participation and create a comfortable atmosphere for all in attendance. This past school year SSC hosted safety meeting, parent workshops, and allowed for the high school principal to come to the community to engage with parent and school officials.

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.

Action 3.1: No substantive material differences between Budgeted Expenditures and Estimated Actual Expenditures. No funds were set assigned for Volunteer/Support Opportunities.

Action 3.2: No material differences between Budgeted Expenditures and Estimated Actual Expenditures. No funds were assigned for Parent/Family Access Participating in Student Activities.

Action 3.3: No material differences between Budgeted Expenditures and Estimated Actual Expenditures. School Site Council meetings did fluctuate in attendance during SY 2023-24. The school will still consider having SSC meetings off-site closer to our parents' residences and will continue to promote attendance with the providing of snacks and refreshments.

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

Action 3.1: Volunteer/Support Opportunities. This action was effective in making progress towards the goal in building partnerships with families and our local communities to ensure that all students are connected in meaningful ways to the school and actively engaged in learning. During the three-year LCAP cycle the school has created several parent, community, and stakeholder partnerships. This is evidenced with financial donations to the school, donations of materials and school supplies, contribution of time and effort, activities engaging youth participation and community events in general. Decrease in chronic absenteeism supported the schools exit from CSI and helped validate the students' increased connectedness to the school.

Action 3.2 Parent/Family Access to Participating in Student Activities. This action was effective in making progress to the related goal of building partnerships with families and our local communities. As a rural remote school, Eagle Mountain School integrates several field trips and learning activities during the school year. When feasible, parents were invited to attend these events alongside their children. We have made substantial progress in this during the three-year LCAP cycle. Parents have been participants in FNL activities, field trips, school events, and community events.

Action 3.3: Suspension rates fluctuated with respect to the small size of the school. The school will continue to look for alternatives to suspension opportunities, but when needed, will act appropriately in the creation of a safe and supportive school environment.

A survey was administered to parents (April 2024) to attain their responses surrounding their engagement at school activities. The results of the survey were positive in the parents' reflection on attending events and identifying reasons that might impact their attendance at these events. Survey results of school events (ex Fall Harvest Festival, Winter Concert, and Science Fair) demonstrated the attendance and participation of school/community stakeholders. In addition, was the inclusion of parents at a variety of field trips of the school and our end of year event "Parent Appreciation Breakfast." Within the reporting and measuring section we updated data (CALPAD) that is now available to our school but was not available when the LCAP 2023-24 was written.

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

Goal #3: Building partnerships with families and our local communities is established to ensure that all students are connected in meaningful ways to the school and actively engaged in learning. This goal will be modified for the 2024-25 LCAP.   Goal #3 will build collaborative relationships with families, the surrounding community members, and other stakeholders to ensure every student is meaningfully connected to the school and actively participates in the learning process. This includes collaboration with families and other stakeholders to address diverse student and community interests and mobilize community resources to minimize students' loss of instructional time. Parent and local community engagement will continue to be at the forefront, but the addition of Action #4 will allow the school to reduce Indicators of loss instructional time that will allow for the school to be the catalyst in helping students stay connected to the school in meaningful ways.

The school continues to be proactive in taking events directly to the Lake Tamarisk community. This is the area that most of our students reside in. The CSA #51 Community Center, the park complex, and the Lake Tamarisk Library are locations utilized for a variety of school events. Taking school activities directly into the community is an endeavor that will result in a large number of parents attending and/or participating in school events. For the coming 2024-25 school year, the school will look at continued use of community facilities to enhance parent and community support. This will also be a consideration for the ongoing development of our ELO program options. For SY 2023-24 the ELO after school programs transitioned from the Lake Tamarisk library back to the school campus. This was a result of changes made by the state surrounding ELO time requirements for small rural districts. Though we believe the current ELO program to be effective, we do believe there was some loss of connectiveness between community resources and the students. While we are compliant in offering ELO programs to our TK-grade 6 students we know the impact it has on students if all grade levels are connected engaged during this time.

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

Goals and Actions

Goal

Goal #	Description
4	Comprehensive Support and Improvement (CSI) will be focused on the decrease of Chronic Absenteeism for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate for SY 2023-24	DataQuest for SY 2021-22 reports Chronic Absenteeism rate at 54.8%	N/A	N/A	DataQuest for SY 2022-23 reports Chronic Absenteeism rate at 32.1% School Attendance Rate SY 2023-24 of 90.41% generated by AERIS (April 23, 2024).	94%
Decrease School Suspensions	Suspensions 2022-23 (2)	N/A	N/A	Suspensions 2023-24 (4)	0%
Pre and Post Treatment Data	Pre and Post Data will be collected by the vendor (Daybreak Health when services begin Fall 2023	N/A	N/A	Pre and Post Data will be collected by the vendor (Daybreak Health when services begin Fall 2023	Positive increase in mental health perception resulting from the pre and post data collection conducted by vendor (Daybreak Health)

Goal Analysis

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

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

CSI eligibility is new for School Year 2023-24. There were no significant changes between the planned actions and actual implementation of the actions. The only difference is that the school utilized an existing location to create a safe space for student participation in the telephonic mental health services. Funds were in the CSI budget for the creation of a Safe Space area which was never utilized.

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.

The schools' actual expenditures of funds for CSI actions were well below the actual budgeted expenditures for SY 2023-24. The school will be systematic to follow expenditure guidelines and timelines and will address several of the actions outlined in the CSI plan prior to September 30, 2024, which is the deadline to spend CSI funds. This will include continuing to provide telephonic mental health services to our students in SY 2024-25, access to a Safe Space, access to programs and locations not immediately accessible to our students and the access to a therapy dog to reduce or prevent an escalated situation impacting student learning and feelings at school. These actions are all supportive in addressing and reducing chronic absenteeism. A contract for SY 2024-25 for telephonic mental health services was board approved June 12, 2024. The school was able to formally design a secure "Safe Space" with the use of a current room in the administrative office. This resulted in excess funds allocated to "Safe Space". In addition, excess funding remains for off campus learning experiences (field trips). This will be addressed with the design and delivery of unique learning experiences for students who have limited access to off campus learning environments. Funding for SY 2023-24 was utilized for the ongoing training and implementation of the Therapy Dog. Ongoing costs will occur over the summer of 2024 to fully certify the Therapy Dog. All prospective costs relating to training and implementation will be utilized prior to September 30, 2024. This action will allow for the ongoing usage and anticipated positive results for SY 2024-25. Excess funds from CSI monies will be allocated to areas of academic services which support school reduction of chronic absenteeism.

The school's actual expenditures were well below the actual budgeted expenditures for SY 2023-24. The CSI funds allocated during SY 2023-24 were above the actual expenditures relating to the respective actions for reasons identified above. Though this is the case, the remaining CSI funds will be allocated and spent prior to September 30, 2024. This will ensure maximizing the services and opportunities as outlined for allocation. This will reinforce the needs of our students which will prepare them for academic success in upcoming years.

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

Action 4.1: The providing of counseling and therapy through telephonic services was somewhat effective in making progress of the goal addressing chronic absenteeism. The school was able to offer these services to "all" students at the school. Though "all" students had the

ability to participate the fact is some did not. The other fact is that services for our students varied throughout the school year. Once committed to the program participating students met weekly for 12 weeks minimum prior to completing services. Several of our students completed services towards the end of the school year. This choice of participation is ultimately determined by parents. Our findings showed that several families could have benefited with the commitment to the telephonic mental health services. Some students depicting severe chronic absenteeism did not successfully participate and complete the program. This alluded to the effectiveness of the action. We look to improve on that for SY 2024-25. Those students completing the program showcased skills attained in addressing respective challenges in their lives. These challenges varied in nature, but each one could be factors impacting attendance. The school has been effective in the reducing attendance rate of its students. Families, especially those with multiple students, will continue to be educated on the aspect of striving for perfect school attendance and to limit those family absences that can impact this.

Action 4.2: The school was able to integrate a "Safe Space" for participating students to participate in confidential telephonic mental health services. The original vision and location of the Safe Space was altered to the use of an existing room within the administration building. This was an appropriate decision based upon staffing and supervising students who participated in the program. There were learning curves with initial implementation with respect to scheduling and ensuring students reported to their sessions. Regardless of initial challenges, this action was effective in providing an area to conduct confidential and effective sessions with mental health providers. This action was a contributing factor to get students into and to complete their 12-week program of sessions. This action was effective in making progress toward the goal of supporting students with chronic absenteeism. There is an explicit connection between safe space design and ensuring students feel comfortable and safe when working with their therapist. Identifying and building coping skills will support students coming from trauma and build capacity in school offerings supporting their development. The school will continue to experience a number of students exposed to trauma and want to ensure supports are in place to receive confidential services when needed.

Action 4.3: The school was effective in the specific actions of providing off campus learning opportunities (field trips) for SY 2023-24. This action was effective in supporting progress toward the goal of decreasing chronic absenteeism at the school. Off campus learning experiences, referenced as field trips, provided awareness and opportunity for our students to make academic connections off campus, to attend areas that they have never been to before, and to have peer and adult interactions with people away from the community. Students from rural remote communities have limited interaction with peers and adults outside of the school day. The respective field trips directly supported aspects related to STEAM awareness and post-secondary opportunities. These endeavors build capacity in students' perception to school and support connectivity to school and school events. School connectivity and fostering aspects related to STEAM helps support a child's ambition to be part of the school day and to limit factors contributing to chronic absenteeism.

Action 4.4: Implementation and development of the Therapy Dog program was very successful in its first year at the school. The school was very conservative in implementation to ensure safety of students and staff. With ongoing obedience training and comfort in handling the program truly expanded during the school year. By years end "all" students had the ability to interact with the dog during the school year. This included being a support during academics and assessments. In a student survey most, all students acknowledge their support of the dog. There were times that the dog acted as a buffer to bring students out of trauma. This aspect is difficult to measure but with observations showed that students who interacted with the dog responded favorably and were able to get back to full engagement.   This action was effective in supporting the overall goals of reducing factors impacting chronic absenteeism.   The Therapy Dog is continuing in finalizing its credentials to be a full-fledged therapy dog. This will take place during summer 2024. Ongoing implementation of the access to the Therapy Dog will continue during SY 2024-25.

Each of our actions have contributed forms of support assisting students in reducing chronic absenteeism. These results are assisting in the aspect of creating a positive safe and secure haven at the school. Recent data has shown positive results in reducing chronic absenteeism. We will continue with these overarching actions in SY 2024-25. Continuing with these actions in SY 2024-25 will provide ongoing support and development of our students to overcome aspects leading to chronic absenteeism. Any actions listed as "somewhat effective" should not minimize the impact that it had on students but is only identified as somewhat effective due to the timelines of implementation leading to full effect and the challenge to determine full effect on students. We believe that this year's mental health telephonic supports, as well as full implementation of the therapy dog will begin immediately in full stride as we start the 2024-25 school year.

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

There were changes made to the planned goals, metrics, and desired outcomes. The specific goal of reducing chronic absenteeism rates was changed to Infuse supports which help expose students to social emotional learning opportunities. As we accomplish this, we will be able to continue to reduce chronic absenteeism rate of the school. Chronic absenteeism of 54.8% for SY 2021-22 was reduced to 32.1% for SY 2022-23. This result pulled the school out of CSI for SY 2023-24. Though we reduced Chronic Absenteeism, the review of the historic data on Chronic Absenteeism depicts Eagle Mountain School to be higher than the average for Riverside County rate for Chronic Absenteeism. A school attendance rate of 90.41% (AERIES data extracted April 3, 2024) was below the target of 94% for the 2023-24 school year. The school will be systematic to follow CSI expenditure guidelines and timelines.

The school will continue to implement several of the actions outlined in the 2023-24 LCAP Goal 4. Goal 4 of the 2023-24 LCAP was our CSI plan implemented to address chronic absenteeism. The slight changes made to the goal and actions are designed to expose students to social emotional learning opportunities. The action of creating a safe space at the school has been removed. There is a new action that will provide parents with access to a schedule of family workshops surrounding aspects impacting youth of today. This action will help to empower parents and families to better handle potential situations that will impact their lives. The funding of these actions will come from previous CSI funding which has a deadline of September 30, 2024 to spend the funds. The remaining actions are an extension of the 2023-24 LCAP. These actions will work together to provide SEL opportunities for our students.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Desert Center Unified School District	Dr. Gregory T. Sackos Superintendent/Principal	gregsackos@eaglemtnschool.com (760) 895-8254

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.

Desert Center Unified School District (DCUSD) is located in the eastern portion of Riverside County. The district is located about 45 miles east of the Coachella Valley and 45 miles west of the Palo Verde Valley. DCUSD is federally identified as a small rural school district. The district covers over 1722 miles geographically with a population of about 204 residents. The district is a single school district with Eagle Mountain School serving students in grades TK through grade 8. Eagle Mountain School is located adjacent to the town of Eagle Mountain. The town of Eagle Mountain was once a thriving working mine until the early 1980's. While the mine was in operation, there was one elementary school, one middle school, one high school and one continuation school. DCUSD now uses the existing high school campus to house Eagle Mountain School which serves the elementary and middle school students of the district. The majority of students come from the Lake Tamarisk community while a number of students come from housing facilities of two Metropolitain Water District pumping plants. All Eagle Mountain School students are bussed to the school with the longest pickup area being 32 miles from the school.

DCUSD has a Memorandum of Understanding (MOU) with Desert Sands Unified School District regarding services for the district's high school students. DCUSD is the district of residence and DSUSD is the district of attendance. During SY 2023-24 there were twelve (12) students who began the year enrolled in high school.

The DCUSD high school students are enrolled in a hybrid blended learning school (Horizon HS and/or Summit HS) which is online during the week and as outlined in the MOU. They are required to attend their respective school one day a week to meet directly with instructors. DCUSD busses these high school students every Tuesday to Desert Sands Unified School District so they can meet directly with their instructors.

Information taken from the Dashboard Student Group Report Fall 2023 reports the student enrollment of Eagle Mountain School (2022-23) to be 29 students. These students were in the grade span of TK thru 8th grade. The student demographics from the Fall 2023 Dashboard are as follows: Hispanic 62% (n=18), White 34% (n=10), and Multiple Races/Two or more 3% (n=1). The Dashboard reports four (4) English Learner students, two (2) foster youth students, four (4) homeless students, twenty-one (21) socioeconomically disadvantaged students and four (4) students with disabilities.

The school's instructional staff has three classroom teachers. These teachers are assigned to a multi-grade level classroom divided into TK through 2nd grade, 3rd grade through 5th grade, and 6th grade through 8th grade. Each of the three teachers are paired with a para-educator to support the students in the multi-grade classrooms. Currently the ratio of instructional staff to students is approximately 1:5.

Desert Center Unified School District is a basic aid school district. A California basic aid school is a type of public school district in California that receives most of its funding from local property taxes rather than state funding. Most districts are typically located in areas with high property values that generate sufficient tax revenue to cover the basic needs of the schools without relying heavily on state funding. Desert Center is contrary to the norm in that it is sparsely populated with homes and property values of these home is well below the surrounding area and the state. Regardless we have more financial resources per student compared to districts funded primarily by the state. DCUSD, as a basic aid district, has more flexibility in budgeting and may offer additional programs or resources beyond what is available in districts relying solely on state funding.

Reflections: Annual Performance

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

Due to the small student enrollment (n=29) of Eagle Mountain School and the small number of students taking state assessments (n=13), several of the indicators on the 2023 California School Dashboard are not reported.

Pupil Achievement
Academic Indicators (Performance on CAASPP ELA/Math) demonstrate the following:
Results of the dashboard showed that pupil achievement in ELA still low overall in that the school average was 42.,8 below distance from standard (dfs). The positive result was that the school increased significantly from the previous year up 53.3 dfs from the previous year.
Results of the dashboard showed that pupil achievement in Math still low overall in that the school average was 48.1 below distance from standard (dfs). The positive result was the school increased significantly but increased significantly up 44.2 dfs from the previous year.

School Climate
Suspension Rate showed very high for the school's overall population at 6.9% with an increase of 6.9% from previous year.
Suspension Rate showed very high for the socioeconomically disadvantaged with an increase of 9.5% from the previous year.

Pupil Engagement
Chronic Absences showed very high for the school's overall population at 32.1% but decreased 22.7% from the previous year.
Chronic Absences showed very high for socioeconomically disadvantaged at 40% but decreased 13.6% from the previous year.
Chronic Absences showed high for the student race/ethnicity of Hispanic but down 38.2% from previous year.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Riverside County SELPA	On-site meeting with admin and RCOE SELPA representatives (October 31, 2023) and LCAP Consult meeting via phone (June, 20 2024)
EMS School Parents	Parent survey for feedback regarding Daybreak Health workshops (October 2023)
EMS School Site Council Monthly Meetings (Administration, Teachers, Classified Staff, and Parents)	Information regarding attendance, student safety, high school endeavors, and academic achievement (CAASPP and I-Ready benchmark performance) Respective monthly meetings included attendance and presentations of Horizon High School principal, Riverside County Sherriff, and Riverside County Fire Department.
EMS School Site Council (Administration, Certified, Classified, and Parents)	LCAP Mid-Year Update presentation with discussion and feedback (January 9, 2024)
DCUSD Governing Board	LCAP Mid-Year Update presentation with discussion and feedback (January 17, 2024)
EMS School Parents	2024 Parent Engagement survey (February 2024)
DCUSD High School Students	2024 High School student survey (February 2024)
Eagle Mountain Students	2024 Elementary Student Satisfaction and Engagement survey (February, 2024)

Educational Partner(s)	Process for Engagement
Eagle Mountain Students	Grade level meetings with students and administration (week of May 8th)
Eagle Mountain Student Council (Administration, Teachers, Classified Staff, and Parents)	Site council meeting with administration (Week of May 8th)
EMS LCAP Team Participation at RCOE LCAP Workshops (Administration, Certificated, and Classified)	Attending of RCOE LCAP Workshops (three sessions)
Eagle Mountain School Site Council	Formal site council meeting to review and approve proposed LCAP (June 2, 2024)
DCUSD Public Hearing on 2024-25 proposed LCAP and Budget	Formal meeting providing feedback on proposed 2024-25 LCAP and Budget (June 12, 2024)

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

The engagement process for Desert Center Unified School District's development of its 2024-25 LCAP spanned several months over the 2023-24 school year. As a single school site, the LCAP acts as the school's School Plan for Student Achievement (SPSA). Being a single school site is advantageous in that the focus of the school's performance is always at the forefront with respect to personnel, activities, compliance, specific needs, and academic performance. When challenges arose during the year, the school was transparent and provided open communication to its stakeholders. Key aspects that surfaced during the 2023-24 school year were transportation, facilities, academic opportunities and school safety.

Communication and feedback from the school's educational partners took place in a variety of ways. During the school year administration met each Monday with "all" instructional staff and key classified personnel in its after-school meetings. These meeting provided opportunity for engagement which related to facilities, curriculum, technology, student services, assessments, professional development and transportation. With open dialogue the decision making took place to support the needs of students, families, and instructional staff. School site council met the first Monday of each month. Eagle Mountain School Site Council consisted of administration, the school's instructional staff, and parents of the school. All parents were provided the ability to attend the meetings and be active participants. The school also provided a login to each meeting allowing those parents who could not be in formal attendance to still participate. Throughout the year we had a variety of site council members take advantage of this. Site council meetings were agendized, and relevant items were presented for formal approval. Approved site council items were then taken to the governing for final approval. The DCUSD governing board conducted its regular monthly meetings the second Wednesday of each month. At each site council and school board meeting the administration provided monthly updates of events that had occurred and those important aspects that were forthcoming. When events were scheduled board members were invited to be part of the event. Such aspects included were Meet the Teacher Night, trimester award ceremonies, Science Night, and each of the parent breakfasts and luncheons. These were just a sampling of events that board members attended. In addition to the described meetings "all" educational partners were provided consistent communications. Most specifically were the monthly school newsletters that depicted the highlights of the past month and that had occurred and those upcoming events that were to occur. These newsletters were posted on the school's website and placed in key areas of the community for accessibility to everyone. Also of note was our active student council which meets throughout the school year to collaborate and plan specific events. The EMS council board was

represented by elected students from grade 6 though grade 8.

The district has only one collective bargaining unit. The school's CSEA represented all nine of the classified members of the district. CSEA was also formally represented with a member their association on the school's LCAP team. Though certificated teachers are not represented formally with a collective bargaining unity they still had representation on the LCAP team as well.

Meeting with other educational partners also included:
- Eagle Mountain Mine Representatives (throughout school year)
- Horizon High School Administration (September 12, 2023)
- RCOE's SELPA Annual Check-In (October 31, 2023)
- Riverside County Sherriff and Fire department (School Site Counci October 3rdl
- Lake Tamarisk Lions Club (3rd Tuesday each month)
- Ladies of Lake Tamarisk Library (December 5th, 2023)
- Intersect Power Solar Company (October 24th, November 1st, and April 6th)

Students also had the ability to inform the LCAP as administration met with students of respective classrooms during the week of May 8th. Those meetings addressed aspects that surfaced during the annual student's survey that was administered to students during the spring. The meetings and discussions which occurred over the school year ensured a broad spectrum of voices supporting the development of the 2024-25 LCAP. DCUSD's LCAP has been made available for the public and the LCAP and Budget public hearing was provided at the DCUSD Governing Board meeting June 12, 2024. Pending feedback, the 2024-25 LCAP and supporting district budget was scheduled to be presented for approval at the DCUSD June 26 Board Meeting. The above timeline and diverse engagement strategies helped to foster transparency, accountability, and community involvement in shaping educational priorities and resource allocation with identified priorities.

Through the LCAP process, the educational partners helped to inform and support aspects related to the 2024-25 LCAP. These aspects included supporting the ongoing goal to recruit, develop, and retain highly qualified teachers. The educational partners also validated the need to maintain the action providing a dedicated paraprofessional in each of the three multi-grade level classrooms. The commitment to provide an additional year of mental health services was supported by all stakeholders and especially with our school site council parent group. The continued integration of the therapy dog, the learning excursions (field tips) and the implementation of the AVID program that will support a framework support teacher development implementing WICOR strategies and ultimately help to help our students with successful transition to high school and eventual post-secondary endeavors.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that essential conditions and services are in place to foster optimal learning environments for student achievement. Accomplishing this includes encompassing activities such as recruiting, employing, and retaining highly qualified personnel, ensuring access of instructional resources/materials, and maintaining safe, secure, and well-organized school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Desert Center Unified School District is unique in many ways. At the forefront of its responsibilities is the need to optimize student achievement. It is essential that our district maintain high quality staff and provide them with the necessary tools and facilities to deliver high quality instruction, particularly because each of our teachers and staff members must meet the needs of students at multiple grade levels and with differing language and learning needs. If we are able to provide competitive salaries for our teachers, then the ability to recruit and retain highly qualified teachers, as measured by our school's accountability report card, will be accomplished. Highly qualified staff is foundational in providing optimum learning opportunities for students and support the maximizing of academic performance of students. Administration is able to ensure updated curriculum is available and that teachers are properly utilizing such materials to ensure students have the optimum learning opportunities to validate content mastery and demonstrate grade level performance. Ensuring a safe, secure and well-organized environment at the school will create a positive mindset for students to be engaged and effectively work with peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Staffing levels as reported by School Accountability Report Card (SARC)	Currently, the school has three (3) multigrade level classrooms. SARC for SY 2023-24 depicts two certified classroom teachers with multi-subject credential and one teacher on a Short-Term Staffing Permit (STSP)			All classrooms will be assigned teachers who possess a state approved multi-subject credential.	
1.2	Science Curriculum Implementation Evidenced by Observations of Administration	Observations by administration and lesson plans depict implementation of Science Curriculum in at least twice a week.			Observations by administration, in addition to lesson plan designs, demonstrate Science Curriculum provided three times weekly.	
1.3	Social Studies Implementation Evidenced by Observations of Administration	Observations by administration and lesson plans depict implementation of Science Curriculum in at least twice a week			Observations by administration and lesson plans depict implementation of Science Curriculum in at least twice a week.	
1.4	SEL Curriculum Implementation Observations by Administrator	Observations by administration depict SEL Curriculum (Lions Quest) implementation at least once a week.			Through instructional practices, school initiatives, and targeted delivery, the school will depict SEL immersion daily.	
1.5	Monthly Facilities Inspection Reports	All facilities currently identified as in "Good			Utilizing the Facilites Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ensuring an updated Five-Year Facilities Plan	Repair" resulting from May 2024 Facilities Inspection Tool (FIT)			form Kitchell (April 2022), the annual FIT reports and subsequent facilities work done by the school will ensure an updated Five-Year Preventative Maintenance Plan.	
1.6	The school will integrate an arts program one day a week both in the classroom and in the Extended Learning Opportunity Program.	On an average of one day a week, the school provided art to the TK thru grade 8 students. ELO-P provided access to a painting class every other Wednesday through SY 2023-24.			The school will have the services of a credential arts teacher integrating a structured arts program one day per week in both the classroom and in the after school Extended Learning Opportunity Program.	
1.7	100% of students have standards-aligned instructional materials	100% of students have standards-aligned instructional materials			100% of students have standards-aligned instructional materials	

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	Recruitment and Retention of Qualified and Appropriately Certified Instructional Staff.	The district will continue to improve and monitor the recruitment and retention of highly qualified teachers by providing competitive teacher salaries. Specifically, the school will ensure appropriately certified teachers are in place in the respective multi-grade level classrooms of the school with a goal of retaining these particular staff members in subsequent years.	$221,787.00	No
1.2	Curriculum Implementation and Monitoring by Administration	The district will continue to monitor the implementation of new curriculum and supplemental materials including Science, Social Studies, STEAM, and SEL materials.	$4,000.00	No
1.3	Maintain Facilities	The district will monitor facilities and update as needed to maintain a safe learning environment and meet all CDC and OSHA guidelines.	$10,000.00	No
1.4	Integrate a structured Arts program	The school will integrate an arts program both during the instructional day and into the Extended Learning Opportunity Program	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Providing the instructional supports equipping students with the essential skills and knowledge needed for success in both college and career paths. We will prioritize initiatives that foster college and career readiness that will ensure students are well-prepared for the opportunities and challenges ahead. This includes providing comprehensive support towards navigating literacy by grade 5, successful transition to secondary schools and, ultimately, to higher education. Preparing students with successful transitions will enhance school engagement which will positively reduce chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because instructional support is at the core of providing a high-quality educational experience. Instructional support for teachers can be a catalyst for teachers of a multi-grade classroom in maximizing teaching and learning. Supporting them in improving how well they serve their students will have a direct impact in preparing students foundationally for success in the classroom. This will equip our students for college and career readiness. Attaining and retaining fully credentialed teachers will provide the district with the opportunity to learn essential standards, improve their instructional strategies, and use to data to inform instructional decisions. Instructional support also includes providing each student with the attention and specific instructional reinforcement they need to meet their learning needs. This will be enhanced with additional opportunities with areas supporting our well-rounded curriculum. This includes the integration of a librarian (media specialist) and an embedded arts program supported by credentialed individual.

Because of our small student population, all of our classrooms are fully inclusive, requiring teachers to balance the needs of students with IEPs within the classroom setting. and the appropriate academic and language development of EL students. Differentiated instruction is at the forefront in multi-grade classrooms and teachers need the appropriate training and ongoing support for this to be successful. If we are able to build on the actions of professional learning/collaboration time with staff, technology integration, progress monitoring of students, and continue with the allocation of a paraprofessionals per teacher/classroom we will have a great impact on student academic achievement. The resulting impact outlined in our metrics is essential for us to meet our goal in maximizing students learning for college and career readiness. Supporting these endeavors will be a safe, secure environment with ample learning spaces outside of the classroom setting.

Data supporting this development of this goal includes: CAASPP Performance, I-Ready Diagnostic Reports, Unduplicated Student Data, Percentage of Students with IEP's, and DCUSD Data from National Student Clearinghouse.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Performance	2022-23 ELA - 28.57% of students met standards 2022-23 Math - 42.85% of students meet standards			ELA - 60% of students meet standards Math - 60% of students meet standards	
2.2	Frequency of small group instruction	Small group (Tier II) intervention takes place weekly as evidenced in teacher lesson plans. One to one intervention in Reading takes place daily for select students.			Small group instruction (Tier II Intervention) in both reading and math to meet the needs of all related students. One to one instruction (Tier III Intervention) to meet the needs of English Learners, Unduplicated Pupils and students with exceptional needs are evidenced daily in teacher weekly lesson plans.	
2.3	Frequency of technology use in the classroom	Technology is utilized daily as evidenced i			Technolgy to continue to be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teacher lesson plans and validated with classroom observations and evaluations. Teachers attended STEAM Symposium (February 2024).			utilized on a daily basis. Project based learning experiences will be produced respectively by classroom teachers on a monthly basis and supporting a curriculum theme of the classroom.	
2.4	Use of WICOR strategies in the classroom	Current baseline demonstrates inconsistent usage of WICOR strategies specific to curriculum objectives.			Teacher lesson planning and observations depict WICOR strategies showing intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content. This will support building skills and behaviors that support college and career readiness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Frequent progress monitoring of students	Progress monitoring using I-Ready, teacher observations, and classroom assessments support the identification of students requiring Tier II intervention.			Weekly teacher meetings are conducted reviewing individual student academic progress, behavioral needs, family supports and AVID development.	
2.6	English Proficiency for English Learners	For SY 2023-24 two (2) ELL Students. One student is Level 1 overall and the other is Level 2 overall. The school has two students who demonstrated proficient by attaining an overall level of 4 as measure on the ELPAC assessment. We have no "long term" ELL students			Evidenced by the 2025-26 ELPAC assessment, each ELL student will increase in proficiency level.	
2.7	English Learner Reclassification Rate	2022-23 ELPAC results depict all students reclassifying as English Language Proficient within five years.			As evidenced by the 2025-26 ELPAC assessment, all ELL students will be reclassified as English Language Proficient within five years.	
2.8	Provide Access to a Librarian	The district will attain access and use services with librarian			As evidenced by our SARC the school will demonstrate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		able to integrate multimedia resources.			access to a librarian.	
2.9	AVID Program Implementation	For SY 2023-24 there is no AVID Elementary Program.			School is developing AVID Elementary implementation as evidenced with the AVID Certified Self Study.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning/Collaboration Time	Teachers will participate in weekly collaborative sessions or professional development activities, with a focus on utilizing data-driven approaches to adjust teaching and learning.	$4,000.00	No
2.2	Paraeducator staffing	The district will continue to provide a paraeducator in each class in order to support the teacher in providing high quality instruction and intervention for English Learners, Unduplicated Pupils, and students with exceptional needs.	$148,142.00	Yes
2.3	Incorporating Technology into Instruction	The district will utilize technology integration to bolster standards-aligned teaching and evaluation, offering necessary intervention, accommodations, and assistive technology to ensure the academic needs of English Learners, Unduplicated Pupils, and students with exceptional needs are met.	$24,257.00	Yes
2.4	Progress Monitor Student Academic Progress	The district will use a variety of tools (ex. I-Ready) to monitor student academic progress on subjects of Reading, Writing, and Mathematics. This progress monitoring will allow for appropriate response with teaching and integration of MTSS.	$3,780.00	No
2.5	Implementation of AVID Program	Supportive with monies from CSI, the school will implement funding for the AVID Elementary program. Funding for AVID implementation will include AVID membership Year 1, AVID Summer Institute Training, AVID Curriculum, and costs related to Summer Institute's professional development. (travel, lodging, salaries, and per diam).	$21,000.00	No
2.6	Provide Access of a Librarian	The district will attain access and use services with librarian able to integrate multimedia resources.	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Build collaborative relationships with families, the surrounding community members, and other stakeholders to ensure every student is meaningfully connected to the school and actively participates in the learning process. This includes collaboration with families and other stakeholders to address diverse student and community interests and mobilize community resources as needed to minimize students' loss of instructional time.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement is defined by the National Association for Family, School, and Community Engagement (NAFSCE) as a "shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and which families are committed to actively support their children's learning and development. Family engagement is a continuous and changing process across a child's life. Effective family engagement strategies cut across all contexts and settings in which a child learns and grows, including schools, after-school programs, and community-based programs. Family engagement must ensure that parents play an active role in developing their child's learning, that parents are actively involved in their child's education at school, and that parents are full partners in their child's education and included in decision-making. DCUSD believes that it is important to be closely connected to the parents and community so that there is a joint understanding and decision making about the goals, commitments, and challenges of the school. We also believe in providing as many opportunities for parents to be a part of the school as possible. Creating more opportunities for parents and community members to be involved with learning activities and/or special projects, will help build and strengthen partnerships with families and local communities in meaningful ways.

Rural schools have many strengths, which can be leveraged as they face hardships such as high teacher turnover, newly credentialed teachers, and inadequate resources (Monk, 2007). The pressure on student achievement in core subject areas means that rural schools are expected to do more with less (Barley & Beesley, 2007). Families in rural communities struggle with similar challenges. Poverty rates in rural America are on the rise (Schafft, Prins, & Movit, 2008) and social and behavioral services for these families are either nonexistent or impractical (DeLeon, Wakefield, & Hagglund, 2003). The geographic isolation of rural communities means that many rural families are forced to travel a great distance to access necessary parenting and behavioral health services. Furthermore, there is often stigma associated with seeking outside help for mental health or parenting problems and rural culture often encourages families to deal with problems internally rather than pursue professional help. Schools, on the other hand, tend to be more easily accessible to families. Rural communities depend on schools to serve many functions in addition to their primary mission of education (National Education Association, 2008).

A strong partnership with parents and community members is impactful in the support of the school. We have made adjustments with event times and location to support the greater participation rate of parents and community members at significant events. Utilizing the Lake Tamarisk Community Hall provides a centralized location to host events assessable for all. Strategically implemented offerings such as lunches and refreshments for activities creates a positive culture and a comfortable, safe and secure environment for all. These activities are also contributing forms of entertainment and socialization for our students and families that reside in a small, rural community. Through our actions, we will support our students in being connected in meaningful ways to the school and actively engaged in learning. The continued effort to improve partnerships with our families will have an enhanced effect on students' attendance. This is now more critical to the school with our recent exiting from CSI eligibility resulting from chronic absenteeism of students.

Parent engagement and volunteer opportunities will take place in a variety of ways. Such examples include:

x Classroom Helper
x Chaperone Learning Excursions (Field Trips):
x Member / Active Participant of Eagle Mountain's School Site Council:
x School Events Volunteer Special Events Volunteer:
x School Garden or Campus Beautification Projects:
x After School Expanded Learning Opportunity Program:
x Parent Education Workshops

These are just a few examples, and there may be many other opportunities available depending on the specific needs and initiatives of Eagle Mountain School

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Volunteer or Family Participation in 7 School Events	No baseline data for SY 2023-24			Identification of 7 school events during SY 2026-27 that are supported with parents, organizations, and/or volunteers	
3.2	Parent and/or Family's Participation with Student Activities	75% parent participation denoted by 2023-24 Parent Survey			80% parent participation rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					denoted by 2026-27 Parent Survey	
3.3	Pupil Expulsion Rates	0% (0 Expulsions) from 2022-23 CALPADS Report			0% (0 Expulsions) from SY 2025-26 CALPADS Report	
3.4	Student, Staff, & Family Annual Surveys ** Due to confidentiality the District cannot administer the Healthy Kids Survey	75% of current student population (Spring 2024)			85% of current student population (Spring 2027)	
3.5	School Site Council Parent Attendance	78% of parents attended or participated in a school site council meeting for SY 2023-24 (May 2024)			80% of parents will attend or participate in a school site council meeting for SY 2026-27. (May 2027)	
3.6	School Attendance Rate	90.41% attendance rate AERIES February 2024 report			95% attendance rate AERIES report February 2027	
3.7	Chronic Absenteeism/ Rate	32.1% Dataquest 2022-23 Chronic Absenteeism Rate			SY 2025-26 Dataquest Chronic Absenteeism Rate below the average of Riverside County	
3.8	Suspension Rate	8% (2 suspensions) from 2022-23 CALPADS Report			O% (0 Suspensions) from SY2025-26 CALPADS Report	
3.9	Middle School Drop Out Rate	0% (0 students) from 2022-23 CALPADS Report			0% from 2025-26 CALPADS Report	

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	Volunteer / Support Opportunities	The district will create opportunities through the school year for family and community members to chaperone learning excursions (field trips), volunteer with fundraising activities, work on special projects, and participate in learning activities with students both during school and with the after-school ELO-Program..	$0.00	No
3.2	Parent and/or Family's Accessibility in Taking Part with Student Activities	The district will provide access for parents / families to attend field trips and learning activities and will continue to coordinate events during and after school for parents/families to learn with their students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Participation with Committees and Engagement Activities	Continue to align Eagle Mountain School Site Council meetings to school events and parent education opportunities with the providing of refreshments to encourage parents attendance and participation.	$2,000.00	No
3.4	Reduce Indicators of Loss Instructional Time	Aspects relating to attendance, discipline, and prospective suspensions will be reduced to maximize instructional time. Inclusive will be lesson plans that will validate structure in maximizing the instructional day.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Infuse supports which help expose students to social emotional learning opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Eagle Mountain School is a single school site within the Desert Center Unified School District. The school is composed of an approximate enrollment of 27 students. These students reside in areas that are up to 35 miles from one another. Students can have little social interaction between their peers due to proximity of residences.

There are times that situations between families arise, and this impacts students' interaction with peers. There are families that come to our district due to trauma or other situations that require relocation. We have a high number of our families with low socio-economic status. There are few businesses in the area and aspects to shopping, theaters, malls, museums, and grocery stores are up to 45 miles away.

CPS is involved in supporting students and families of our school.

Chronic absenteeism rates decreased this past year but are still relatively high.

Eagle Mountain School plays a crucial role in supporting students' social and emotional learning (SEL), which encompasses skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We look towards ways that we can provide SEL opportunities to support our students. This focus needs to include the following:

o Explicit SEL Curriculum: SEL programs or curriculum that teach specific skills and strategies for emotional regulation, empathy, conflict resolution, and decision-making. These programs allow opportunity for engagement, respectfulness, and critical thinking.
o SEL Integration Across Subjects: We will strive to deliver SEL principles and practices into academic lessons and activities across all subjects.
0 Peer Support: Establish peer mentoring where older students mentor younger ones, fostering positive relationships and providing opportunities for leadership development.

o Conflict Resolution: Provide training and resources for students to learn constructive ways to resolve conflicts, including mediation techniques and strategies for effective communication.
o Community-Building: Organize team-building opportunities, cooperative games, and collaborative projects that encourage teamwork, empathy, and inclusivity.
o Counseling and Support Services: Ensure access to mental health professionals who can provide individual or group support to students experiencing emotional challenges or crises.
o Parent and Family Engagement: Involve parents and families in SEL initiatives by providing resources, workshops, and opportunities for dialogue on topics related to social and emotional well-being.
o Positive Behavior Support: Implement systems that recognize and reinforce positive behavior, such as a school-wide rewards program or acknowledgment assemblies for demonstrating SEL skills.

Integrating these approaches into the school environment will support a culture that nurtures students' social and emotional development and prepares them for success in school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Provide student and parents with access to consistent mental health services tailored to meet the needs of participants.	21 students referred for telephonic mental health services, 10 students enrolled in program and 6 completed (April 2024 Daybreak Health Summary SY 2023-24)			24 students referred for telephonic mental health services, 12 students enrolled and 8 students completing service (last contract year with Daybreak Health)	
4.2	Provide parents with access to a schedule of family workshops surrounding aspects impacting youth of today.	Five (5) Parent Workshops with 40% attendance of parents.			Five (5) virtual parent workshops with 50% parent participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Provide opportunities for youth to experience learning experience, away from the school setting and appropriate to social, emotional, and mental development.	Four (4) Learning Excursion (Field Trips) for "all" students for SY 2023-24			Four (4) Learning Excursion (Field Trips) for SY 2026-207 with one (1) during summer ELO Program.	
4.4	Certification of and access to Therapy	For SY 2023-24 canine was in initial stages of certification process leading to therapy dog			Students Access to Certified Therapy Dog	

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	Counseling and Therapy Sessions	Students will be provided a referral to Daybreak Health to provide telephonic counseling therapy sessions.	$75,000.00	No
4.2	Learning Excursions (Field Trips)	Students will be provided opportunities to participate in Learning Excursions (Field Trips) specifically identified to support academics and student knowledge.	$6,000.00	No
4.3	Access to Therapy Dog	The school will continue to look at ways in which students, especially those in need, have access to the school's therapy dog during the school day.	$2,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$78,099	$9,113.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.576%	0.000%	$0.00	21.576%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Paraeducator staffing **Need:** Identified needs of unduplicated students include but are not limited to: Academic Support: Bridge learning gaps with support through tutoring, Tier II small group instruction, or Tier III specialized one to one	Because Eagle Mountain School provides instruction to all students in multigrade/blended classrooms, it is necessary to provide these supports to all students in the school. The action of providing a paraeducator per classroom specifically targets the ability to support Unduplicated Pupils, as well as all students on a daily basis.	Monitoring student engagement level assessing how actively students participate in classroom activities, their interactions with the paraeducator, and their overall attentiveness during lessons.

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
	intervention tailored to individual student needs. English Language Development: Unduplicated students, who are English language learners, require targeted support to develop their language proficiency and academic language skills. Addressing these identified needs requires a holistic and multifaceted approach, involving collaboration among educators, administrators, families, and community stakeholders. This will ensure that unduplicated students receive the support and resources they need to thrive academically, socially, and emotionally. **Scope:** Schoolwide		Tracking student academic progress and performance under the guidance of paraeducators can also serve as a metric to measure their effectiveness.
2.3	**Action:** Incorporating Technology into Instruction **Need:** Identified needs of unduplicated students include but are not limited to: Social and Emotional Support: Students from underrepresented backgrounds face unique social & emotional challenges. Providing	Incorporating technology into instruction benefits unduplicated students in a variety of ways including: Personalized Learning that tailors to individual student needs. Unduplicated students may have diverse learning styles, backgrounds, and abilities, and technology can be used to provide customized instruction and support.	Use of technology is utilized daily, as evidenced in teacher lesson plans and validated with classroom observations and evaluations of instructional staff.

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
	access to counseling services, mentorship programs, or social-emotional learning initiatives can help address cultural adjustment, discrimination, or socioeconomic stressors. .

Access to Resources: Unduplicated students will have access to resources such as technology, textbooks, transportation, or nutritious meals. Ensuring equitable access to these resources will help level the playing field and support their academic success.

College and Career Readiness: Unduplicated students lack exposure to college and career opportunities or face barriers to accessing higher education or vocational training. Providing mentoring, college preparation programs, career exploration opportunities, and financial aid assistance will help support their post-secondary aspirations.

Cultural Competency and Representation: A culturally responsive and inclusive learning environment reflecting the diverse backgrounds and experiences of unduplicated students is essential. Incorporating culturally relevant curriculum, celebrating diversity, and promoting positive representations of underrepresented groups in the classroom using technology to widen students perspectives of different cultures will address this need. | Access to resources in providing access to digital textbooks, multimedia content, and online databases. This ensures that unduplicated students have equitable access to learning materials regardless of their socioeconomic status or geographic location.

Supporting language development for English Language Learners (ELLs) in that technology facilitates language development through interactive language learning apps, multimedia resources, and language translation tools. Digital platforms can also provide opportunities for language practice and communication in authentic contexts.

Differentiated Instruction enabling teachers to differentiate instruction meeting the needs of unduplicated students. Adaptive learning software, educational games, and multimedia presentations engage students who have different proficiency levels and learning paces.

Assessment and feedback allowing assessments that provide immediate feedback to students, allowing them to track their progress and identify their areas of proficiency and areas of weakness.

Accessibility features that allow digital tools and applications such as text-to-speech, closed captioning, and adjustable font sizes, making content more accessible to students with disabilities or special needs.

Incorporating technology into the classroom can help unduplicated students overcome barriers to | |

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: Schoolwide	learning, enhance their educational experiences, and empower them to achieve academic success. Because Eagle Mountain School provides instruction to all students in multigrade/blended classrooms, it is necessary to provide these supports to all students in the school.	

Limited Actions

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

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

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

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.

Eagle Mountain School utilizes paraprofessionals in each classroom. Additional concentration grant add-on funding will be used to recruit and retain additional paraprofessionals to work in small groups and add direct services to students. Goal/Metric 2.2 addresses small group

Tier II intervention taking place weekly as evidenced in teacher lesson plans, 1:1 intervention in Reading takes place daily for students identified for additional intervention. Competitive salaries and availability of on site housing increases the likelihood of staff retention.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	3.5 staff to 25 students
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	3 staff to 25 students

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		$361,967	78,099	21.576%	0.000%	21.576%

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$418,186.00	$5,000.00	$0.00	$111,780.00	$534,966.00	$458,929.00	$76,037.00

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	Recruitment and Retention of Qualified and Appropriately Certified Instructional Staff.	All Students with Disabilities	No			All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$221,787.00	$0.00	$221,787.00				$221,787.00	
1	1.2	Curriculum Implementation and Monitoring by Administration	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Maintain Facilities	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	ONGOING	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	Integrate a structured Arts program	All	No			All Schools Specific Schools: Eagle Mountain School	3YEARS	$10,000.00	$0.00	$5,000.00	$5,000.00			$10,000.00	
2	2.1	Professional Learning/Collaboration Time	All	No			All Schools Specific Schools:	ONGOING	$0.00	$4,000.00				$4,000.00	$4,000.00	

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
							Eagle Mountain School Tk through Grade 8									
2	2.2	Paraeducator staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School Tk thur Grade 8	ONGOING	$148,142.00	$0.00	$148,142.00				$148,142.00	
2	2.3	Incorporating Technology into Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$0.00	$24,257.00	$24,257.00				$24,257.00	
2	2.4	Progress Monitor Student Academic Progress	All	No			All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$0.00	$3,780.00				$3,780.00	$3,780.00	
2	2.5	Implementation of AVID Program	All Students with Disabilities	No			All Schools Specific Schools: Eagle Mountain School TK-8th Grade	3 YEARS	$2,000.00	$19,000.00				$21,000.00	$21,000.00	
2	2.6	Provide Access of a Librarian	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Volunteer / Support Opportunities	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent and/or Family's Accessibility in Taking Part with Student Activities	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Participation with Committees and Engagement Activities	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.4	Reduce Indicators of Loss Instructional Time	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$0.00	$0.00				$0.00	
4	4.1	Counseling and Therapy Sessions	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	12 months (July 2023 thru June 2024)	$75,000.00	$0.00				$75,000.00	$75,000.00	
4	4.2	Learning Excursions (Field Trips)	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	3 YEARS	$1,000.00	$5,000.00				$6,000.00	$6,000.00	
4	4.3	Access to Therapy Dog	All	No			All Schools Specific Schools: Eagle	3 YEARS	$1,000.00	$1,000.00				$2,000.00	$2,000.00	

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
							Mountain School TK-8th Grade									

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
$361,967	78,099	21.576%	0.000%	21.576%	$172,399.00	0.000%	47.628 %	**Total:**	$172,399.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$172,399.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Paraeducator staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School Tk thur Grade 8	$148,142.00	
2	2.3	Incorporating Technology into Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School TK through Grade 8	$24,257.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$613,620.00	$539,718.01

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	Recruitment and Retention	No	$243,590.00	$282,637.00
1	1.2	Curriculum Implementation and Monitoring by Administrator	No	$4,000.00	$5,096.12
1	1.3	Maintain Facilities	No	$10,000.00	$10,560.68
2	2.1	Professional Learning/ Collaboration Time	No	$0.00	$0.00
2	2.2	Paraprofessional staff	Yes	$148,142.00	$147,495
2	2.3	Technology Integration	Yes	$24,257.00	$0.00
2	2.4	Progress Monitoring	No	$3,780.00	$3,815.00
3	3.1	Volunteer/ Support Opportunities	No	$0.00	$0.00
3	3.2	Parent/Family Access to Participating in Student Activities	No	$0.00	$0.00
3	3.3	Parent/Family Committees and Engagement Activities	No	$1,500.00	$1,500.00
4	4.1	Counseling and Therapy	No	$100,000.00	$74,500.00

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)
4	4.2	Safe Space Design and Development	No	$15,000.00	$0.00
4	4.3	Field Trips	No	$24,000.00	$12,443.26
4	4.4	Therapy Dog	No	$39,351.00	$1,670.95

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)
$83,547.00	$101,737.00	$131,345.41	($29,608.41)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Paraprofessional staff	Yes	$77,480.00	$131,345.41		
2	2.3	Technology Integration	Yes	$24,257.00	$0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$375,344	$83,547.00	0.0	22.259%	$131,345.41	0.000%	34.993%	$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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  - 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:

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  - 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.

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  - 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).