

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Union Elementary

CDS Code: 54-72033-6054191

School Year: 2024-25

LEA contact information:

Phil Anderson

Superintendent

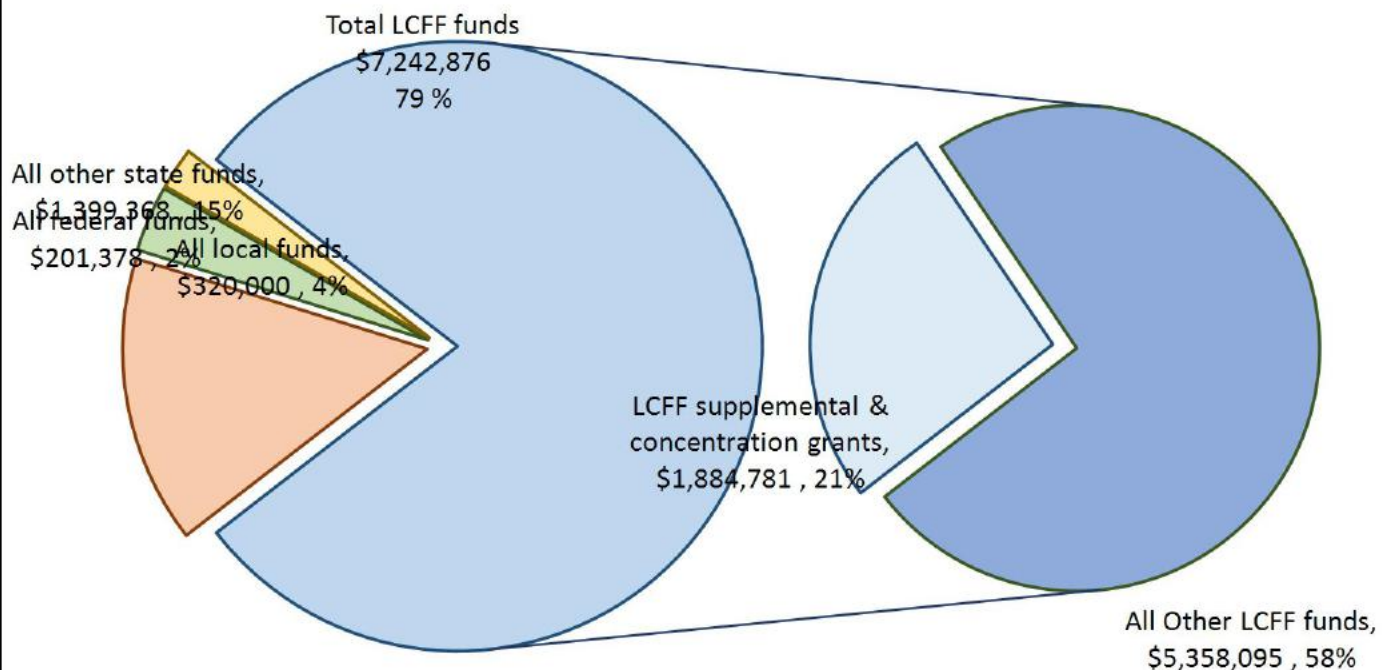
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559-688-0648

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

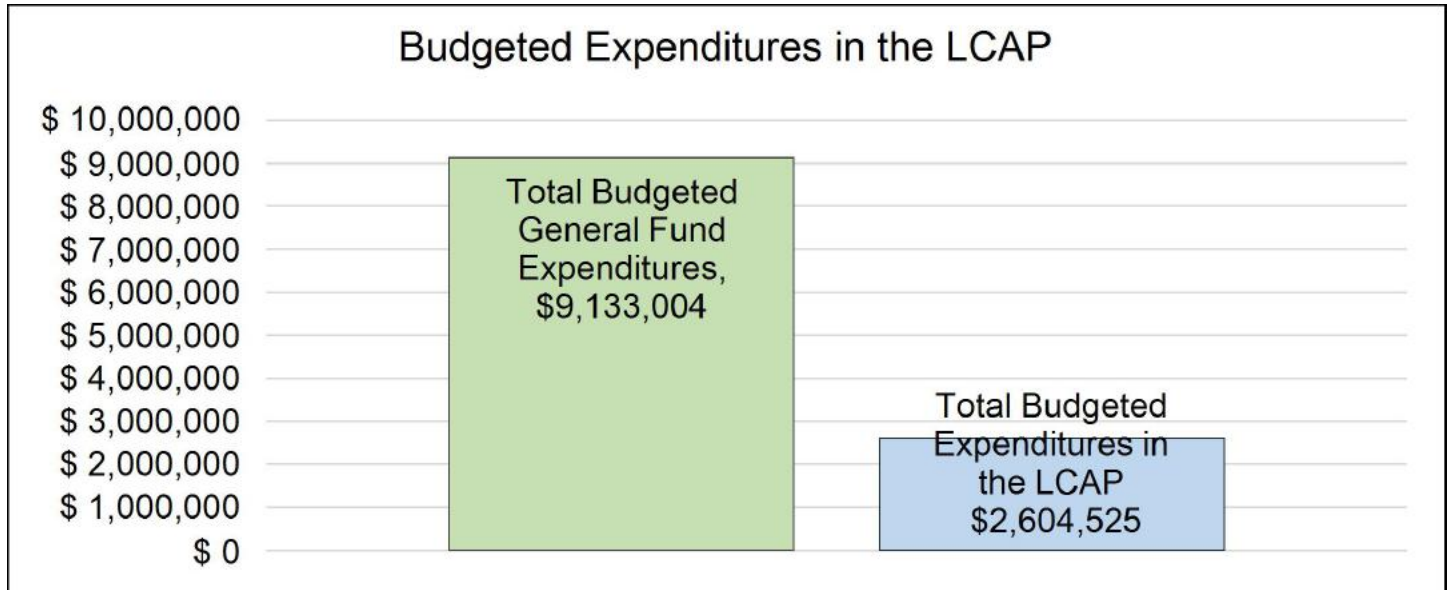


This chart shows the total general purpose revenue Palo Verde Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Verde Union Elementary is \$9,163,622, of which \$7,242,876 is Local Control Funding Formula (LCFF), \$1,399,368 is other state funds, \$320,000 is local funds, and \$201,378 is federal funds. Of the \$7,242,876 in LCFF Funds, \$1,884,781 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 Palo Verde Union Elementary plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palo Verde Union Elementary plans to spend \$9,133,004 for the 2024-25 school year. Of that amount, \$2,604,525 is tied to actions/services in the LCAP and \$6,528,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All general operating costs to include teacher, admin and support salaries, school and district office staff, school facility costs, and specialized programs to include after school and summer school.

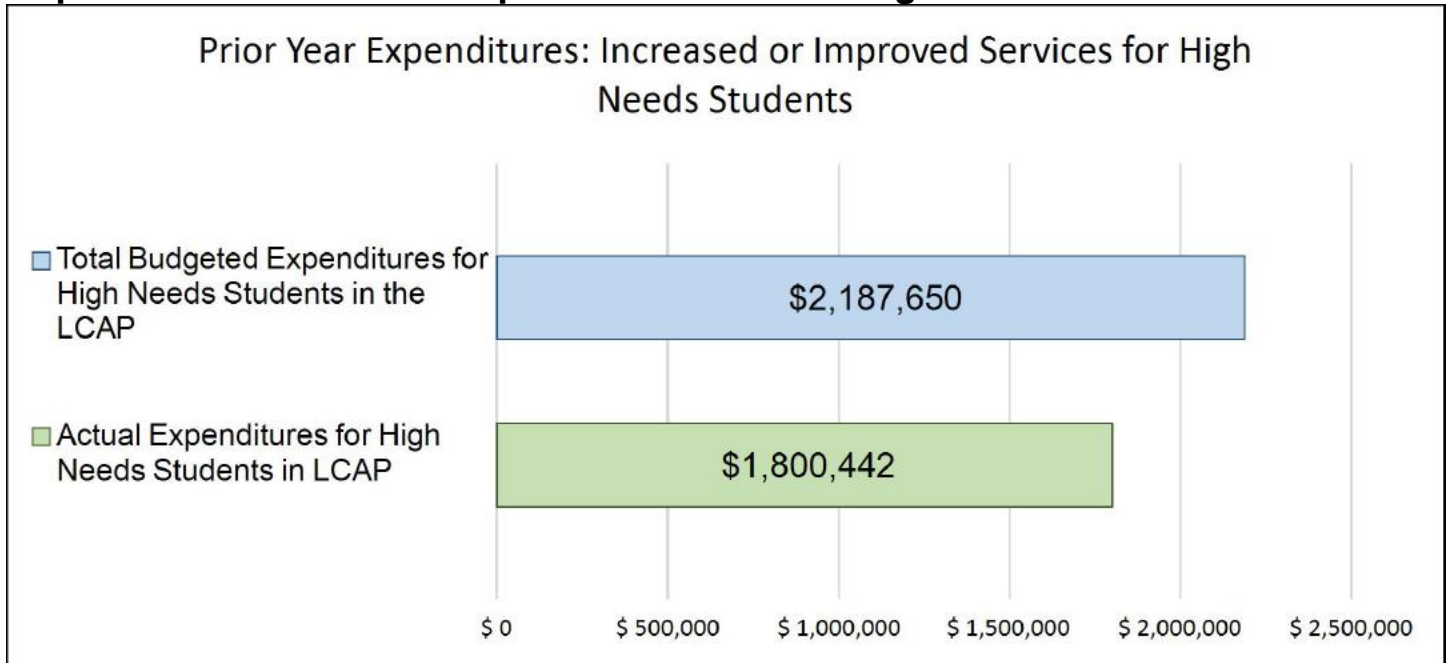
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Palo Verde Union Elementary is projecting it will receive \$1,884,781 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP.

Palo Verde Union Elementary plans to spend \$2,422,650 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Palo Verde Union Elementary's LCAP budgeted \$2,187,650 for planned actions to increase or improve services for high needs students. Palo Verde Union Elementary actually spent \$1,800,442 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$387,208 had the following impact on Palo Verde Union Elementary's ability to increase or improve services for high needs students:

The impact was minimal as the district has been able to provide more services to students with the additional funding from other sources. With the Expanded Learning Opportunity Program active, these funds were used for after school and summer school leaving unspent LCFF funds. The district was also unable to hire a music teacher. This will be a continued effort into 2024-25.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Verde Union Elementary	Phil Anderson Superintendent	phil@palo-verde.k12.ca.us 559-688-0648

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Broad Goal. Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which teachers are fully credentialed rate [R]	100% (baseline= 2020-21 per Williams Report)	96% per 2021-22 Williams Report	96% per 2022-23 Williams Report	2023-24 91.7% All teachers credentialed	100%
Degree to which teachers are appropriately assigned rate [R]	100% (baseline= 2020-21 per Williams Report)	100% per 2021-22 Williams Report	100% per 2022-23 Williams Report	2023-24 100% All teachers appropriately assigned	100%
Degree to which students have standards-aligned instructional materials rate [R]	100% (baseline= 2020-21 per Williams Report)	100% per 2021-22 Williams Report	100% per 2022-23 Williams Report	100% per 2023-24 Williams Report	100%
English Language Arts [R]	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation [R]:					
English Language Development [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
Mathematics [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
Science [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	4=full implementation per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
History/Social Science [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
Visual and Performing Arts [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	4=full implementation per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Education [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
Model Library Standards [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
Health [R] State Standards Implementation [R]:	4=full implementation (baseline=2020-21 per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 survey	5=full implementation and sustainability per 2023-24 survey	5=full implementation and sustainability
district/schoolwide CAASPP English Language Arts distance from standard [R]	22.5 points below standard increased 11.1 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update: 33.4 points below standard (2022 Dashboard spring 2022 testing)	33.4 points below standard (2022 Dashboard; spring 2022 testing)	14.5 points below standard increased 18.9 points (2023 Dashboard)	at standard increase 22.5 points
White CAASPP English Language Arts distance from standard [R]	1.9 points below standard increased 10 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update: 20.6 points below standard (2022 Dashboard spring 2022 testing)	20.6 points below standard (2022 Dashboard; spring 2022 testing)	5.8 points below standard increased 14.8 points (2023 Dashboard)	18 points above standard increase 20 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hispanic CAASPP English Language Arts distance from standard [R]	24.6 points below standard increased 10.7 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update: 34.5 points below standard (2022 Dashboard spring 2022 testing)	34.5 points below standard (2022 Dashboard; spring 2022 testing)	15.1 points below standard increased 19.4 points (2023 Dashboard)	at standard increase 24.6 points
English Learner CAASPP English Language Arts distance from standard [R]	37 points below standard increased 5.9 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 49.2 points below standard (2022 Dashboard spring 2022 testing)	49.2 points below standard (2022 Dashboard; spring 2022 testing)	27.4 points below standard increased 21.8points (2023 Dashboard)	10 points below increase 27 points
Socioeconomically Disadvantaged CAASPP English Language Arts distance from standard [R]	23.4 points below standard increased 11 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 39 points below standard (2022 Dashboard spring 2022 testing)	39 points below standard (2022 Dashboard; spring 2022 testing)	14.2 points below standard increased 24.7 points (2023 Dashboard)	at standard increase 23.4 points
district/schoolwide CAASPP Math distance from standard [R]	33 points below standard increased 11.1 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update	49.4 points below standard (2022 Dashboard; spring 2022 testing)	22.7 points below standard increased 26.7 points (2023 Dashboard)	at standard increase 33 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		49.4 points below standard (2022 Dashboard spring 2022 testing)			
White CAASPP Math distance from standard [R]	15 points below standard maintained 2.6 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 38.8 points below standard (2022 Dashboard spring 2022 testing)	38.8 points below standard (2022 Dashboard; spring 2022 testing)	33.2 points below increased 5.6 points (2023 Dashboard)	15 points above standard increase 30 points
Hispanic CAASPP Math distance from standard [R]	34.2 points below standard increased 11.7 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 51 points below standard (2022 Dashboard spring 2022 testing)	51 points below standard (2022 Dashboard; spring 2022 testing)	21.1 points below increased 29.9 points (2023 Dashboard)	at standard increase 34.2 points
English Learner CAASPP Math distance from standard [R]	44.1 points below standard increased 4.1 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 58.9 points below standard (2022	58.9 points below standard (2022 Dashboard; spring 2022 testing)	25.2 points below increased 33.7 points (2023 Dashboard)	at standard increase 44.1 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard spring 2022 testing)			
Socioeconomically Disadvantaged CAASPP Math distance from standard [R]	33.1 points below standard increased 11 points (Baseline = 2019 Dashboard with spring 2018 testing)	not available due to temporary suspension of state testing update 51.1 points below standard (2022 Dashboard spring 2022 testing)	51.1 points below standard (2022 Dashboard; spring 2022 testing)	22.8 points below increased 28.4 points (2023 Dashboard)	at standard increase 33.1 points
enrollment in broad course of study [R] district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100% (Baseline = 2020-21 per enrollment records)	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2021-22 enrollment report	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2022-23 enrollment report	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2023-24 enrollment report	district/schoolwide 100% White 100% Hispanic 100% English Learner 100% Socioeconomically Disadvantaged 100% students with exceptional needs 100%
programs and services to increase access to broad course of study as measured by the percentage of	district/schoolwide 100% White 100% Hispanic 100% English Learner 100%	district/schoolwide 100% White 100% Hispanic 100% English Learner 100%	district/schoolwide 100% White 100% Hispanic 100% English Learner 100%	district/schoolwide 100% White 100% Hispanic 100% English Learner 100%	district/schoolwide 100% White 100% Hispanic 100% English Learner 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students receiving supplemental services and/or classroom-based differentiated instruction [R] district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	Socioeconomically Disadvantaged 100% students with exceptional needs 100% (Baseline = 2020-21 per teacher survey and enrollment reports)	Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2021-22 teacher survey and enrollment report	Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2022-23 teacher survey and enrollment report	Socioeconomically Disadvantaged 100% students with exceptional needs 100% per 2023-24 teacher survey and enrollment report	Socioeconomically Disadvantaged 100% students with exceptional needs 100%
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L) district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	district/schoolwide 65% White 65% Hispanic 65% English Learner 65% Socioeconomically Disadvantaged 65% students with exceptional needs 65% (Baseline = 2020-21 as measured by annual teacher survey)	district/schoolwide 75% White 75% Hispanic 75% English Learner 65% Socioeconomically Disadvantaged 65% students with exceptional needs 60% 2021-22 per teacher survey	district/schoolwide 75% White 82% Hispanic 69% English Learner 65% Socioeconomically Disadvantaged 69% students with exceptional needs 60% 2022-23 teacher survey	This data was not tracked this year due to system limitations. This metric will be changed accordingly for the new LCAP.	district/schoolwide 95% White 95% Hispanic 95% English Learner 95% Socioeconomically Disadvantaged 95% students with exceptional needs 95%

Goal Analysis

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

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

Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, and 1.12 were fully implemented.

Action 1.7 is planned for summer 2024 and we anticipate it to be fully implemented.

1.10 was not implemented because despite aggressive recruiting, the band instructor position could not be filled.

There were challenges to implementing some actions due to post-COVID issues, including attendance and parent engagement (1.7) and qualified staffing/ applicant shortages (1.10)

Other actions were implemented successfully with no overt challenges.

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

The estimated actuals compared to planned budget varies for several actions.

1.1 actual expenditures for professional development exceeded the budget as additional opportunities were provided with savings from other areas in the LCAP. Funding from 1.11 was reallocated to cover the increase in costs to meet professional development needs.

1.3 estimated actual expenditures for teacher stipends were less than budgeted as less teacher submitted requests for reimbursement/payment of hours.

1.4 actual expenditures for instructional aides exceeded the budget as the annual update is reflecting the cost of all instructional aides not just the LCFF funded aides.

1.5 actual expenditures for lowering the student to teacher ratio was greater than expected as the district needed to utilize one additional teacher to meet the goal.

1.6 actual expenditures for before and after school exceeds the planned budget as the district was able to contract for tutoring services for students.

1.7 actual expenditures for summer school exceeds the planned budget as the district was able to utilize ELOP funding to expand the summer program.

1.9 actual expenditures for after school program match was less than budgeted as the amount billed by CHOICES was less than the set aside. This was due to overestimating this expenditure.

1.10 was not implemented thus no expenditures were incurred as the district was unable to hire a band instructor.

1.11 actual expenditures for field trips was less than budgeted as actual costs came in less than expected. This was due to fewer trips planned with transportation issues. Funding in excess of expenditures was moved to support Action 1.1 additional needs.

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

Actions 1.1- 1.12

Actions targeted at academic improvements were all effective, given that all of the academic metrics for Goal 1 showed increases. In the area of English Language Arts the average score on the 2023 SBAC increased 7.1 points overall with English Learners increasing an average of 9.6 points and Socioeconomically Disadvantaged students increasing 9.2 points.

In the area of mathematics all students increased an average of 10.3 points, English Learners increased 18.9 points, and Socioeconomically Disadvantaged students increased an average of 10.3 points.

Other metrics in Goal 1 maintained "Met" or 100% for standards implementation and student academic indicators.

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

The wording for this goal in the new LCAP was changed to better explain our focus and efforts for student achievement.

We plan to continue on with many of the same actions as this year, due to the overall success. We will be streamlining our goals for the next LCAP, and incorporating technology into this goal as our technology purchases and skills development programs are aimed at improving student academics.

We will be adjusting our metric goals to reflect higher targets, given the overall movement of all student groups towards standard on the CAASP ELA and Math tests.

We will be adding PFT and CAST test results to our metrics in the next LCAP to reflect a broader view of academic success that includes science and physical fitness programs.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Broad Goal. Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation [R]: English Language Development [R]	4=full implementation (baseline=2020-21 actual per district survey)	4=full implementation per 2021-22 district survey	5=full implementation and sustainability per 2022-23 district survey	5=full implementation and sustainability per 2023-24 district survey	5=full implementation and sustainability
participation in parent training/involvement opportunities in school and district decision-making [R] English Learner parents	85% Baseline = 2020-21 actual per sign-in sheets and minutes	81% 2021-22 per sign-in sheets and minutes	87% per 2022-23 sign-in sheets and minutes	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	90%
availability of parent training/involvement opportunities in school and district decision-making [R]	18 opportunities (Baseline = 2018-19 actual per sign-in sheets and minutes)	19 opportunities 2021-22 per sign-in sheets and minutes	19 opportunities per 2022-23 sign-in sheets and minutes	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	20 opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner parents					
English Learners CAASPP English Language Arts distance from standard [R]	37 points below standard increased 5.9 points (Baseline = 2019 Dashboard)	not available due to suspension of state testing update: 49.2 points below standard (2022 Dashboard)	49.2 points below standard (2022 Dashboard)	27.4 points below standard increased 21.8 points (2023 Dashboard)	10 points below standard increase 27 points
English Learners CAASPP Math distance from standard [R]	44.1 points below standard increased 4.1 points (Baseline = 2019 Dashboard)	not available due to suspension of state testing update: 58.9 points below standard (2022 Dashboard)	58.9 points below standard (2022 Dashboard)	25.2 points below standard increased 33.7 points (2023 Dashboard)	at standard increase 44.1 points
The percentage of ELs who make progress toward English proficiency as measured by the ELPAC [R] (Base year 2019 Dashboard)	43.6%	not available due to suspension of state Dashboard update: 55.7% making progress (2022 Dashboard)	55.7% making progress (2022 Dashboard)	45.1% making progress declined 10.6% (2023 Dashboard)	50%
English Learner redesignation rate [R]	19.10%	17%	19% per 2022-23 district report	19%	22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Baseline = 2018-19 actual per district report)	21-22 per district report		2023-2024	
% of English Learner students participating in co-curricular and extra-curricular programs [L]	45% (baseline = 2018-19 actual per enrollment records and teacher survey)	47% 2021-22 per enrollment records and teacher survey	56% per 2022-23 enrollment records and teacher survey	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	60%
enrollment in broad course of study [R] English Learners	100% (Baseline = 2020-21 actual per enrollment records)	100% 2021-22 per enrollment records	100% 2022-23 per enrollment records	100% 2023-24 per enrollment records	100%
programs and services to increase access to broad course of study as measured by the percentage of students receiving supplemental services and/or classroom-based differentiated instruction [R] English Learners	100% (Baseline = 2020-21 per teacher survey and enrollment reports)	100% 2021-22 per enrollment records and teacher survey	100% 2022-23 per enrollment records and teacher survey	currently 100% 2023-24 per enrollment records and teacher survey	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L) English Learners	65% (Baseline = 2020-21 actual as measured by annual teacher survey)	69% 2021-22 per teacher survey	65% 2022-23 per teacher survey	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	90%

Goal Analysis

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

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

Actions 2.1, 2.2, Fully Implemented: Teacher support ELD teacher and ELD support for English Learners
 Action 2.3- Extended Learning time Before and after school with interventions-
 Action 2.4- The new summer programming was a challenge with planning and staffing but implemented successfully in 2024.
 Action 2.5- Parent Engagement fully implemented
 Action 2.6- Experiential Learning fully implemented
 Action 2.7- Incentives for achievement were fully implemented. T

There were no other notable challenges or successes with action implementations, although their results on our EL CAASPP math and ELA were a success overall for the 3 year 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.

The estimated actuals compared to planned budget varies for several actions.
 2.2 actual expenditures for supplemental materials exceeded the budget as the district was able to obtain more supplies from savings in other areas of the plan.
 2.3 actual expenditures are less than budgeted as the EL instructional aide was not tracked separately and is reported under action 1.4.

2.5 actual expenditures for parent engagement activities are less than budgeted as these services cost less than expected.
2.7 for incentives is reflecting cost savings as costs for field trips costs came in lower than budgeted.

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

Actions 2.1, 2.2, Fully Implemented: Teacher support ELD teacher and ELD support for English Learners was partially successful with a small increase over 3 years in student making growth toward English proficiency but not meeting our target and no growth or decline on # of students reclassified over three years.

Actions 2.3 and 2.4- extended time during school year and summer school targeting EL were partially successful with slight increase over 3 years in ELPI, improvement in EL math and ELA performance on CAASPP

Action 2.5- Parent Engagement- Action 2.6- Experiential Learning- Action 2.7- Incentives for Achievement-were successful based on significant increases in EL performance on Math and ELA CAASPP since baseline.

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

This goal will be incorporated as Goal #3 in the new LCAP.

We will be simplifying the wording of this goal and adding Long Term English Learners as a specific area of focus within the English Learner subgroup.

CAST results will be included in the metrics for English Learner and Long-Term English Learner success.

Metrics 2.2, 2.3, 2.8 and 2.11 will not be moved to other goal areas, and will be removed from LCAP due to challenges with reporting and utilizing that data effectively.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Broad Goal. All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards in order to assure that students engage in a high quality learning environment .

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which students have standards-aligned instructional materials rate [R]	100% (baseline= 2020-21 per Williams Report)	100% per 2021-22 Williams Report	100% per 2022-23 Williams Report	100% per 2023-24 Williams Report	100%
teachers on-demand access to a basic set of technology resources to learn and demonstrate understanding of state standards per inventory and teacher survey [L]	100% (baseline= 2020-21 actual)	100% 2021-22 per inventory and teacher survey	100% 2022-23 per inventory and teacher survey	100% 2023-24 per inventory and teacher survey	100%
students on-demand access to a basic set of technology resources to learn and demonstrate	100% per inventory and teacher survey (baseline= 2020-21 actual)	100% 2021-22 per inventory and teacher survey	100% 2022-23 per inventory and teacher survey	100% 2023-24 per inventory and teacher survey	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
understanding of state standards [L]					
percentage of grade levels/courses where standards-identified digital skills are being taught to students [L]	100% per lesson plans and teacher survey (baseline= 2020-21 actual)	100% 2021-22 per lesson plans and teacher survey	100% 2022-23 per lesson plans and teacher survey	100% 2023-2024 per lesson plans	100%
Percent of students who demonstrate proficiency in digital skills embedded in state standards (L)	district/schoolwide 65% White 65% Hispanic 65% English Learner 65% Socioeconomically Disadvantaged 65%	district/schoolwide 72% White 85% Hispanic 69% English Learner 69% Socioeconomically Disadvantaged 69%	district/schoolwide 75% White 82% Hispanic 69% Socioeconomically Disadvantaged 69%	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	district/schoolwide 90% White 90% Hispanic 90% English Learner 90% Socioeconomically Disadvantaged 90%
district/schoolwide White Hispanic English Learner Socioeconomically Disadvantaged students with exceptional needs	students with exceptional needs 65% (Baseline = 2020-21 actual per teacher survey)	students with exceptional needs 75% 2021-22 per teacher survey	students with exceptional needs 60% 2022-23 per teacher survey		students with exceptional needs 90%

Goal Analysis

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

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

Action 3.1- Technical Support- fully implemented as planned

Action 3.2- Supplemental Materials- Partially Implemented- The district did not contract with Media Plus

Action 3.3- Technology support- partially implemented- Fully Implemented

Action 3.4- Supplemental Materials Software/digital license-
Action 3.5- Technology Literacy- Fully implemented as planned
Action 3.6- Parent Training- not implemented due to lack of interest and staff for planning events
Action 3.7- Technology Internet and Digital Success- Partially implemented. The full breadth of license that were planned were not needed this school year.
Action 3.8- Home/School Communication Website and Teleparent / Library Software was fully implemented

Action 3.5 had challenges with implementation to match interested staff with topics that would engage parent interest.
Action 3.2 was in-part challenging because the district wants to address declining enrollment but a large expense on marketing and PR was deemed unwise with budgetary tightening

Successes include actions 3.2 in part- and 3.4 which provided supplemental materials to support aging adoptions that don't fully align to ELA/ELD standards updates and the ELD Roadmap. This was seen in the effect of intergrated EL improvements on ELA and Math CAASPP results for English Learner students over the past three years

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

The estimated actuals compared to planned budget varies for several actions.
3.2- The district did not contract with Media Plus due to rising costs of contracts and updated educational partner input when reviewing the needs
3.3- actual expenditures for technology support and supplies was less and the need and request for new devices did not materialize as expected.
3.4- actual expenditures for instructional software exceeded the budget as the budget was underestimated.
3.6- no expenditures were incurred as the training was provided in house with no additional costs incurred.
3.7- for technology devices and equipment was less than budgeted as the district's need for additional technology was minimal.
3.8- actual expenditures for home/school communication was less than budgeted as actual costs only included normal ongoing costs.

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

Action 3.1, 3.3, 3.5, 3.6 and 3.7 for technology supports were effective as shown by the results of metrics 3.1, 3.2, 3.3, 3.4.
Action 3.2 and 3.4 were effective as shown by metric 3.1- access to standards aligned materials

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

Goal 1 and Goal three are very similar and disaggregated data can be used to evaluate both within similar actions. This goal will be eliminated, and relevant actions will be moved to Goal 1 if they are designed to support student academic success, or Goal 2 if they are designed to increase involvement, safety, and overall culture. Metric 3.5 is being eliminated due to tracking issues and ineffective use of the data for improvement measures.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4: Broad Goal. Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Degree to which all facilities are maintained and in good repair rate [R] (baseline= 2020-21 per Williams Report)	100% (baseline= 2020-21 per Williams Report)	100% rated good 2021-22 per Williams FIT report	100% rated good 2022-23 per Williams FIT report	100% rated good 2023-24 per Williams FIT report	100%
participation rate in parent training/involvement opportunities in school and district decision-making [R]	district/schoolwide 85% Hispanic 85% White 85% English Learner 85% Socioeconomically Disadvantaged 85% students with exceptional needs 85% (Baseline = 2018-19 per sign-in sheets and minutes)	district/schoolwide 82% Hispanic 91% White 82% English Learner 81% Socioeconomically Disadvantaged 79% students with exceptional needs 82% 2021-22 per sign-in sheets and minutes	district/schoolwide 82% Hispanic 80% White 91% English Learner 87% Socioeconomically Disadvantaged 76% students with exceptional needs 80% 2022-23 per sign-in sheets and minutes	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	district/schoolwide 90% Hispanic 90% White 90% English Learner 90% Socioeconomically Disadvantaged 90% students with exceptional needs 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
availability of parent training/involvement opportunities in school and district decision-making [R]	district/schoolwide 18 opportunities Hispanic 18 opportunities White 18 opportunities English Learner 18 opportunities Socioeconomically Disadvantaged 18 opportunities students with exceptional needs 18 opportunities (Baseline = 2018-19 per sign-in sheets and minutes)	district/schoolwide 19 opportunities Hispanic 19 opportunities White 19 opportunities English Learner 19 opportunities Socioeconomically Disadvantaged 19 opportunities students with exceptional needs 19 opportunities 2021-22 per sign-in sheets and minutes	district/schoolwide 19 opportunities Hispanic 19 opportunities White 19 opportunities English Learner 19 opportunities Socioeconomically Disadvantaged 19 opportunities students with exceptional needs 19 opportunities 2022-23per sign-in sheets and minutes	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	district/schoolwide 20 opportunities Hispanic 20 opportunities White 20 opportunities English Learner 20 opportunities Socioeconomically Disadvantaged 20 opportunities students with exceptional needs 20 opportunities
attendance rate[R]	district/schoolwide 96.50% White 96.7% Hispanic 96.50% English Learner 96.5% Socioeconomically Disadvantaged 96.7% (baseline=2018-19 per Cal Pads report)	district/schoolwide 95.5% White 97.2% Hispanic 95.7% English Learner 95.7% Socioeconomically Disadvantaged 96% 2021-22 per Cal Pads	district/schoolwide 95% White 97% Hispanic 95% English Learner 95% Socioeconomically Disadvantaged 94% 2022-23 per Cal Pads report 14.2	All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94% 2023-2024	district/schoolwide 98.% White 98% Hispanic 98.00% English Learner 98% Socioeconomically Disadvantaged 98%
chronic absenteeism rate [R]	district/schoolwide 7.50% White 3.00% Hispanic 7.80%	not available due to suspension of state dashboard update:	district/schoolwide 35.40% White 22.90% Hispanic 36.90%	districtwide 15.4% declined 20% White 14.3% declined 8.6% Hispanic 15.4%	district/schoolwide less than 2% White less than 2% Hispanic less than 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner 5.40% Socioeconomically Disadvantaged 7.30% (baseline=2019 Dashboard)	district/schoolwide 35.40% White 22.90% Hispanic 36.90% English Learners 34.10% Socioeconomically Disadvantaged 35.90% 2022 Dashboard	English Learners 34.10% Socioeconomically Disadvantaged 35.90% 2022 Dashboard	declined 21.6% English Learners 14.1% declined 20% Disadvantaged 17.2% declined 18.7% 2023 Dashboard	English Learner less than 2% Socioeconomically Disadvantaged less than 2%
middle school dropout rate [R]	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% (baseline=2020-21 actual per district report)	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% 2021-22 per district report	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% 2022-23 per district report	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% 2023-34 per district report	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0%
% of students participating in co-curricular and extra-curricular programs [L]	district/schoolwide 45% White 45% Hispanic 45% English Learner 45% Socioeconomically Disadvantaged 45% (baseline = 2018-19 per enrollment records and teacher survey)	district/schoolwide 47% White 47% Hispanic 47% English Learner 47% Socioeconomically Disadvantaged 47% 2021-22 per enrollment records and teacher survey	district/schoolwide 46% White 55% Hispanic 48% English Learner 44% Socioeconomically Disadvantaged 46% 2022-23 per enrollment records and teacher survey	This data was not tracked due to system limitations. This metric will be changed for the new LCAP accordingly.	district/schoolwide 60% White 60% Hispanic 60% English Learner 60% Socioeconomically Disadvantaged 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
suspension rate schoolwide/student groups [R]	district/schoolwide 3.70% White 6.80% Hispanic 3.50% English Learner 4% Socioeconomically Disadvantaged 3.50% (Baseline= 2019 Dashboard)	district/schoolwide less than 2% White less than 2% Hispanic less than 2% English Learner less than 2% Socioeconomically Disadvantaged less than 2% 2021-22 per district report	district/schoolwide 1.70% White 0% Hispanic 1.90% English Learners 1.60% Socioeconomically Disadvantaged 1.6% 2022 Dashboard	district/schoolwide 1.70% White 2.6% Hispanic 1.60% English Learners 1.90% Socioeconomically Disadvantaged 2.10% 2023 Dashboard	district/schoolwide less than 2% White less than 2% Hispanic less than 2% English Learner less than 2% Socioeconomically Disadvantaged 3.50%less than 2%
expulsion rate schoolwide/student groups[R]	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% (Baseline= 2020-21 actual per district report)	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% 2021-22 per district report	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0% 2022-23 per district report	.01% Expulsion White 0% Hispanic .01% English Learner 0% Socioeconomically Disadvantaged 0%	district/schoolwide 0% White 0% Hispanic 0% English Learner 0% Socioeconomically Disadvantaged 0%
Percent of Parents, staff, and students who report feeling safe and connected to school.[R]	Parent feeling of connectedness 90% Student feeling of connectedness 90% Teacher feeling of connectedness 90% Parent feeling of safety 90%	Parent feeling of connectedness 87% Student feeling of connectedness 75% Teacher feeling of connectedness 85% Parent feeling of safety 87%	Parent feeling of connectedness 85% Student feeling of connectedness 70% Teacher feeling of connectedness 87% Parent feeling of safety 83%	This data was not tracked due to system limitations. This metric collection system will be changed for the new LCAP accordingly.	Parent feeling of connectedness 95% Student feeling of connectedness 95% Teacher feeling of connectedness 95% Parent feeling of safety 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student feeling of safety 90% Teacher feeling of safety 90% (Baseline= 2019-20 actual per survey)	Student feeling of safety 75% Teacher feeling of safety 90% 2021-22 per survey	Student feeling of safety 75% Teacher feeling of safety 89% 2022-23 per local and CHKS surveys		Student feeling of safety 95% Teacher feeling of safety 95%

Goal Analysis

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

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

All actions were fully implemented with no unforeseen challenges.

Actions related to attendance, including 4.1, 4.2, 4.4, and 4.5 were extremely successfully implemented with a dramatic decrease in chronic absenteeism.

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

The estimated actuals compared to planned budget varies for several actions.

4.1 actual expenditures are projected under budget. The district employs a staff member to provide attendance and social work. Additional services were not provided to the extent expected.

4.2 exceeded the budget as the district has an LVN on staff as well as contracted services from Tulare COE for a school nurse.

4.3 actual expenditures were less than budgeted as less incentives were requested for purchase.

4.4 actual expenditures for SARB were less than budgeted, which is good and indicates less students needed severe attendance intervention.

4.5 no costs were incurred for family nights as materials were donated and fewer events held than anticipated

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

Actions designed to address attendance concerns were notably successful, dropping Chronic Absenteeism rates approximately in half over the last year. This includes Actions 4.1, 4.2, 4.4, and 4.5

Actions 4.3, 4.6, and 4.7 were successful in maintaining low suspension rate numbers

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

Metrics 4.2, 4.7 will be removed due to tracking issues and insufficient use of the data for program improvements/ action evaluation. A new survey system will be used for Metric 4.10- which is required by the state.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Verde Union Elementary	Phil Anderson Superintendent	phil@palo-verde.k12.ca.us 559-688-0648

Plan Summary [2024-25]

General Information

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

Palo Verde Union Elementary is a rural, single--site school district encompassing approximately 20 square miles, located just southwest of the city of Tulare.

502 TK through eighth grade students are served, according to 2023-2024 CBEDS report. In the past six years, the district has been in declining enrollment due to the economy and loss of many agriculture related jobs. The demographics of the district ethnic composition per the 2023 CA School Dashboard includes 92.8% Hispanic and 5.6% White with 2% American Indian, 0.6% Asian, 0.2% Pacific Islander and 0.2% two more races. According to the December 2023 California School Dashboard, the district is composed of 66.1% Socioeconomically disadvantaged, 43.5% English Language Learners and 5% students with disabilities.

Palo Verde originated in 1949 and today’s campus encompasses 19.75 acres. There are sixteen permanent classrooms and eleven portable classrooms in -use on the campus. The sixteen permanent classrooms were remodeled in 1994, and recent construction has added a multi-purpose building with six new classrooms. The administration office and three sets of bathrooms were modernized in 2014. In 2015--2016, an acre of property was devoted to a beautiful campus garden with raised beds equipped with drip irrigation for all classrooms, two open--shaded classroom structures, two storage sheds stocked with garden equipment and supplies. The school also has two fully- equipped science labs, and four computer labs. All classrooms are equipped with five internet capable multi-media computers. During a recent facility inspection, the school was found to be in overall “good condition”. In the most recent Williams Compliance Review the school was commended for “providing a safe, clean, attractive and student--centered environment that is conducive to learning”.

Our teachers and staff believe that education is a shared responsibility — shared by the school, the parents, and the students. By working together, we can make our vision a reality, whereby all students perform at their maximum potential, and where differences of language, culture, economics, and abilities are celebrated, and become sources of strength for our students. The priorities of our school are to attain high student achievement, self--esteem, and a love of learning. We are extremely proud of the quality of education students receive at Palo Verde. It prepares them well for their continuing education in high school, college, their chosen careers in their adult lives.

In addition to our core academic program, we offer enriching as well as supplemental programs that enhance our student body including Poetry and Prose, Spelling Team, Math Team, History Day, Science Olympiad, Student Leadership Team and Spanish, Garden, Art and Crafts, and Band electives for our 6- 8th grade students. The students are given many opportunities to feature their talents both academically and socially. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning.

Our school community has worked hard to provide Palo Verde students with the very best education possible. This hard work and dedication has paid off in substantial academic success as Palo Verde is proud to be a California Distinguished School, and a two- time Title I Academic Achievement Award winner. Our staff is committed to making this school year another exciting and successful experience for each of our students. We are very fortunate to have many experienced and highly trained teachers passionate about making a difference for our students.

Palo Verde is dedicated to serving each student's individual needs as well as reaching our overall school academic goals. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning. At Palo Verde School, we provide the essential components of a quality school program. A rigorous academic curriculum is in place to challenge and meet the needs of all our students. Board members, staff, parents and students are committed to continued improvement and working together to make Palo Verde a distinguished school.

Reflections: Annual Performance

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

California Dashboard Performance Data (As of December 2023)

ACADEMIC PERFORMANCE

- English Language Arts: Overall, students performed in the "Yellow" range with an average of 14.5 points below standard. This was an increase of 18.9 points from last year's performance.

No student subgroups fell in the "Red" or "Orange" ranges.

- Mathematics: Overall, students performed in the "Green" range with an average of 22.7 points below standard. This represented an increase of 26.7 points from the prior year.

No student subgroups fell in the "Red" or "Orange" ranges.

- English Learner Progress: English Learner students performed in the "Orange" range with 45.1% making progress towards English Proficiency.

This represented a decline of 10.6% from the prior year.

- Implementation of Academic Standards: The district continues to meet this requirement

ACADEMIC ENGAGEMENT

- Chronic Absenteeism: Overall, the students fell into the "Yellow" category with 15.4% chronically absent. This represented a decline of 20% from the prior year.

No group was in the "Red" range.

- Access to a Broad Course of Study: The district continues to meet this requirement

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the "Yellow" category with 1.7% suspended at least one day. This was a slight decline of 0.1% from the previous year.

No group was in the "Red" range. English Learners, Socioeconomically Disadvantaged, and White students were in the "Orange" range with

- Basics: Teachers, Instructional Materials, Facilities: The district continues to meet this requirement as shown by teacher surveys on alignment of instructional materials and classroom walkthroughs evaluating instructional alignment with state standards
- Parent and Family Engagement: The district continues to meet this requirement as shown by family participation in events and the support of our community
- Local Climate Survey: The district continues to meet this requirement and maintain a safe and supportive campus environment for students and staff as shown by participation and discipline data

LOCAL DATA:

Educational Partner Input: Success in integrated EL has led to increased performance in feelings of teacher efficacy. Additional work to improve language proficiency overall is needed for designated ELD supports per staff and parent surveys and interviews.

Reflections: Technical Assistance

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

Palo Verde does not qualify for Differentiated or other Technical Assistance at this time.

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
Teachers	Regular staff meetings were held to gain teacher input into ongoing student needs and plan for adjustments in the current year and the upcoming new LCAP. Dates and types of these meetings included: 8/7/23 Day 1, 8/8/23 Day 8, 17/23 Safety, 8/24/23 Teachers/Leadership, 9/6/23, 9/07/23 TK, 9/19/2023 Wellness committee 9/28/23 Teacher Leadership, 10/07/23 PK-TK Meeting, 10/9/23 Kagan, 11/6/23 School Culture, 11/18/23 ELD, 11/14/23 PLANNING, 11/30/23 PLANNING, 12/2/23 READING, 12/5/23 PLANNING, 1/11/24 TK Meeting, 1/17/24 After School Staff, 1/29/24 TK Meeting, 2/7/24, 2/22/2024 and 5/22/2024 Teacher meeting regarding reading needs 3/7/24 SARB, 3/13/24 - 3/15/24 INSTRUCTIONAL MEETINGS, 3/20/24 TUTORING,

Educational Partner(s)	Process for Engagement
	<p>5/8/24 PHONICS program planning</p> <p>A staff survey was sent on 9/22/2023 for additional input into ongoing program adjustments and site needs.</p> <p>The May 5, 2024 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.</p>
Parents	<p>Parents were engaged through Parent Teacher Organization meetings where student needs, community concerns, and program adjustments for the coming school year were discussed. These included 8/15/23 Kick Off, 9/18/23, 9/23/23, 10/16/23, 11/14/23, 12/5/23, 12/11/23, 1/16/24, 2/28/24, 3/4/24, 3/31/24, 4/18/24, 5/15/24</p> <p>Coffee with Superintendent input sessions were held on 8/18/2023 and 9/1/2023. Pre-kinder parent input committee meeting was held 9/27/2023 Kinder parent input meeting was held on 2/9/2024</p> <p>The Parent Advisory Committee (which includes representatives of English Learner, Foster Youth, and Socioeconomically disadvantaged students) was engaged in LCAP feedback on October 11, 2023 to discuss ongoing LCAP need and the superintendent responded in writing.</p> <p>DAC and School Site Council met on 9/27/2023 and 10/6/2023 to engage in LCAP feedback and input on adjustments and needs for future planning as well as federal funding use.</p> <p>The District English Learner Advisory Committee was engaged in LCAP feedback on October 26, 2023, March 11, 2024, May 20, 2024 and the superintendent responded in writing.</p>

Educational Partner(s)	Process for Engagement
	<p>Fall and Spring surveys were sent to parents for additional input.</p> <p>The May 5, 2024 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.</p>
Students	<p>The student advisory group was engaged in LCAP feedback on June 3, 2024 and the superintendent responded in writing. Teachers collected student input in classroom forums and discussions to provide feedback on potential LCAP goals- ongoing through the year but particularly in Winter 2022-24.</p> <p>The May 5, 2024 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.</p>
Administrators	<p>The Superintendent/ Principal and Assistant principal are the active screeners of all input data, adding their own input into the LCAP development process and reviewing/approving the draft for public hearing and Board review/approval.</p> <p>Leadership meetings were held on 8/24/2023, 9/26/2023, 11/29/2023, 10/11/2023, and 1/29/2024 and included High School leadership for articulation and more input on programmatic and unduplicated community needs.</p>
Other School Personnel	<p>Classified Staff were engaged through ongoing meetings for input and planning of current and following year LCAP needs.</p> <p>Input session include: 8/7/23 Day 1, 8/8/23 Day 8, 8/17/23 Safety, 8/18/23 Attendance, 8/31/23 MOT, 9/8/23 MOT, 9/27/23 MOT,</p>

Educational Partner(s)	Process for Engagement
	<p>10/07/23 PK/TK Meeting, 10/9/23 Kagan, 10/17/23 MOT, 10/19/2023 Tech Committee 11/6/23, 11/14/23 PLANNING, 11/30/23 PLANNING, 12/5/23 PLANNING, School Culture, 2/26/24 PK, 2/28/24 AFTER SCHOOL CWU, 3/6/24 PK, 5/19/24 TCOE FMOT</p> <p>A staff survey was sent on 9/22/2023 for additional input into ongoing program adjustments and site needs.</p> <p>The May 5, 2024 Board meeting holds a public hearing on the full LCAP draft that has been developed, providing an additional opportunity for all educational partners to provide input.</p>
Local Bargaining Units	There are no local bargaining units for the LEA
SELPA	SELPA consultation occurred on 11/7/2023, and 1/23/2024 with TCOE's Special Services Director. An additional needs assessment consultation was done on 2/29/2024 to examine 504/IEP processes.

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

Teachers-

- Need for phonics curriculum (Actions 1.1 and 1.3)
- Need for reading training for teachers and for classified. (Action 1.2)
- Further safety training - response in the event of active shooter. (Action 2.6)
- Math manipulative training. (Action 1.2)
- Establishing common teacher vocabulary, common instructional techniques. (Action 1.2)
- Need for support in handling severe behavior, working with autistic kids, establishing better communication between admin and staff. (Action 2.7 and 1.9)
- Supplemental Materials in several areas (Action 1.3)

Parents-

- Parents want additional opportunities for tutoring. (Action 1.5 and incorporated into ELOP planning for extended day)

Expand after school program so more students can stay late. (Not incorporated in LCAP but included in planning of the Expanded Learning Program budget)

DELAC was interested in EL instruction for parents (Action 2.3)

Other School Personnel-

Need for phonics curriculum (Actions 1.1 and 1.3)

Need for reading training for teachers and for classified. (Action 1.2)

Further safety training - response in the event of active shooter. (Action 2.6)

Math manipulative training. (Action 1.2)

Establishing common teacher vocabulary, common instructional techniques. (Action 1.2)

Need for support in handling severe behavior, working with autistic kids, establishing better communication between admin and staff. (Action 2.7 and 1.9)

Supplemental Materials in several areas (Action 1.3)

Students-

More hands-on learning. Math manipulatives (Action 1.2)

Sports practices on Wednesday during early dismissals (ELOP Funded item)

Additional Tutoring opportunities (Action 1.4)

Lower class sizes (Action 1.5)

Keep Desmos and NewsELA (Action 2.2)

Safer Learning Environment, camera deadspots around corners (Action 4.7)

SELPA- No specific Input. Continue to work in partnership with TCOE for services.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will improve in academic core areas including math, English, Science, Social Science, Physical Education, and Mathematics. This includes Students with Disabilities, Foster Youth, and Socio-Economically Disadvantaged students.	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.

<p>A strong academic program for students is our primary mission, as identified by all Educational Partners. In determining our needs in this area, we examined the metric data (listed at the start of this goal) and the following California School Dashboard Data:</p> <ul style="list-style-type: none">English Language Arts: Overall, students performed in the "Yellow" range with an average of 14.5 points below standard. This was an increase of 18.9 points from last year's performance. No student subgroups fell in the "Red" or "Orange" ranges.Mathematics: Overall, students performed in the "Green" range with an average of 22.7 points below standard. This represented an increase of 26.7 points from the prior year. No student subgroups fell in the "Red" or "Orange" ranges. <p>as well as the most recent California Science Test results: All Students: 9.8 Points Below Standard Socio-economically Disadvantaged: 9.74 Points Below Standard</p> <p>and local measures of student performance.</p> <p>In many cases, it was determined that the growth in both mathematics, language arts, and local performance data indicated succesful actions in our previous LCAP, and those were brought forward and maintained in this new 3 year plan.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Student Average Scale Score (Grades 3-8) CA School Dashboard Indicator	<p>ALL Students- 14.5 Points Below Standard</p> <p>White Students- 58 points below standard</p> <p>English Learners- 27.4 points below Standard</p> <p>Socio-economically disadvantaged- 14.2 Points Below Standard</p> <p>Hispanic Students- 15.1 points below standard</p> <p>Students with Disabilities- 141.9 Points Below Standard</p> <p>Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023 CDE Dashboard</p>			<p>ALL Students- At Standard</p> <p>English Learners- 10 points below standard</p> <p>Socio-economically disadvantaged- At Standard</p> <p>Hispanic students- at standard</p> <p>Students with Disabilities- 120.0 Points Below Standard</p> <p>Foster Youth Outcomes to be established when baseline data is available.</p>	
1.2	<p>CAASPP ELA % of students meeting or exceeding grade level standards</p> <p>https://caaspp-elpac.ets.org/caaspp/</p>	<p>ALL Students- 45.48%</p> <p>White students - 44.45%</p> <p>English Learners- 20.69%</p>			<p>ALL Students- 55.0%</p> <p>English Learners- 30%</p> <p>Socio-Economically</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-Economically Disadvantaged- 44.96%</p> <p>Hispanic Students- 44.78%</p> <p>Students with Disabilities- 0.0%</p> <p>Foster Youth- No data reported, subgroup too small</p> <p>Spring 2023 results</p>			<p>Disadvantaged- 58.0%</p> <p>Hispanic Students- 45%</p> <p>Students with Disabilities- 10.0%</p> <p>Foster Youth Outcomes to be established when baseline data is available.</p>	
1.3	<p>CAASPP Math Student Average Scale Score (Grades 3-8)</p> <p>CA School Dashboard Indicator</p>	<p>ALL Students- 22.7 Points Below Standard</p> <p>White students- 33.2 points below standard</p> <p>English Learners- 25.2 points below standard</p> <p>Socio-economically disadvantaged- 22.8 Points Below Standard</p> <p>Hispanic Students-21.1 points below standard</p> <p>Students with Disabilities- 166.5 Points Below Standard</p>			<p>ALL Students- 15 Points below standard</p> <p>English Learners- 15 points below standard</p> <p>Socio-Economically Disadvantaged- 15 Points Below Standard</p> <p>Hispanic Students- 15 points below standard</p> <p>Students with Disabilities- 140 Points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- No Data Reported (too small/ Subgroup = 1) 2023 CDE Dashboard			Foster Youth Outcomes to be established when baseline data is available.	
1.4	CAASPP Math % of students meeting or exceeding grade level standards https://caaspp-elpac.ets.org/caaspp/	ALL Students- 39.87% White students- 44.45% English Learners- 23.28% Socio-Economically Disadvantaged- 39.92% Hispanic Students- 40.40% Students with Disabilities- 0.0% Foster Youth- No data reported, subgroup too small Spring 2023 results			ALL Students- 45.0% English Learners- 30% Socio-Economically Disadvantaged- 45.0% Hispanic Students- 45% Students with Disabilities- 10.0% Foster Youth Outcomes to be established when baseline data is available.	
1.5	State Standards Implementation Rating Local Indicator self assessment	ELA - 5 ELD - 5 Math - 5 Science- 4 History - 5			ELA - 5 ELD - 5 Math - 5 Science- 5 History - 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 Local Indicator self assessment				
1.6	Student access to a Broad Course of Study Local Indicator- CA Dashboard	"Met" per local indicator based on student schedule analysis and site master schedule 100% of students have access to or are enrolled in a broad course of study December 2023 Dashboard			Maintain "Met" 100% of students have access to or are enrolled in a broad course of study	
1.7	Student Digital Skill Proficiency Locally Calculated through course assessments and teacher lesson plans	100% of all students demonstrating grade level proficiency in digital skills embedded in State Standards 2023-2024 Data			Maintain 100% of students showing grade level technology use proficiency.	
1.8	Access to Standards-Aligned Instructional Materials Local Indicator and Williams Review	100% of students have access to standards-aligned instructional materials. 2023-2024			Maintain 100%	
1.9	CAST ALL 5th & 8th grade students ETS.org report	All Students: 9.8 Points Below Standard			ALL Students - At Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>White: No data reported, subgroup too small.</p> <p>English Learner- 30.5 points below standard</p> <p>Socio-economically Disadvantaged- 9.74 Points Below Standard</p> <p>Hispanic- 13.5 points below standard</p> <p>Students with Disabilities- No data reported, subgroup too small</p> <p>Foster Youth- No data reported, subgroup too small</p> <p>2023-2024 Results</p>			<p>English Learner- 10 points below standard</p> <p>Socio-Economically Disadvantaged Students- At Standard</p> <p>Hispanic Students- at standard</p> <p>Students with Disabilities and Foster Youth Outcomes to be established when baseline data is available.</p>	
1.10	<p>% of Fully Credentialed Teachers</p> <p>CALSAAS Report</p>	<p>91.7% of teachers were fully credentialed</p> <p>2023-2024</p>			100% of teachers will be fully credentialed	
1.11	<p>% of Teachers Appropriately assigned</p> <p>CALSAAS Report</p>	<p>92% of teachers were appropriately assigned for their credential area</p> <p>2023-2024</p>			100% of teachers will be appropriately assigned for their credential area.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention	<p>Pay for 1.0 FTE Reading Intervention teacher to provide Tier II and Tier III reading support to students in grades 1-6 who have been identified for additional reading support through the universal screening process.</p> <p>STAR Reading Assessment will continue to be paid for and utilized as a universal screening tool.</p> <p>AIR Reading tutorial service is contracted to provide students and families with additional online tutoring in the area of reading support.</p> <p>Tutoring will be provided in person on campus after school.</p> <p>Title One Funding Included</p>	\$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	Provide professional development, based on analysis of grade level and individual staff need, in the areas of math, ELA, Science, Social Science, and Technology- aligned with the CA State Standards and Benchmarks in these areas, to support teacher development and instructional efficacy.	\$30,000.00	Yes
1.3	Supplemental Instructional Materials	Provide Supplemental Materials to meet the needs of unduplicated students and student with special needs in Tier One and Tier Two Instruction/Intervention based on gaps identified by teachers when analyzing the gaps in core, adopted materials.	\$55,000.00	Yes
1.4	Student extra-curricular and co-curricular extension activities.	<p>Provide supports for extra-curricular activities including athletics, as well as co-curricular teacher leads in the areas of ELD, Math, and other core supports as identified based on analysis of unduplicated student needs. Extra duty pay for teachers to assume these roles beyond the normal duty day will be included in costs associated with this action.</p> <p>Incorporate regional competitions into extras-curricular and co-curricular classroom activities, allowing students to participate in events such as Science Olympiad, Robotics competitions, Math Bowl, Band competitions, and other similar experiences. Provide field trips that expand learning beyond the classroom as well as enrichment activities and assemblies.</p>	\$53,150.00	Yes
1.5	Student Academic Interventions	Provide additional support to students through in-class and small-group, targeted, interventions provided by instructional aides working under the supervision of a certificated staff member.	\$525,000.00	Yes
1.6	Reduce Class Sizes	Maintain lower teacher: student ratios to support differentiation and Tier One interventions in the classroom. Focus on K-3 for early interventions to close equity gaps.	\$915,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Visual and Performing Arts	Increase access to a broad course of study with a music program offered to students.	\$150,000.00	Yes
1.8	Data Guided Systems	Utilize an electronic data management system to track student progress on local and state assessments, to be utilized by instructional staff to plan interventions and enrichment for individual students, and also to evaluate instructional strategies and plan lessons based on student results.	\$6,000.00	Yes
1.9	Technology Literacy	Support student development of 21st Century skills, allowing them to access research, analyze sources, and utilize educational resources. Refine and evaluate progress through a systemic scope and sequence of skill development through the grade spans.	\$2,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The school will be a place that is conducive to learning; where parents, students, and staff feel safe, engaged, and connected.	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.

<p>Providing a conducive learning environment continues to be a focus because Chronic Absenteeism needs to improve as 15% of all students were chronically absent in 23-24 and/or there needs to be a reduction in the suspension rate for SED, ELs and White student groups as they were ORANGE on 2023 Ca Dashboard</p> <p>This goal addresses important strategies that schools can apply to mitigate gaps created by poverty and experienced by our unduplicated count students at Palo Verde. They include mitigating:</p> <ul style="list-style-type: none">• --health and developmental issues,• --literacy gaps due to family resources,• --lack of college information/background, and• --lower career aspirations/self-efficacy.• --Few community assets available (libraries, social activities, cultural activities, sports and recreation outlets, etc)• -Fewer school resources (such as guidance counselors, mentors, information resources, certificated school nurses, libraries <p>As a regular part of the implementation and update process, the educational partners monitor and review metrics, actions, and trends related to this goal. Partners continue to affirm the statement of need for this goal.</p> <p>Palo Verde was successful last year with the reduction of Chronic Absenteeism by approximately half and maintained good rates for suspension, drop out, and expulsion results so this goal and its actions are being continued.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintenance of Facilities Annual Facilities Inspection Tool Rating	100% rated " Good" 2023-24 FIT Report			Maintain 100% of inspection items rated "Good"	
2.2	Chronic Absenteeism Rate CA School Dashboard	15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size December 2023 Dashboard			10.0% All Students 10.0% English Learners 11.0% SED 11% Hispanic 15.0% SWD 20% white Foster Youth- TBD Based on ultimate baseline	
2.3	Suspension Rate CALPADS Report	1.7% All Students 1.9% English Learners 2.1% SED 1.6% Hispanic 2.6% White 0 % SWD Foster Youth data not reported due to smalls subgroup size December 2023 Dashboard			1.4 % All Students 1.4 % English Learners 1.5 % SED 1.4% Hispanic 1.5% White 0 % SWD Foster Youth- TBD Based on ultimate baseline	
2.4	Drop Out Rate CALPADS Report	0% 2023-2024 CALPADS Report			Maintain 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Expulsion Rate CALPADS Report	0% 2023-2024 CALPADS Report			Maintain 0%	
2.6	Feelings of Connectedness Agree or strongly agree they feel connected to the school Annual Survey	% of Parents % of Students % of Teachers 2024-2025 Survey will establish a new baseline			% of Parents % of Students % of Teachers TBD after baseline established	
2.7	Feelings of Safety Agree or strongly agree they feel school is a safe place	% of Parents % of Students % of Teachers 2024-2025 Survey will establish a new baseline			% of Parents % of Students % of Teachers TBD after baseline established	
2.8	Feelings of Engagement Agree or strongly agree they feel a sense of engagement in school	% of Parents % of Students % of Teachers 2024-2025 Survey will establish a new baseline			% of Parents % of Students % of Teachers TBD after baseline established	
2.9	Student: Device ratio maintained. Based on CBEDS enrollment and chromebook inventory	1:1 2023-2024			Maintain 1:1	
2.10	Total Attendance Rate	All Students 94.9% White 93.64%			All Students 97% White 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Calpads report 14.2 calculated	Hispanic 91.43% English Learner 94% SED 94% 2023-2024			Hispanic 97% English Learner 97% SED 97%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Facilitate parent engagement and event attendance by providing childcare, food, transportation and other supports, enabling them to participate in after school hour activities including Adult Education offerings, Back to School Night, Open House, Parent Conferences, Family Literacy Night, Family Math Night, SSC Meetings, ELAC Meetings and other related events.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Recognition and Celebrations	Encourage student achievement and partnerships with parents by providing awards, incentives and events throughout the school year.	\$18,000.00	Yes
2.3	Parent Training	Maintain after school classes, parent workshops, and courses for parents in English language, computer literacy, and other needed areas.	\$1,500.00	Yes
2.4	Home to School Communication	Maximize home-school partnership opportunities by maintaining a variety of communication mediums including website, Teleparent, mailings, and other tools.	\$7,500.00	Yes
2.5	Technology Support	Support equity for all students in utilizing modern instructional technology tools by maintaining a ratio of 1:1 devices and providing full "internet and digital" access for all of Palo Verde teaching and learning community. Include upgraded library software and internet filtering tools to support student learning and safety. Provide support staff to maintain and troubleshoot device issues, as well as maintain the network and access points.	\$230,000.00	Yes
2.6	Safety equipment and training	Ensure all educational partners feel safe on campus by implementing the school safety plan, including trainings and equipment upgrades, as well as maintaining a safe physical campus environment.	\$50,000.00	Yes
2.7	Student Health Supports	Support students' physical and mental well-being. Maintain LVN services to work with students and families on issues related to individual and whole-site health/safety provide training supports, and coordinate with health care professionals for student health plans.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Attendance Intervention and Family Support	Maintain Student Attendance Review Board to meet with Chronically Absentee students and their parents to determine barriers to school attendance. The Board will work to address those barriers in partnership with parents and ensure students have access to their right to an education. Provide support staff members to do parent outreach, home visits, provide referrals to community resources, and maintain necessary records to monitor student attendance, progress, and communications.	\$153,000.00	Yes
2.9	Character Development/ Social Emotional Skills	Implement and sustain Character Counts program schoolwide, including Anti-Bullying programs that include staff training, materials, and support curriculum.	\$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	English Learners, including Long Term English Learner students (LTEL), will increase academic success in core areas including math, science, English Language Arts (ELA), English Language Development (ELD), and social studies.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Over 40% of our students are English Learners who are eager to learn a second language and be successful in school. It is our responsibility to help them accomplish that. The purpose of this critical goal is to apply the California English Language Development Standards in every classroom and the best of what we have learned about how to support and empower English Learners in our schools.

Last year, 45.1% of our EL students progressed on the ELPI, but that also means that 54.9% did not show adequate progress. We currently have 14 LTEL students who have been receiving language development services for six or more years, without attaining full fluency and 54 EL students deemed at risk of becoming LTEL because they are in year four or five and have not attained fluency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC ELA Results for EL students (Grades 3-8) Average Scale Score CA School Dashboard	All EL Students- 27.4 Points below standard Long Term English Learners- Data not reported on Dashboard until December 2024- Baseline will be established from that data.			All EL Students- 15.0 Points below standard Long Term English Learners- Outcomes TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		December 2023 Dashboard				
3.2	SBAC ELA Results (Grades 3-8) % of students Meeting or Exceeding Standards https://caaspp-elpac.ets.org/caaspp/	All EL Students- 20.69% Long Term English Learners- Data not reported, subgroup too small <11 Spring 2023 Test Results			All EL Students- 25.5% Long Term English Learners- Outcomes TBD	
3.3	SBAC Math Results for EL students (Grades 3-8) Average Scale Score CA School Dashboard	All EL Students- 25.2 Points below standard Long Term English Learners- Data not reported on Dashboard until December 2024- Baseline will be established from that data. December 2023 Dashboard			All EL Students- 15.0 Points below standard Long Term English Learners- Outcomes TBD	
3.4	SBAC Math Results (Grades 3-8) % of students Meeting or Exceeding Standards https://caaspp-elpac.ets.org/caaspp/	All EL Students- 23.28% Long Term English Learners- Data not reported, subgroup too small <11			All EL Students- 27.5% Long Term English Learners- Outcomes TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2023 Test Results				
3.5	CAST Results for EL students (Grades 5 and 8 Only) Average Scale Score https://caaspp-elpac.ets.org/caaspp/	All EL Students- 21.9 Points below standard Per https://caaspp-elpac.ets.org/ (Not included in 2023 Dashboard)			All EL Students- 15.0 Points below standard Long Term English Learners- Outcomes TBD	
3.6	CAST Results % of students Meeting or Exceeding Standards https://caaspp-elpac.ets.org/caaspp/	ALL EL Students - 3.57% Long Term English Learners- Data not reported, subgroup too small <11 Spring 2023 Test Results			ALL EL Students - 7.5% Long Term English Learners- Outcomes TBD	
3.7	EL Students increasing English Proficiency Level (ELPI) CA School Dashboard	All EL Students- 45.1% made progress. Long Term English Learners- Data not reported on Dashboard until December 2024- Baseline will be established from that data. December 2023 Dashboard			All EL Students- 45.1% made progress. Long Term English Learners- Outcomes TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	EL student redesignation rate to "Fluent" CALPADS Report	All EL Students - 19% Long Term English Learners- 19% 2022-2023			All EL Students - 20% Long Term English Learners- Outcomes TBD	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELD Instructional Support	Provide additional ELD interventions for students, including targeted supports for Long Term English Learners (LETL) and embedded EL strategy professional development for teachers with a part-time teacher to support the language acquisition program with smaller group programs for instructional efficacy.	\$31,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Supplemental Instructional Materials	Support English Learner student instruction with diverse instructional tools: purchase CCSS ELD materials and online programs such as Lexia, Study Island, Accelerated Reading, Newsela, READ 180, Track My Progress and Imagine Learning; Spanish library books and other supplemental curriculum.	\$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,884,781	\$232,950

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
36.070%	9.658%	\$513,372.60	45.728%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Reading Intervention</p> <p>Need: 2023-24 ELA CAASPP results:</p> <p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard</p>	<p>Provides reading and ELA interventions targeted at student group needs of the EL and SED subgroups.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	#1.1- CAASPP ELA-Average Scale Score (FY, EL, SED, SWD, ALL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>While ELA scores have been rising, they are all still below standard and the English Learner subgroup still maintains a significant gap in performance from the all student group, based on the CAASPP. Our interventions have been successful in bringing up the ELA scores and need to be continued to bring our unduplicated student groups up to standard.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Professional Development</p> <p>Need: CAASPP Math Results 2023-24</p> <p>ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023-24 ELA CAASPP results:</p>	<p>Provides professional development based on identified needs of unduplicated students after staff input and analysis of unduplicated student performance data.</p> <p>Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students-specifically addressing Tier One and Tier Two intervention strategies, and reinforcing those learnings with coaching and classroom walkthroughs, we will be providing staff with quality professional development and supports to meet student needs.</p>	<p>#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>Teachers and administrators report a need for targeted trainings to help them support unduplicated student academic achievement and particularly focused on reducing the performance gap by meeting the diverse and evolving needs of unduplicated students, English Learners and SED students.</p> <p>Scope: LEA-wide</p>	<p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
1.3	<p>Action: Supplemental Instructional Materials</p> <p>Need: CAASPP Math Results 2023-24</p> <p>ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard</p>	<p>Provides additional materials for unduplicated students to develop skills in targeted areas where core materials are lacking and also allows diverse representation in materials used which allows our students to better connect with the subject matter.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of</p>	<p>#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023-24 ELA CAASPP results:</p> <p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice in the areas our unduplicated students struggle in the most. They also do not adequately represent our students in the stories and examples, which creates engagement and understanding issues for English Learner, Socioeconomically disadvantaged, and Foster Youth children as well as Hispanic and Students with Disabilities.</p> <p>Scope: LEA-wide</p>	<p>students, promoting equity and success across the entire student population.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Student extra-curricular and co-curricular extension activities.</p> <p>Need: Access to a Broad Course of Studies "Met" per local indicator based on student schedule analysis and site master schedule</p> <p>December 2023 Dashboard</p> <p>SED and English Learner student and parent feedback indicates the need to continue engaging students in opportunities to expand their knowledge and reach beyond local boundaries with regional competitions, interaction with other school district students, and opportunities to share their work with a larger audience in order to expand their current, socioeconomically limited, world view.</p> <p>Due to our rural location, family financial constraints, and family transportation issues, providing these opportunities at our site, or paying the fees/costs associated with participating for our students is the only way to provide them with these experiences that enrich their learning and connection to school.</p> <p>Scope: LEA-wide</p>	<p>Provides access for unduplicated students to participate and provides staff to prepare students, regardless of foster youth/ socio-economic status and provides staff to prepare students, including English Learners, who may require more coaching support to feel comfortable competing in larger groups outside of their own classmates.</p> <p>Additionally, the district will continue to ensure equitable access to co-curricular and extra-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This equity-based approach that eliminates family financial means as a determining factor for students receiving enrichment opportunities is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>#1.6 Student access to a Broad Course of Study</p> <p>Local Indicator- CA Dashboard</p>
1.5	<p>Action: Student Academic Interventions</p>	<p>Provides in-class instructional assistance with instructional aides working with individual and small-groups to provide more targeted Tier II/ III</p>	<p>#1.1- CAASPP ELA Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CAASPP Math Results 2023-24</p> <p>ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023-24 ELA CAASPP results:</p> <p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>Teachers have noted in feedback, and in their analysis of the academic data that unduplicated students require additional Tier II and Tier III supports/ interventions to close the achievement gap.</p> <p>Scope: LEA-wide</p>	<p>math and ELA intervention supports for EL, FY, SED students, under the direction of the teacher.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>#1.3- CAASPP Math Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Reduce Class Sizes</p> <p>Need: CAASPP Math Results 2023-24</p> <p>ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023-24 ELA CAASPP results:</p> <p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>Principal, teacher and parent educational partner input noted that complicated combination class configurations and larger class sizes would make it more difficult to meet the diverse needs of the unduplicated students and appropriately differentiate instruction at the Tier One level. Staff and parents report the need for smaller group</p>	<p>Reduces class sizes in the lower grades to allow teachers to focus on early literacy and numeracy skills and close the achievement gaps in the unduplicated student population.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction and more targeted instructional planning/ delivery.</p> <p>The results of our performance data analysis shows that our unduplicated students including English Learners, SED have significant performance gaps in ELA and math that require long-term intervention strategies starting at the earliest grade levels, in order to improve.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Visual and Performing Arts</p> <p>Need: Access to a Broad Course of Studies "Met" per local indicator based on student schedule analysis and site master schedule</p> <p>December 2023 Dashboard</p> <p>Expands Broad Course of Study to engage students and provide career-technical skill development as well as content area ELA skill development.</p> <p>In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning opportunities was noted by staff, parents, and students. Music is a high interest area for our middle school unduplicated students and the</p>	<p>Increases student engagement and opportunities for contextualized learning of communication and math skills.</p> <p>Provides an additional elective for students in middle school as well as additional exposure to music instruction for elementary students, expanding the broad course of study to meet unduplicated student interests.</p> <p>By offering music programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.</p>	<p>#1.6- Student access to a Broad Course of Study</p> <p>Local Indicator- CA Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>study of music also promotes stronger communication skills (ELA) and math skills, per educational research.</p> <p>Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with California State Standards for Visual and Performing Arts.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Data Guided Systems</p> <p>Need: CAASPP Math Results 2023-24</p> <p>ALL Students- 22.7 Points Below Standard English Learners- 25.2 points below standard Socio-economically disadvantaged- 22.8 Points Below Standard Hispanic Students-21.1 points below standard Students with Disabilities- 166.5 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>2023-24 ELA CAASPP results:</p> <p>ALL Students- 14.5 Points Below Standard English Learners- 27.4 points below Standard</p>	<p>Provides tools for data collection, reporting, and analysis for teachers, aides, and administration to use for student interventions and program evaluations.</p> <p>This action was designed primarily to meet the identified needs of our unduplicated student groups, however all students will benefit from the services provided. We anticipate the greatest benefits from our unduplicated student groups as a result of this action.</p>	<p>#1.1- CAASPP ELA Results- disaggregated #1.3- CAASPP Math Results- disaggregated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socio-economically disadvantaged- 14.2 Points Below Standard Hispanic Students- 15.1 points below standard Students with Disabilities- 141.9 Points Below Standard Foster Youth- No Data Reported (too small/ Subgroup = 1)</p> <p>Our unduplicated students continue to perform below grade level, in math and ELA.</p> <p>In order to implement evidence-based interventions, our teachers have identified an ongoing need for timely, targeted, and disaggregated data from their ongoing common formative assessments. The data from these systems will drive interventions as well as keep students and parents informed of student progress towards grade level standards and personal goals.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Technology Literacy</p> <p>Need: 100% of students showed grade level proficiencies</p> <p>2023-2024 Data on technology standards</p> <p>Teachers and SED/ EL parents, as well as community leaders note the need for</p>	<p>Provides focused instructional materials and tools for 21st century technology skills that will provide greater equity for unduplicated students to manage the demands of high school, post-secondary training/college, and careers.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions</p>	#1.7- Percent of students who demonstrate proficiency in digital skills embedded in state standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>increasing technology skills beyond "texting" and smart phone use, that students need to develop for post-secondary success. This has been identified as a particular issue in the socio-economically disadvantaged subgroup due to their reliance on smartphones as their link to internet, research tools, communication systems, etc.</p> <p>In today's educational and workforce systems, basic technology skills are crucial for the unduplicated students to master in order to be capable of success.</p> <p>Teachers have identified the need to further unpack the grade level standards and the technology expectations that align with them in order to better prepare unduplicated students for a technology rich world.</p> <p>Scope: LEA-wide</p>	<p>taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	
2.1	<p>Action: Parent Engagement</p> <p>Need: Attendance</p> <p>All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94%</p>	<p>Increases profile of the school as a welcoming and supportive place for our unduplicated students and their families. Reduces hesitancy for SED and EL parents in interactions with school staff. Improves relationships and communication to advance partnerships for student attendance and achievement.</p> <p>Provides time together and shared experiences between students, teachers, and parents to promote positive relationships. Provides education for parents on topics such as safety,</p>	<p>#2.6- Percent of parents, staff, and students who report feeling connected to school.</p> <p>#2.10- Attendance Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023-2024</p> <p>Attendance continues to be lower than Pre-COVID rates, overall and for unduplicated student groups.</p> <p>Teachers and families indicate the need to feel welcome on the school campus and to continue the development of trusting and positive relationships that promote partnering for student attendance and achievement.</p> <p>There is a need to continue building parent engagement to consistently expand the strong partnership in order to maintain Palo Verde's high attendance rate.</p> <p>Scope: LEA-wide</p>	<p>literacy, and supporting their student's social-emotional needs.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
2.2	<p>Action: Student Recognition and Celebrations</p> <p>Need: Suspension Rates 1.7% All Students 1.9% English Learners 2.1% SED 1.9% English Learners 2.6% White 0 % SWD</p> <p>Foster Youth data not reported due to smalls subgroup size</p>	<p>Provides for positive reinforcements for good behavior and citizenship on campus and at school events.</p> <p>Recognizes growth, progress, achievement and adds motivation to continue academic/ behavioral improvement efforts.</p> <p>Provides an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site.</p>	#2.10- Suspension rates

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	<p>December 2023 Dashboard</p> <p>In handling behavior of students, it is important to address motivation and the building of supportive, positive relationships between the home and school communities.</p> <p>Unduplicated parents and students report a general feeling of disengagement and discouragement in students that continues to impede student progress and there is particular interest in positive promotions for behavior and citizenship that increase feelings of safety and partnership with home.</p> <p>Scope: LEA-wide</p>	<p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
2.3	<p>Action: Parent Training</p> <p>Need: Attendance Rate</p> <p>All Students 94.9% White 93.64% Hispanic 91.43% English Learner 94% SED 94%</p> <p>2023-2024</p> <p>In order to increase attendance, there is a need to continue building the the home-school</p>	<p>Provides opportunities for parents to work together with school staff, in areas that support their own development as well as allowing them to better partner for their student's success.</p> <p>While this action is being implemented LEA wide as overall parent outreach, it is primarily directed at the needs of unduplicated students to ensure feedback related to their ongoing needs and diverse challenges, and is anticipated to have the greatest positive effect on those subgroups.</p>	<p>Percent of Parents and students who report feeling connected to school. Annual Survey</p> <p>#2.10- Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>partnership, promoting attendance and the importance of academic skill development.</p> <p>Unduplicated families, students, and our staff have determined there is an ongoing need for activities involving parents and bolstering their parenting and personal academic tools.</p> <p>The targeted needs include:</p> <ul style="list-style-type: none"> • understanding the connection between health, mental health, attendance and school success. • supporting parents to develop their own skills in technology and academic areas so they can help their children. • supporting parenting strategies, that encourage responsibility and age-appropriate child development of independence and critical thinking. • address safety and mental health needs of students and families. <p>These areas, in particular, have been identified by unduplicated parents and staff as a need to assist parents in partnering with the school for their child's success.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Home to School Communication</p> <p>Need:</p>	Maintains and builds on communication systems for home to school partnerships that alert families to services, events and information related to attendance, health and student academic success.	#2.6- Annual Survey-connectedness to school parents, student, teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Chronic Absenteeism Rates 2023-24</p> <p>15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size</p> <p>In analysis of attendance data and ongoing discussions between unduplicated families and our staff, there is a continuing need for consistent and timely communication in a variety of formats to meet the diverse needs of our SED, EL,and FY families and help them be aware of/ access services to support them.</p> <p>The challenges with reaching unduplicated student families who are working multiple jobs, agricultural position, or have limited communication access necessitate all messaging districtwide to use a variety of mediums.</p> <p>Scope: LEA-wide</p>	<p>Maintains consistent methods of communication with parents that meet their diverse communication needs/ use of communication tools.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. .</p>	#2.2- Chronic Absenteeism rates
2.5	<p>Action: Technology Support</p> <p>Need: Chromebook Ratio: Students 2023-2024</p>	Ensures all students have a current, working device that can be used to adequately access educational technology tools, research topics, communicate with instructors, monitor their grades, and complete writing assignments.	#2.9- Chromebook to student ratio- maintain 1:1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>1:1</p> <p>There is a need to maintain consistent technology device use for our students, and there are challenges with technology access at home for our unduplicated students that makes school distributed devices necessary.</p> <p>Teachers, unduplicated students, and their parents report difficulty with students' devices at home being able to access educational technology and be effectively utilized for writing and other academic assignments.</p> <p>Many of our unduplicated students report that they use smart phones as their primary technology tool. The small screen and issues with formatting create an equity issue in this area.</p> <p>Scope: LEA-wide</p>	<p>Provides consistency among students in device capabilities that allows the school and staff to ensure all students can complete the work and access the curriculum tools online.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	
2.6	<p>Action: Safety equipment and training</p> <p>Need: Chronic Absenteeism</p> <p>15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD</p>	<p>Promotes increased safety on campus and improvement of the unduplicated students' and parents feelings of safety in order to decrease school avoidance based on safety anxiety and related issues.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>#2.7 Parent, student, teacher feelings of safety on campus. #2.2- Chronic Absenteeism Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023-2024</p> <p>Survey - feeling of safety on campus % of Parents % of Students % of Teachers 2024-2025 Survey will establish a new baseline</p> <p>In discussions with families about attendance, our unduplicated families shared concerns about safety as a barrier to regular attendance. This manifests as anxiety for parents and/or unduplicated students which creates physical symptoms such as stomach aches, headaches, etc. and results in school avoidance as an issue impeding regular school attendance.</p> <p>In order to increase student and parents feeling of safety on campus there is a continuing need to update and maintain safety equipment, services, and training. Areas identified by the safety committee include updated server equipment for camera systems, staff trainings, and additional security materials.</p> <p>In addition, communicating these ongoing safety measures so that unduplicated students, parents, and community are aware of it will promote increasing feelings that the school is a safe place to be.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	<p>Action: Student Health Supports</p> <p>Need: Chronic Absenteeism Rates 2023-24</p> <p>15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size</p> <p>SED and EL families report barriers to attaining basic health consultations and advice that would help manage student care, helping them to consistently be at school, reducing absenteeism.</p> <p>Due to our rural location, there is a shortage of local health and mental health providers that take Medi-Cal and/or sliding scale fees that our EL and SED families can utilize.</p> <p>Scope: LEA-wide</p>	<p>Provides staff for on-site medical supports and to liaison with off-site medical offices to manage student care/ health plans on campus, and keeps students in school during minor health issues (colds, allergies, asthma, diabetes, etc.)</p> <p>Provides a sense of safety for unduplicated parents of students with chronic or severe health issues that allows them comfort sending them to school more regularly.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	#2.2- Chronic Absenteeism (SED, EL, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	<p>Action: Attendance Intervention and Family Support</p> <p>Need: Chronic Absenteeism Rates 2023-24</p> <p>15.4 % All Students 14.1% English Learners 17.2% SED 15.4% Hispanic 14.3% White 32.4% SWD Foster Youth data not reported due to smalls subgroup size</p> <p>Unduplicated student attendance is still low post-COVID with very high chronic absenteeism rates. Discussions with unduplicated families of chronically absentee students shows a need for:</p> <ul style="list-style-type: none"> • More awareness of the effects of regular school attendance • Awareness of the legal requirements for school attendance • Support services to assist families in reducing unique situational barriers to regular attendance. <p>Research shows a strong connection between attendance, particularly in the elementary grades, and academic success. School attendance is strongly linked to reading scores, drop-out rates, and lifelong social-emotional health.</p>	<p>Provides staffing to work with families on barriers to regular school attendance, family education about the effects of attendance on academic performance, and to enforce attendance laws to ensure every student's right to an education.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	#2.2- Chronic Absenteeism (SED, EL, SWD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.9	<p>Action: Character Development/ Social Emotional Skills</p> <p>Need: Suspension Rates 2023-24</p> <p>1.7% All Students 1.9% English Learners 2.1% SED 1.9% English Learners 2.6% White 0 % SWD Foster Youth data not reported due to smalls subgroup size</p> <p>Post COVID unduplicated student suspension and referral data indicates issues with overall student social-emotional skill development. Our behavioral issues have been decreasing with the use of Character Counts.</p> <p>In order to address this, teachers note the continuing need for materials to help them explicitly teach skills in this area.</p> <p>Scope: LEA-wide</p>	<p>Provides behavioral health supports to students, recognition for positive behavior, support for teachers to explicitly teach Social-Emotional skills, and family education programs to support student success.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	#2.3- Suspension rates (SED, FY, SWD, EL)
3.2	<p>Action: Supplemental Instructional Materials</p>	In order to support student rigor matching the grade level standards and incorporating best	#3.7- % of EL Students increasing levels per ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CAASPP EL Math Scores All EL Students- 25.2 Points below standard</p> <p>ELA Scores All EL Students- 27.4 Points below standard</p> <p>EL students making satisfactory progress in language attainment All EL Students- 45.1% made progress.</p> <p>2023-24</p> <p>Existing instructional materials have not been updated in more than 6 years due to state delay in new adoptions. Core materials in key areas (ELA and Math) were published prior to last standards and/or framework updates.</p> <p>In particular, teachers have identified that the current core materials do not adequately align with the current ELA/ELD framework connections and that supplemental materials are necessary to meet the needs for integrated ELD supports in the Tier One instruction. They are also not representative of our student demographics, which would promote more engagement and contextual learning for our EL students.</p> <p>Targeted Tier Two intervention materials and programs are also needed per administration and teaching staff for unduplicated student intensive needs.</p>	<p>practices for EL instruction, supplemental materials are needed in a wide variety of areas.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>#3.1 - CAASPP EL results in ELA #3.3 - CAASPP EL Results in Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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
3.1	<p>Action: ELD Instructional Support</p> <p>Need: CAASPP EL Math Scores All EL Students- 25.2 Points below standard</p> <p>ELA Scores All EL Students- 27.4 Points below standard</p> <p>ELPI: EL students making satisfactory progress in language attainment All EL Students- 45.1% made progress.</p> <p>2023-24</p> <p>Despite growth, our EL student performance in Math and ELA on the CAASPP continues to be below standard and with a significant gap between EL and the All student group.</p>	<p>Teacher training specific to integrated ELD will support student achievement/ access to content area standards-based skills.</p> <p>The trainings will help address EL performance in core classes of science, math and ELA.</p> <p>Designated ELD instruction for students, including LTEL interventions be supported by coaches, to maintain our current pattern of growth in that area.</p>	<p>#3.7- % of EL Students increasing levels per ELPI</p> <p>#3.1 - CAASPP EL results in ELA</p> <p>#3.3 - CAASPP EL Results in Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Integrated ELD strategies are needed to meet this challenge and support EL students in core content areas.</p> <p>Additionally, there are 11 LTEL and 54 At-Risk EL students who have been in the EL program four or more years and not satisfactorily progressing towards proficiency. Increased, individualized, targeted intervention is needed for this group.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Not applicable

Additional Concentration Grant Funding

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

Palo Verde is a single school district.

The following LCAP actions increased the number of staff providing direct services to our school.

Action 1.1- Reading Intervention services

Action 1.5- Additional Instructional Aide Supports/ Interventions

Action 1.6- Additional teaching FTE to reduce class sizes

Action 1.9- Increase teaching FTE to provide more elective offerings/ Visual and Performing Arts

Action 2.5- Technology support staff for student device upkeep

Action 2.7- Increase FTE for student health services

Action 2.8- Staff to work with students and families on attendance supports

The cost of this includes not only the additional concentration grant funding, but other portions of our LCFF funding to cover the costs.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,225,281	1,884,781	36.070%	9.658%	45.728%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,422,650.00	\$0.00	\$0.00	\$181,875.00	\$2,604,525.00	\$2,051,875.00	\$552,650.00

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	Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$200,000.00	\$60,000.00	\$180,000.00			\$80,000.00	\$260,000.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.3	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
1	1.4	Student extra-curricular and co-curricular extension activities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$20,000.00	\$33,150.00	\$53,150.00				\$53,150.00	
1	1.5	Student Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$525,000.00	\$0.00	\$450,000.00			\$75,000.00	\$525,000.00	
1	1.6	Reduce Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School District	\$915,000.00	\$0.00	\$915,000.00				\$915,000.00	
1	1.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
1	1.8	Data Guided Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Technology Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
2	2.2	Student Recognition and Celebrations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$18,000.00	\$18,000.00				\$18,000.00	
2	2.3	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.4	Home to School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
2	2.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$230,000.00	\$230,000.00				\$230,000.00	
2	2.6	Safety equipment and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.7	Student Health Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 School Year	\$60,000.00	\$40,000.00	\$100,000.00				\$100,000.00	
2	2.8	Attendance Intervention and Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$150,000.00	\$3,000.00	\$153,000.00				\$153,000.00	
2	2.9	Character Development/ Social Emotional Skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.1	ELD Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 School Year	\$31,875.00	\$0.00	\$5,000.00			\$26,875.00	\$31,875.00	

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
					s)											
3	3.2	Supplemental Instructional Materials	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2025 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,225,281	1,884,781	36.070%	9.658%	45.728%	\$2,422,650.00	0.000%	46.364 %	Total:	\$2,422,650.00
								LEA-wide Total:	\$2,417,650.00
								Limited Total:	\$5,000.00
								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	1.1	Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.3	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
1	1.4	Student extra-curricular and co-curricular extension activities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,150.00	
1	1.5	Student Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	
1	1.6	Reduce Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$915,000.00	
1	1.7	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Data Guided Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.9	Technology Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
2	2.2	Student Recognition and Celebrations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	
2	2.3	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.4	Home to School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
2	2.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	
2	2.6	Safety equipment and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.7	Student Health Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$100,000.00	
2	2.8	Attendance Intervention and Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,000.00	
2	2.9	Character Development/ Social Emotional Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.1	ELD Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
3	3.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,187,650.00	\$2,278,482.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	tiered professional development	Yes	\$20,000.00	30,978
1	1.2	supplemental instructional materials	Yes	\$50,000.00	55,820
1	1.3	teacher support	Yes	\$20,000.00	8,978
1	1.4	extended learning time	Yes	\$575,000.00	729,291
1	1.5	lower teacher/student ratio	Yes	\$625,000.00	699,209
1	1.6	extended learning time	Yes	\$35,000.00	99,969
1	1.7	extended learning time	Yes	\$25,000.00	93,538
1	1.8	experiential learning	Yes	\$10,150.00	9,741
1	1.9	extended learning time	Yes	\$15,000.00	11,030
1	1.10	broad course of study access	Yes	\$150,000.00	0
1	1.11	experiential learning	Yes	\$17,000.00	10,009

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	1.12	data tracking system	Yes	\$3,000.00	5501
2	2.1	teacher support	No	\$0.00	0
2	2.2	supplemental instructional materials	Yes	\$5,000.00	8,490
2	2.3	extended learning time	Yes	\$30,500.00	9,000
2	2.4	extended learning time	Yes	\$5,000.00	5,000
2	2.5	parent engagement	Yes	\$5,000.00	1,163
2	2.6	experiential learning	Yes	\$6,000.00	5,900
2	2.7	incentives for achievement	Yes	\$5,000.00	1,617
3	3.1	technical support	Yes	\$155,000.00	157,078
3	3.2	supplemental materials	Yes	\$5,000.00	5,588
3	3.3	technology support	Yes	\$15,000.00	1,667
3	3.4	supplemental materials	Yes	\$12,000.00	42,905
3	3.5	technology literacy	Yes	\$2,500.00	2,300

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	3.6	parent training	Yes	\$1,500.00	0
3	3.7	technology	Yes	\$75,000.00	6,506
3	3.8	home/school communication	Yes	\$18,000.00	3,780
4	4.1	student support	Yes	\$180,000.00	141,019
4	4.2	student support	Yes	\$50,000.00	80,593
4	4.3	incentives for achievement	Yes	\$13,000.00	1,535
4	4.4	student support	Yes	\$3,000.00	700
4	4.5	parent engagement	Yes	\$3,000.00	0
4	4.6	student support	Yes	\$3,000.00	2,997
4	4.7	safe learning environment	Yes	\$50,000.00	46,580

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,874,751	\$2,187,650.00	\$1,800,442.00	\$387,208.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	tiered professional development	Yes	\$20,000.00	30,978		
1	1.2	supplemental instructional materials	Yes	\$50,000.00	55,820		
1	1.3	teacher support	Yes	\$20,000.00	8,978		
1	1.4	extended learning time	Yes	\$575,000.00	404,801		
1	1.5	lower teacher/student ratio	Yes	\$625,000.00	699,209		
1	1.6	extended learning time	Yes	\$35,000.00	99,969		
1	1.7	extended learning time	Yes	\$25,000.00	0		
1	1.8	experiential learning	Yes	\$10,150.00	9,741		
1	1.9	extended learning time	Yes	\$15,000.00	0		
1	1.10	broad course of study access	Yes	\$150,000.00	0		
1	1.11	experiential learning	Yes	\$17,000.00	10,009		
1	1.12	data tracking system	Yes	\$3,000.00	5,501		
2	2.2	supplemental instructional materials	Yes	\$5,000.00	8,490		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	extended learning time	Yes	\$30,500.00	9,000		
2	2.4	extended learning time	Yes	\$5,000.00	0		
2	2.5	parent engagement	Yes	\$5,000.00	1,163		
2	2.6	experiential learning	Yes	\$6,000.00	0		
2	2.7	incentives for achievement	Yes	\$5,000.00	1,617		
3	3.1	technical support	Yes	\$155,000.00	123,853		
3	3.2	supplemental materials	Yes	\$5,000.00	5,588		
3	3.3	technology support	Yes	\$15,000.00	1,667		
3	3.4	supplemental materials	Yes	\$12,000.00	42,905		
3	3.5	technology literacy	Yes	\$2,500.00	2,300		
3	3.6	parent training	Yes	\$1,500.00	0		
3	3.7	technology	Yes	\$75,000.00	6,506		
3	3.8	home/school communication	Yes	\$18,000.00	3,780		
4	4.1	student support	Yes	\$180,000.00	141,019		
4	4.2	student support	Yes	\$50,000.00	80,593		
4	4.3	incentives for achievement	Yes	\$13,000.00	1,535		
4	4.4	student support	Yes	\$3,000.00	700		
4	4.5	parent engagement	Yes	\$3,000.00	0		
4	4.6	student support	Yes	\$3,000.00	2,997		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.7	safe learning environment	Yes	\$50,000.00	41,723		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,315,540	1,874,751	8.26	43.529%	\$1,800,442.00	0.000%	33.871%	\$513,372.60	9.658%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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