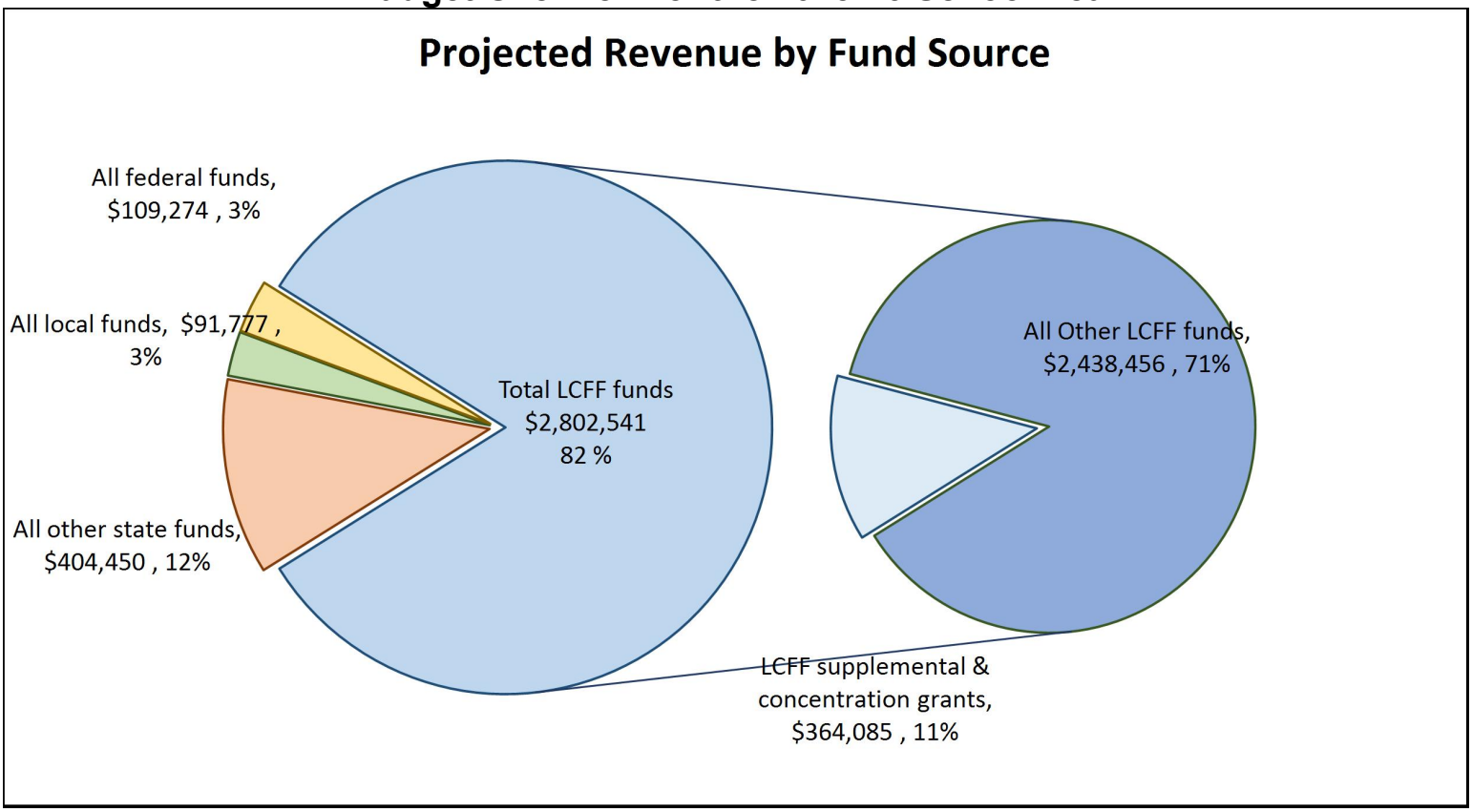
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Princeton Joint Unified School District
CDS Code: 11 62646 0000000
School Year: 2025-26
LEA contact information:
Jeff Ochs
Superintendent/Principal
jochs@pjusd.org
(530) 439-2261

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 2025-26 School Year

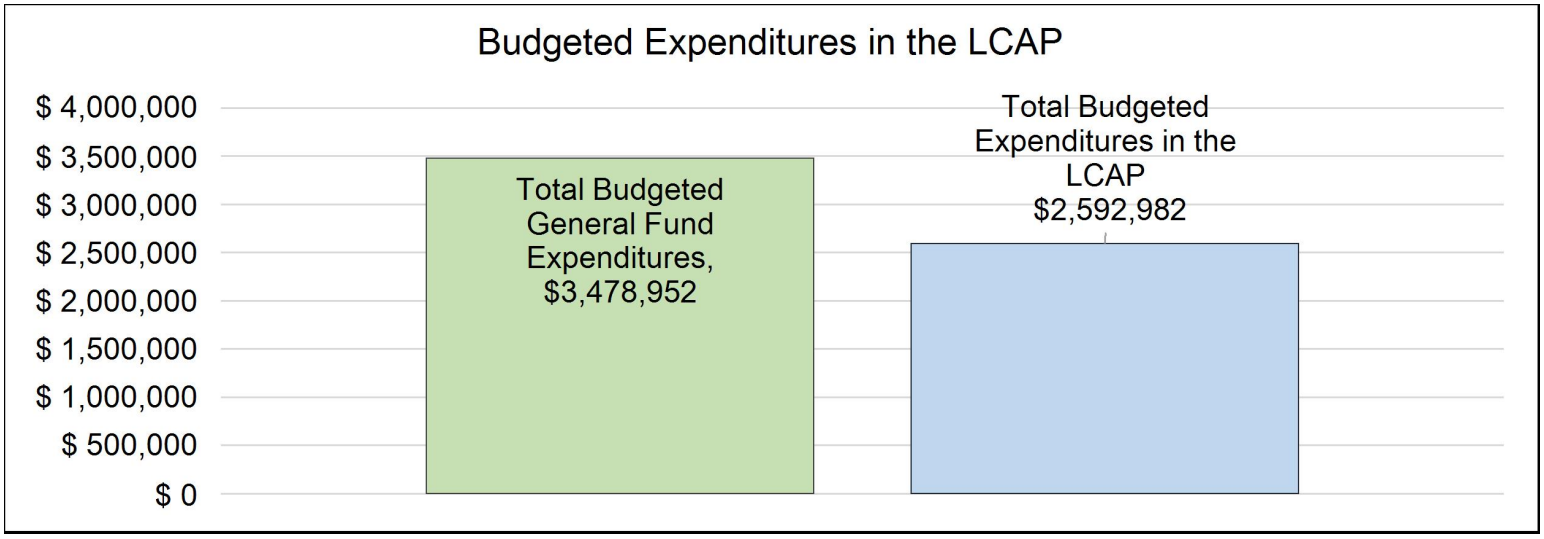


This chart shows the total general purpose revenue Princeton Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Princeton Joint Unified School District is $3,408,542.00, of which $2,802,541.00 is Local Control Funding Formula (LCFF), $404,450.00 is other state funds, $91,777.00 is local funds, and $109,274.00 is federal funds. Of the $2,802,541.00 in LCFF Funds, $364,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Princeton Joint Unified School District plans to spend for 2025-26. 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: Princeton Joint Unified School District plans to spend $3,478,952.00 for the 2025-26 school year. Of that amount, $$2,592,982.00 is tied to actions/services in the LCAP and $$885,970.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

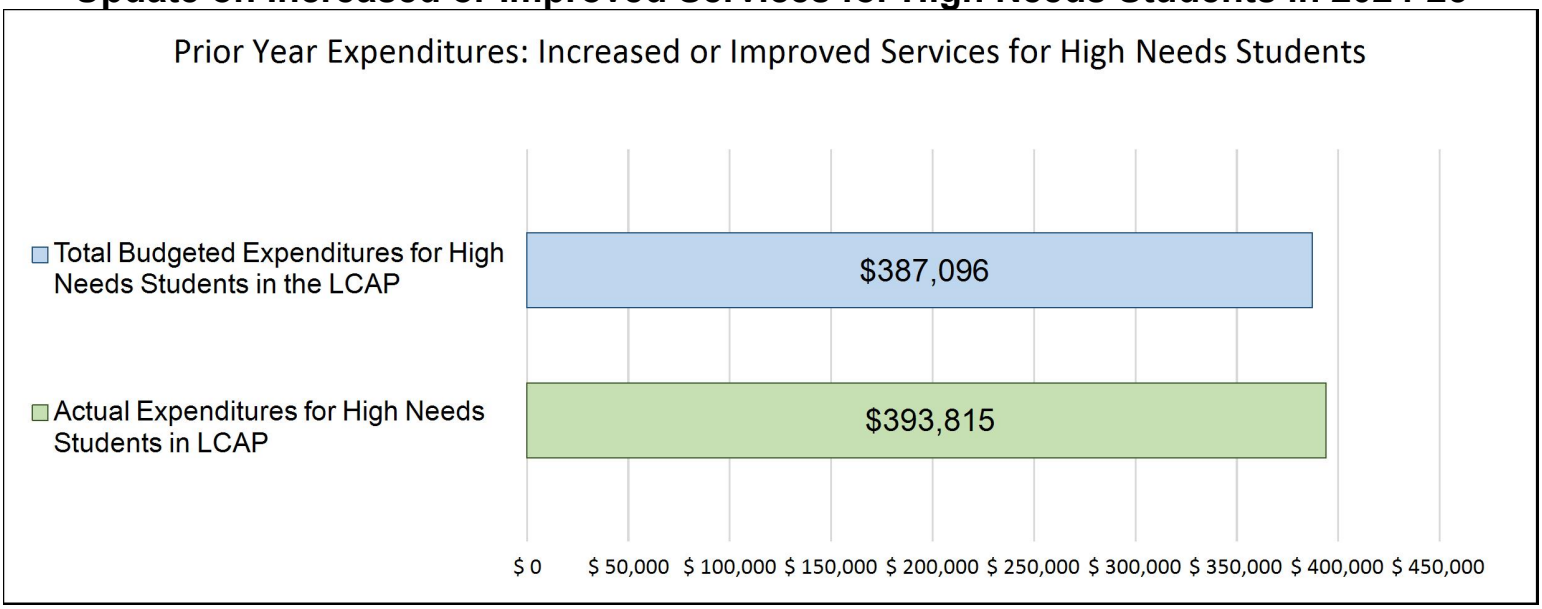
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) include facility costs, utility costs, and other indirect costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Princeton Joint Unified School District is projecting it will receive $364,085.00 based on the enrollment of foster youth, English learner, and low-income students. Princeton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Princeton Joint Unified School District plans to spend $414,857.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Princeton Joint 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 Princeton Joint 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 2024-25, Princeton Joint Unified School District's LCAP budgeted $387,096.00 for planned actions to increase or improve services for high needs students. Princeton Joint Unified School District actually spent $393,815.17 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $(6,719.17) had the following impact on Princeton Joint Unified School District’s ability to increase or improve services for high needs students:

Princeton Joint Unified School District exceeded the amount originally budgeted to increase or improve services for high needs students.

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
Princeton Joint Unified School District	Jeff Ochs Superintendent/Principal	jochs@pjusd.org (530) 439-2261

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Princeton Joint Unified School District (PJUSD) serves students from Glenn and Colusa Counties in three schools, Princeton Elementary School (TK-8th grades), Princeton High School (9th-12th grades), and Princeton Landing Continuation School (12th only). The schools are all located in Colusa County, however the majority of the district land area and student population is from Glenn County, and therefore the district operates under the auspices of Glenn County Office of Education (GCOE).

Princeton is a rural farming community, and most families in the district work in agriculture-related fields. District enrollment is currently 127, with 84 students at Princeton Elementary and 43 students at Princeton High with none at Princeton Landing this year. This is a increase of 6 students from the prior year. While we started the year with 121, we've grown as the year progressed. A significant number of students are on inter district transfer agreements. These students and their families quickly become a part of the Princeton School community. 67% of students qualify for free and reduced meals and 24% are English Learners. The Princeton community is extremely supportive of the schools with various booster groups raising money for special projects and needs. All schools in Princeton Joint Unified School District have an unduplicated student enrollment of greater than 55% and are eligible for Equity Multiplier funding. However, no students were enrolled at the district’s Equity Multiplier site (Princeton Landing) in 2024–25 or projected for 2025–26.

Our students and families enjoy a small and safe school environment. This idyllic small town / familial school environment allows students to know each other, their teachers, and staff members well. Along the same line of thought, the teachers and staff members are able to know each student, identify their strengths and learning styles, and meet their individual needs. “No one falls through the cracks.”

Reflections: Annual Performance

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

Princeton joint Unified School District started the school year fully staffed in 2024/25 which had been a problem in prior years and will continue with a consistent staff for the upcoming school year. Enrollment grew last year which moved us up a band in the necessary small school funding model. We hope to continue to maintain this enrollment and even grow with the momentum we've built over the past two years. As the year progressed, we found that while the high school CASSPP scores were not stellar, Princeton Elementary scores showed some growth and were in the average range in comparison to schools around the two counties. No schools or student groups within Princeton Joint Unified School District received the lowest performance level (Red) on any state indicator on the 2023 California School Dashboard. This information will remain unchanged for the duration of the current LCAP cycle. PES staff completed the ARISE Reading Intervention and through a staffing opportunity, we hired a substitute teacher who helped students with reading testing and interventions to help them make up deficiencies we felt were held over from COVID and the lack of development during that time. With that and the implementation of the Wonders ELA curriculum, PES was focused on improving ELA and Reading instruction in grades TK-6. At PHS, the English teacher utilized the interim CASSPP assessment tool to measure student growth and saw progress throughout the year. We look forward to seeing increased scores when the results are posted later.

Princeton Joint Unified School District fully expended all Learning Recovery Emergency Block Grant (LREBG) funds in the prior year and therefore has no unexpended LREBG funds to report for the 2025–26 LCAP year.

Reflections: Technical Assistance

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

We did not qualify for CSI or ATSI funds this year as our test scores improved from the prior year.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
PJUSD Board of Trustees	LCAP Mid-Year Report- 02/13/2025 LCAP input during 05/08/2025 board meeting LCAP 2024/25 plan Public Hearing- 06/25/2025 LCAP 2024/25 Approval- 06/26/2025
School Site Council	School Site Council Meeting- 05/22/2025
PES & PHS staff	Multiple staff meetings over the school year
Princeton Teachers Association	District meeting 05/25/2025
California School Employees Association- Princeton Chapter, #445	District meeting 05/25/2025, Negotiations meetings- 01/22/2025, 02/24/2025, 03/14/2025
Parents	Survey via Google Form 12/02/2024
Student Advisory Committee	Survey via Google Form 03/04/2025 SAC Meeting 4/16/2025
SELPA	Consultation with SELPA Director 05/27/2025
Principals	PJUSD is a small district where the Superintendent also serves as Principal of both schools.
Administrators	Consultation with the Dean of Students occurred on an ongoing basis throughout the school year.

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

Input was gathered from various educational partners, the Board of Trustees, and staff.

The vast majority of our actions are directly linked to feedback from the school community. A list of those that can be directly tied to feedback is included below. Our Goals are similar to those for the past three years as our community has the same expectations of our schools; that students have an opportunity to learn and grow in a safe and respectful setting with dedicated staff. Further, they expect our students to be able to enter the work force or attend higher education upon graduation.

Educational partners affirmed our existing actions:

- Collaboration and robust professional development in core curricular areas, specifically reading. (Action 1.2)
- Purchasing curriculum (Action 1.3)
- Assuring that students are supported academically, socially, and emotionally throughout all grades. (Actions 1.4, 2.1, & 2.3)
- Continued implementation of Career Pathways, Attendance Incentives and school safety measures (Action 1.5 & 2.2)
- Improved communication and updated school website and ongoing use of social channels (Action 2.5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Teachers, learning spaces and curriculum are the basic building blocks of learning in a traditional public school. This goal assures the most basic elements of education are present at a high level of quality and that we address our growth areas across both schools and all grades. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	90% of teachers of teachers at PJUSD are highly qualified in core content areas	90% of teachers of teachers at PJUSD are highly qualified in core content areas		100% of teachers of teachers at PJUSD are highly qualified in core content areas	No change in this priority however, we only have one teacher in an intern program. The rest of the staff are credentialed.
1.2	Priority 1: Professional Development- Teacher Induction program	All teachers needing to complete induction to clear their credential will	Two teachers completed induction and cleared their		100% teacher completion of induction program	Two new teachers will be starting their induction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		be enrolled in an accredited program	credentials. Two new teachers will be starting their induction program next school year.		and earning clear credential	program next school year.
1.3	Priority 1: Instructional materials in Mathematics	Currently, Grades 7-12 have a standards-aligned sequential & consistent curriculum aligned to the framework. Grades TK-6 do not have an accepted consistent Math curriculum.	Grades 7-12 have a standards-aligned sequential & consistent curriculum aligned to the framework. Grades TK-6 do not have an accepted consistent Math curriculum as we are waiting for CDE to approve new curriculum based on the newly accepted framework.		A consistent sequential Math curriculum in grades TK-12.	No change as curriculum has not been approved yet.
1.4	Priority 1: Facilities in good working order	100% of campuses have good rating referenced in FIT reports found in yearly SARC reports.	100% of campuses have good rating referenced in FIT reports found in yearly SARC reports. Repairs are addressed immediately as issues arise.		100% of campuses have good rating referenced in FIT reports found in yearly SARC reports.	No change. Goal met.
1.5	Access to Instructional materials in core curriculum areas	All grades have updated standards-aligned curricular programs	All grades have updated standards-aligned curricular programs		All grades have updated standards-aligned curricular programs	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 4 C. Percentage of English Learners making progress toward English proficiency	PJUSD has 38% of ELs making progress towards proficiency	PJUSD has 54% of ELs making progress towards proficiency		55% making progress towards proficiency	16% increase and nearly hit established goal.
1.7	Priority 4 D. English Learner Reclassification Rate	PJUSD: 9.7%	PJUSD: 9.7%		PJUSD: 12.5%	No change from baseline
1.8	Priority 4: A-G Completion Rate	A-G completion rate:54%	A-G completion rate:54%		A-G completion rate:65%	No change from baseline
1.9	Priority 4: Statewide Assessment ELA	ELA %- Meet or Exceed standard Grade 3-8: 32.6% Grade 11: 25%	ELA %- Meet or Exceed standard Grade 3-8: 32.6% Grade 11: 25%		ELA %- Meet or Exceed standard Grade 3-8: 40% Grade 11: 50%	No change from baseline
1.10	Priority 4: CTE Pathway completion rate	17% completed a CTE pathway	54% completed a CTE pathway		25% CTE pathway completion	300% increase in completion.
1.11	Priority 4 B. A-G Course Completion/CTE Pathways	PHS: 33%	PHS: 30.8%		PHS: 45%	Slight decrease of 2.2% .
1.12	Priority 4: Statewide Assessment Math	Math %- Meet or Exceed standard Grade 3-8: 16.3% Grade 11: 8%	Math %- Meet or Exceed standard Grade 3-8: 18.4% Grade 11: 8%		Math %- Meet or Exceed standard Grade 3-8: 33% Grade 11: 25%	2% increase at PES
1.13	Priority 4 E. Percentage of pupils passing AP coursework	No AP programs at PJUSD	No AP programs at PJUSD		0% AP exams taken or passed	No change from baseline
1.14	Priority 4: Statewide Assessment California Science Test (CAST)	CAST %- Meet or Exceed standard Grade 11: 8% All grades: 6.9%	CAST %- Meet or Exceed standard Grade 11: 8% All grades: 13.64%		CAST %- Meet or Exceed standard Grade 11: 25% All grades: 20%	7% increase when comparing all grades.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Priority 7 C. programs and services developed and provided to individuals with exceptional needs	99% of students with exceptional needs are enrolled in a broad course of study	99% of students with exceptional needs are enrolled in a broad course of study		100% of students with exceptional needs are enrolled in a broad course of study	No change from baseline
1.16	Priority 4: EAP ELA & EAP Math	No data due to small population	No data due to small population		10% college ready	No change from baseline
1.17	Priority 8: College/Career Indicator	College/Career Ready: 33.3%	College/Career Ready: 30.8%		College/Career Ready: 50%	Slight decrease of 3%

Goal Analysis [2024-25]

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.

Action # & Action Title --- (Level of Implementation) >>> Challenges/Successes

1.1: Staff both schools with qualified staff --- (Somewhat implemented) >>> Two teachers were on temporary credentials. We will start next year with 90% fully credentialed with one in an intern program.

1.2: Appropriate assignment of teachers and professional development --- (Fully implemented) >>> All teachers were assigned in their credentialed areas. Due to the size of the school, many teachers teach subjects outside their credential area to meet student requirements.

1.3: Current approved curriculum and supplemental materials --- (Fully implemented) >>> All curriculum is up to date. We are still waiting for the approved Mathematics curriculums to be offered so we can update all grades.

1.4: Dean of Students --- (Fully implemented) >>> This position is essential for the schools to function and for students to succeed.

1.5: Addition of CTE courses and programs --- (Fully implemented) >>> The addition of the Ag Mechanics teacher was very successful as it gave our CTE program a few more avenues that were not available to students prior. The development of the overall Ag program continues to progress in a positive manner.

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

1.1: Staff both schools with qualified staff --There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

1.2: Appropriate assignment of teachers and professional development --There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

1.3: Current approved curriculum and supplemental materials --There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

1.4: Dean of Students -- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

1.5: Addition of CTE courses and programs-- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

1.1: Staff both schools with qualified staff - This was an effective action as Princeton Schools have had years of staff turnover and have not been able to have consistency. Current staff are in place which gives us some consistency and momentum to push positive academic progress.

1.2: Appropriate assignment of teachers and professional development - Teachers continue to grow with the initiatives we supported in professional growth. Two teachers have completed their induction and the Ag intern completed her credential.

1.3: Current approved curriculum and supplemental materials - Our challenge here is waiting for the updated Math curriculum based on the new framework. All other curricular areas are up to date.

1.4: Dean of Students - This is an very effective use of resources and is essential to the success of students.

1.5: Addition of CTE courses and programs - The addition of the Ag Mechanics teacher was very effective as it gave our CTE program a few more avenues that were not available to students prior.

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.

1.1: Staff both schools with qualified staff- There are no changes planned as this was only the first year of implementation. Continued work towards achieving established goals will be reviewed

1.2: Appropriate assignment of teachers and professional development -There are no changes planned as this was only the first year of implementation. Continued work towards achieving established goals will be reviewed when more information is available.

1.3: Current approved curriculum and supplemental materials There are no changes planned as this was only the first year of implementation. Continued work towards achieving established goals will be reviewed when scores are posted.

1.4: Dean of Students -There are no changes planned as this continues to be essential.

1.5: Addition of CTE courses and programs -There are no changes planned as this was only the first year of implementation. Continued work towards achieving established goals will be reviewed as we progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff both schools with qualified staff	All certificated and classified staff are appropriately credentialed and trained for their respective positions	$1,840,129.00	No
1.2	Appropriate assignment of teachers and professional development	PJUSD will ensure that all teachers are or are progressing towards being properly credentialed for their area of instruction and furthering their skills as educators to further assist unduplicated students to find academic success.	$48,620.00	Yes
1.3	Current approved curriculum and	Supply staff and students with current approved curriculums and materials to meet standards and CASSPP testing preparation	$139,691.00	No

Action #	Title	Description	Total Funds	Contributing
	supplemental materials			
1.4	Dean of Students	The Dean of Students will oversee all student disciplinary actions and academic supports, with a particular focus on providing targeted interventions for unduplicated students, such as personalized counseling and academic support programs.	$134,674.00	Yes
1.5	Addition of CTE courses and programs	Addition of Ag Mechanics teacher and E-Dynamics CTE online program	$93,234.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PJUSD strives to cultivate a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other educational partners will be actively engaged in district and school decision-making processes.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As we have emerged from the pandemic, it has become apparent the the social emotional needs of students have suffered slightly more than the educational needs. For students to be successful in a school setting, the social emotional needs must be addressed through a variety of strategies. Students need to feel safe and engaged in a setting where they are expected to learn. It is also very important for student to be connected to their school as it is a focal point in this small community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Local parent involvement and communication	100% of parents are connected to ParentConnect portal. There are 668 followers on social media where we post much of our events and activities. Multiple school community events well attended throughout the year.	Parents can be contacted through the Thrillshare portal provided by Apptegy. There are 724 Facebook followers and nearly the same on Instagram (which some can be the same). There		100% of parents and other educational partners connected through Apptegy phone app. 750 social media followers. School community events continue to be well attended.	Increase in social media followers. More direct communication tools will be implemented in the upcoming year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were 107 downloads of the PJUSD app for phones. Multiple school community events well attended throughout the year.			
2.2	Priority 5 A. school attendance rates	PJUSD: 95% PES: 96% PHS: 94.1%	PJUSD: 94.5% PES: 94.7% PHS: 94.2%		PJUSD: 97% PES: 97% PHS: 97%	Less than 1% decrease in all areas.
2.3	Priority 5 B. chronic absenteeism rates	PJUSD: 6% PES: 7% PHS: 0%	PJUSD: 6.8% PES: 7% PHS: 6.5%		PJUSD: 3% PES: 3% PHS: 0%	PJUSD has increase of .8% which could be caused by the 6.5% increase at PHS.
2.4	Priority 6 A. pupil suspension rates	PJUSD: 2.1% PES: 2.7% PHS: 1.5%	PJUSD:0.7% PES: 2.1% PHS: 0%		PJUSD: >2% PES: >2% PHS: >2%	PJUSD: decrease of 1.4% PES: decrease of .6% PHS: decrease of 1.5%
2.5	Priority 5 E. high school graduation rates	PJUSD: 95%	PJUSD: 93%		PJUSD: 100%	2% decrease from baseline.
2.6	Priority 6 C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Parent Climate Survey: 16% CHKS students: 97%	After school survey- 18% School nutrition survey- 92%		Parent Climate Survey: 75% CHKS students: 100%	Different surveys implemented dependent on need of information.
2.7	Priority 5 C. middle school dropout rates	PJUSD: 0%	PJUSD: 0%		PJUSD: 0%	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Priority 5 D. high school dropout rates	PJUSD: 0%	PJUSD: 7%		PJUSD: 0%	7% increase from baseline.
2.9	Priority 6 B. pupil expulsion rates	PJUSD: 0%	PJUSD: 0%		PJUSD: 0%	No change from baseline.

Goal Analysis [2024-25]

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.

Action # and Title -- (Level of Implementation) >>> Challenges/Successes

2.1: SEL Program at PES -- (Somewhat Implemented) >>> While it has been in place at PES, some teachers find it a challenge to integrate it in the schedule, It continues to be a focus to work on next year.

2.2: Transportation for out of district students-- (Full Implementation)>>> The expanded transportation system helps keep the enrollment at PJUSD afloat. It needs to be a priority in our budget.

2.3: Counseling Services--- (Full Implementation) >>> Students take advantage of the services provided. The creation of a Wellness Center was well received and students like the privacy and environment it provides.

2.4: After School Tutoring program--- (Full Implementation) >>>This continues to be successful in keeping our junior high and high school students on track to graduate.

2.5: Apptegy website and app --- (Full Implementation) >>>The use of this service and the integration of the website and a phone app has opened communication lines with stakeholders. We will be adding the Rooms tool for increased communication avenues so teachers and staff have a direct line to parents.

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

2.1: SEL Program at PES - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2: Transportation for out of district students - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.3: Counseling Services- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.4: After School Tutoring program- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.5: Apptegy website and app - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures but we will be adding the Rooms communication portal for next year.

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

2.1: SEL Program at PES - Somewhat effective. The SEL program was in place however, as stated above, it was not completely effective as some teachers had difficulties fitting it into the schedule regularly.

2.2: Transportation for out of district students - Very effective. The expanded transportation system helps keep the enrollment at PJUSD afloat. It needs to be a priority in our budget.

2.3: Counseling Services- Very effective. Students take advantage of the services provided and welcome the opportunity for assistance.

2.4: After School Tutoring program- Effective. Students utilize the program regularly.

2.5: Apptegy website and app - Very Effective. The service with its integration of the website and a phone app has opened communication lines with stakeholders.

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.

2.1: SEL Program at PES - The staff will work to fully integrate the SEL program on a regular basis in all classrooms.

2.2: Transportation for out of district students - There will be no change in this action as it meets the needs of the district.

2.3: Counseling Services- We will continue with these services and be open to a wellness coach provided by GCOE.

2.4: After School Tutoring program- We will continue this program as long as the funding provides for it.

2.5: Apptegy website and app - We are adding Rooms by Apptegy to further open communication lines to parents and stakeholders.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Program at PES	PES utilizes Project Catch to address SEL in a structured program across different grade levels of unduplicated students and Character Strong is available to PHS students. All students, including EL, Foster youth and students with exceptional needs, are included in this instruction to bring about inclusion and empathy towards others.	$1,000.00	Yes
2.2	Transportation for out of district students	PJUSD provides transportation to Willows and Colusa to provide attendance for interdistrict students, including unduplicated students that choose to attend PJUSD.	$278,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Counseling Services	Counseling and mental health services available to students upon request or referral	$14,049.00	No
2.4	After School Tutoring program	Continue the after school tutoring program to assist unduplicated students who need extra help or have limited assistance at home	$21,025.00	Yes
2.5	Apptegy website and app	All in one online presence with website, phone app, social media integration, and parent communication tool to further open lines of communication with parents, community members, and opportunity to increase enrollment through marketing plan. PJUSD will be adding Rooms from Apptegy so teachers can contact parents directly through the app.	$13,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Raise math scores on CASSPP testing to meet standard for all subgroups	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We scored quite low on the Math CAASSPP for socioeconomically disadvantaged and Hispanic students. This goal addresses those areas of need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4: Improve math scores for subgroups with updated curriculum	Currently, Grades 7-12 have a standards-aligned sequential & consistent curriculum aligned to the framework. Grades TK-6 do not have an accepted consistent Math curriculum.	With the changes made in 2024/25, we expect an increase in math scores on the CASSPP when the results are posted. The high school teacher utilized the professional development and the curriculum restructuring we were able to do with the help of a consultant. Princeton Elementary is still in limbo regarding a coherent math		All curriculum is current and implemented with fidelity.	This metric update cannot be identified prior to the latest scores being posted for this school year. An update will be available after scores from the 2024/25 school year are posted.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			curriculum but teachers have been using IXL as a supplemental tool to address deficiencies in math areas.			
3.2	Priority 4 A. statewide assessments All subgroups score in "met standard" range on CASSPP math section	Socioeconomically disadvantaged: 9.31% met/exceeded Hispanic: 7.89% met/exceeded	Socioeconomically disadvantaged: 18.75% met/exceeded Hispanic: 8.82% met/exceeded		60% of all unduplicated students score in "met" or "exceed standard" range in math.	There was a significant increase of 9.44% for Socieconomically disadvantaged students while Hispanic students only had a slight increase of .97%

Goal Analysis [2024-25]

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.

Action # and Title --- (Level of Implementation) >>> Challenges/Successes

3.1: Purchase IXL for grades TK-8- - (Fully Implemented) >>>Both students and teachers like using IXL as a supplemental tool in Math. We hope it will have positively affected math scores on the CASSPP this year.

3.2: Add additional math section for grades 7 & 8-- (Fully Implemented)>>> Very successful. Before this, the 7th & 8th grade were combined which made it difficult for the teacher to teach two different levels of math in the same class. Now, students are split up and have specific grade level instruction which will allow the teacher to build on lessons which should support long-term learning into high school grades.

3.3: Research new math curriculum for TK-6-- (not implemented)>>> Curriculums based on the new framework have not ben released so there has not been any way to research which publisher to use.

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

3.1: Purchase IXL for grades TK-8 - We're invested in this program, and have purchased an additional three years of licenses.

3.2: Add additional math section for grades 7 & 8 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

3.3: Research new math curriculum for TK-6- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

3.1: Purchase IXL for grades TK-8 - This has been effective as a supplemental curriculum to support growth in Math skills.

3.2: Add additional math section for grades 7 & 8 - Very effective. Before this, the 7th & 8th grade were combined which made it difficult for the teacher to teach two different levels of math in the same class. Now, students are split up and have specific grade level instruction which will allow the teacher to build on lessons which should support long-term learning into high school grades.

3.3: Research new math curriculum for TK-6- Not effective. The new curriculums won't be out until the fall so there's no progress this year.

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.

3.1: Purchase IXL for grades TK-8 - No changes aside of purchasing licenses for the next 3 years.

-
3.2: Add additional math section for grades 7 & 8 - No changes as this has been an effective action which we will continue to utilize in the schedule.

3.3: Research new math curriculum for TK-6- When the curriculums are released, this will be a focus so we can purchase and implement next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Purchase IXL for grades TK-8	Teachers will use IXL software for supplemental instruction in Math for all students including unduplicated groups.	$8,500.00	Yes
3.2	Add additional math section for grades 7 & 8	This additional class will give junior high students more time for specific instruction and intervention.	$0.00	No
3.3	Research new math curriculum for TK-6	The new Math framework was just adopted so updated curriculum from publishers won't be available until 2025.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To meet the needs of credit deficient students at risk of not graduating, we will prevent students from dropping out or not graduating through the use of online credit recovery programs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although we have a high graduation rate, there is sometimes a student or two that don't stay on track to graduate. The online classes we can provide gives those students another avenue to complete the credits they need to graduate on time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Purchase online curriculum program to access a broad course of study.	100% access to online curriculum	Not applicable for 2025–26, as no students were enrolled at the Equity Multiplier site. After researching option for online curriculum to address the needs of credit deficient students, we chose to continue with our current program as we did not find a package that could work for our school. This		100% access to online curriculum	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			goal is no longer relevant to our program. And since there were no students in Princeton Landing, we do not have a graduation rate to report.			

Goal Analysis [2024-25]

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.

Action # and Title-- (Level of Implementation)>>> Challenges/Successes

4.1 Purchase online curriculum program for credit recovery---(Not implemented) >>>This goal was not achieved as we discovered that there really wasn't a need for an online curriculum specifically for credit deficient students.

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

4.1 Purchase online curriculum program for credit recovery- We utilized to funds to buy materials, supplies and equipment that provide benefit to all students.

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

4.1 Purchase online curriculum program for credit recovery- Not effective as we had no students in this program for 2023/24 or 2024/25.

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.

4.1 Purchase online curriculum program for credit recovery - Princeton Landing Continuation School, the district's Equity Multiplier site, had no enrolled students in 2024–25 and none projected for 2025–26. Therefore, the district is no longer eligible for Equity Multiplier funding at this site and will discontinue the Equity Multiplier Focus Goal for the current LCAP cycle. This change is documented here in accordance with current CDE guidance. Should enrollment resume in future years, the district will reestablish an Equity Multiplier Focus Goal accordingly.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Purchase online curriculum program for credit recovery	PJUSD will purchase an online curriculum to provide classes to students to recovery credits and to stay on track to graduate.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$364,085.00	$36,295.00

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
15.525%	0.000%	$0.00	15.525%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Appropriate assignment of teachers and professional development **Need:** Professional educators and support staff **Scope:** LEA-wide	The appropriate assignment of teachers and targeted professional development directly support unduplicated students by ensuring equitable access to high-quality instruction and responsive support services. All students, including English learners, foster youth, and socioeconomically disadvantaged students, are taught by appropriately credentialed teachers, which promotes consistency and academic achievement. Ongoing professional development equips staff with strategies for culturally responsive teaching,	Percentage of qualified staff at 100%

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
		trauma-informed practices, and effective support for English learners, including Designated and Integrated ELD instruction. Training also focuses on differentiation and data-driven instruction, enabling educators to better meet the academic and social-emotional needs of unduplicated student groups.	
1.4	**Action:** Dean of Students **Need:** Academic planning and support **Scope:** LEA-wide	The Dean of Students at Princeton Joint Unified School District directly supports unduplicated students by providing focused leadership in student engagement, behavior, and support services.	Continued student achievement and graduation rate
2.1	**Action:** SEL Program at PES **Need:** SEL Instruction **Scope:** Schoolwide	In Princeton Joint Unified School District, the Social-Emotional Learning (SEL) program supports unduplicated students—including foster youth, English learners, and socioeconomically disadvantaged students—through targeted strategies designed to foster equity, engagement, and well-being.	Student behavior incidents reduced over next 3 years
2.2	**Action:** Transportation for out of district students **Need:** Transportation to school **Scope:** LEA-wide	Providing transportation for out-of-district students directly supports unduplicated students—particularly foster youth and socioeconomically disadvantaged students—by removing a critical barrier to school access and attendance. This service ensures consistent daily participation in instruction and school activities, even when students experience housing instability or placement changes. Reliable transportation promotes educational continuity, reduces chronic	District enrollment and attendance rates

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
		absenteeism, and supports equitable access to academic and social-emotional resources.	
2.4	**Action:** After School Tutoring program **Need:** Additional time for school work and assistance from instructors **Scope:** Schoolwide	After-school tutoring provides targeted academic support for unduplicated students, including English learners, foster youth, and socioeconomically disadvantaged students. It offers extended learning time in a small-group setting, allowing for individualized instruction that addresses specific learning gaps. This support helps accelerate academic progress, improve achievement in core subjects, and reinforce skills taught during the school day. Additionally, tutoring increases engagement and provides a safe, supportive environment beyond regular school hours.	Student achievement in classes
2.5	**Action:** Apptegy website and app **Need:** parent and community engagement **Scope:** LEA-wide	The use of the Apptegy website and phone app supports unduplicated students by improving two-way communication between the school and families, particularly those who may face language, transportation, or economic barriers. The platform allows for real-time updates, multilingual messaging, and centralized access to school information, events, and resources. This ensures families of English learners, foster youth, and socioeconomically disadvantaged students stay informed, engaged, and better able to support their child's education and well-being.	Increased parent and community engagement
3.1	**Action:** Purchase IXL for grades TK-8 **Need:** Improved math scores **Scope:**	The purchase of IXL for grades TK–8 supports unduplicated students by providing personalized, standards-aligned practice in math and language arts that adapts to each student’s skill level. This digital tool allows for targeted intervention and acceleration, helping English learners, foster youth, and socioeconomically disadvantaged students close learning gaps at their own pace.	Improved scores on CASSPP math tests

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Teachers use real-time data from IXL to monitor progress and adjust instruction, ensuring that unduplicated students receive timely, individualized academic support both during and beyond the school day.	

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.

We have exceeded the percentage required both in terms of monetary value and actual work performed within the district. The LCAP budget process addresses the monetary value of effort spent on improving the program for English Learners, students with low social-economic status and foster youth. In these terms (dollars), the budget and correlating overview clearly show an allocation of and use of funds that are used for actions previously listed and primarily directed toward these students and their families.

However, there are many other things happening that are not monetized in this report. Some of these items are listed but do not have any attached expenses. These actions do have costs associated but the costs may be paid with other funding sources or the costs may be incidental. There are other actions taken everyday such as making sure we have sufficient bi-lingual staff to assist students and families. These efforts are embedded systemically and therefore the cost can be difficult to extract.

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.

We have increased classified staff with available funds and will continue to do so as long as funding is available. The master schedule and daily school schedule at each school site has been modified to ensure that students who need direct support have time built into their school day or in the afterschool program to obtain the support they need with the available staff. Additionally, we have purchased targeted intervention curriculum for literacy and phonics instruction to support students and the additional staff has been trained to use that curriculum.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:21
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:12

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,345,154.00	$364,085.00	15.525%	0.000%	15.525%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,051,979.00	$444,662.00	$4,250.00	$92,091.00	$2,592,982.00	$2,278,068.00	$314,914.00

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	Staff both schools with qualified staff	All	No			All Schools		$1,835,129.00	$5,000.00	$1,547,488.00	$202,727.00	$0.00	$89,914.00	$1,840,129.00	
1	1.2	Appropriate assignment of teachers and professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$48,620.00	$3,750.00	$44,870.00	$0.00	$0.00	$48,620.00	
1	1.3	Current approved curriculum and supplemental materials	All	No			All Schools		$0.00	$139,691.00	$600.00	$132,664.00	$4,250.00	$2,177.00	$139,691.00	
1	1.4	Dean of Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$133,174.00	$1,500.00	$134,674.00	$0.00	$0.00	$0.00	$134,674.00	
1	1.5	Addition of CTE courses and programs	All	No			Specific Schools: Princeton High School 9-12		$84,734.00	$8,500.00	$84,734.00	$8,500.00	$0.00	$0.00	$93,234.00	
2	2.1	SEL Program at PES	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Princeton Elementary School		$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	
2	2.2	Transportation for out of district students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$205,006.00	$73,804.00	$263,183.00	$15,627.00	$0.00	$0.00	$278,810.00	
2	2.3	Counseling Services	All	No			All Schools		$0.00	$14,049.00	$4,300.00	$9,749.00	$0.00	$0.00	$14,049.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	After School Tutoring program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools 7-12		$20,025.00	$1,000.00	$0.00	$21,025.00	$0.00	$0.00	$21,025.00	
2	2.5	Apptegy website and app		Yes	LEA-wide		All Schools		$0.00	$13,250.00	$13,250.00	$0.00	$0.00	$0.00	$13,250.00	
3	3.1	Purchase IXL for grades TK-8	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Princeton Elementary SchoolPrinceton Elementary School TK-8TK-8		$0.00	$8,500.00	$0.00	$8,500.00	$0.00	$0.00	$8,500.00	
3	3.2	Add additional math section for grades 7 & 8	All Students with Disabilities	No			Specific Schools: Princeton Elementary 7/8		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Research new math curriculum for TK-6	All	No			Specific Schools: Princeton Elementary TK-6		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Purchase online curriculum program for credit recovery	All	No			Specific Schools: Princeton High School 10-12		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,345,154.00	$364,085.00	15.525%	0.000%	15.525%	$414,857.00	0.000%	17.690 %	**Total:**	$414,857.00
								LEA-wide Total:	$414,857.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Appropriate assignment of teachers and professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,750.00	
1	1.4	Dean of Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,674.00	
2	2.1	SEL Program at PES	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.2	Transportation for out of district students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,183.00	
2	2.3	Counseling Services				All Schools	$4,300.00	
2	2.4	After School Tutoring program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 7-12	$0.00	
2	2.5	Apptegy website and app	Yes	LEA-wide		All Schools	$13,250.00	
3	3.1	Purchase IXL for grades TK-8	Yes	Schoolwide	English Learners Low Income	Specific Schools: Princeton	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elementary School TK-8		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,635,027.00	$2,528,398.45

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**	Staff both schools with qualified staff	No	$1,849,056.00	$1,751,165.07
1	**1.2**	Appropriate assignment of teachers and professional development	Yes	$39,585.00	$20,146.36
1	**1.3**	Current approved curriculum and supplemental materials	No	$132,414.00	$213,790.79
1	**1.4**	Dean of Students	Yes	$121,543.00	$129,839.63
1	**1.5**	Addition of CTE courses and programs	No	$86,476.00	$75,910.87
2	**2.1**	SEL Program at PES	Yes	$1,000.00	$0.00
2	**2.2**	Transportation for out of district students	Yes	$315,201.00	$314,883.96
2	**2.3**	Counseling Services	No	$8,724.00	$0.00
2	**2.4**	After School Tutoring program	Yes	$20,028.00	$16,741.89
2	**2.5**	Apptegy website and app	Yes	$6,000.00	$5,800.00
3	**3.1**	Purchase IXL for grades TK-8	Yes	$5,000.00	$119.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Add additional math section for grades 7 & 8	No	$0.00	$0.00
3	3.3	Research new math curriculum for TK-6	No	$0.00	$0.00
4	4.1	Purchase online curriculum program for credit recovery		$50,000.00	$0.00

2024-25 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)
$386,313.00	$387,096.00	$393,815.17	($6,719.17)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Appropriate assignment of teachers and professional development	Yes	$3,981.00	$4,256.65		
1	1.4	Dean of Students	Yes	$121,543.00	$129,839.63		
2	2.1	SEL Program at PES	Yes	$0.00	$0.00		
2	2.2	Transportation for out of district students	Yes	$261,572.00	$259,718.89		
2	2.4	After School Tutoring program	Yes	$0.00	$0.00		
2	2.5	Apptegy website and app	Yes	$0.00	$0.00		
3	3.1	Purchase IXL for grades TK-8	Yes	$0.00	$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,377,308.00	$386,313.00	0.000%	16.250%	$393,815.17	0.000%	16.566%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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