COLFAX
ELEMENTARY
SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colfax Elementary School District

CDS Code: 31 66795 0000000

School Year: 2024-25

LEA contact information:
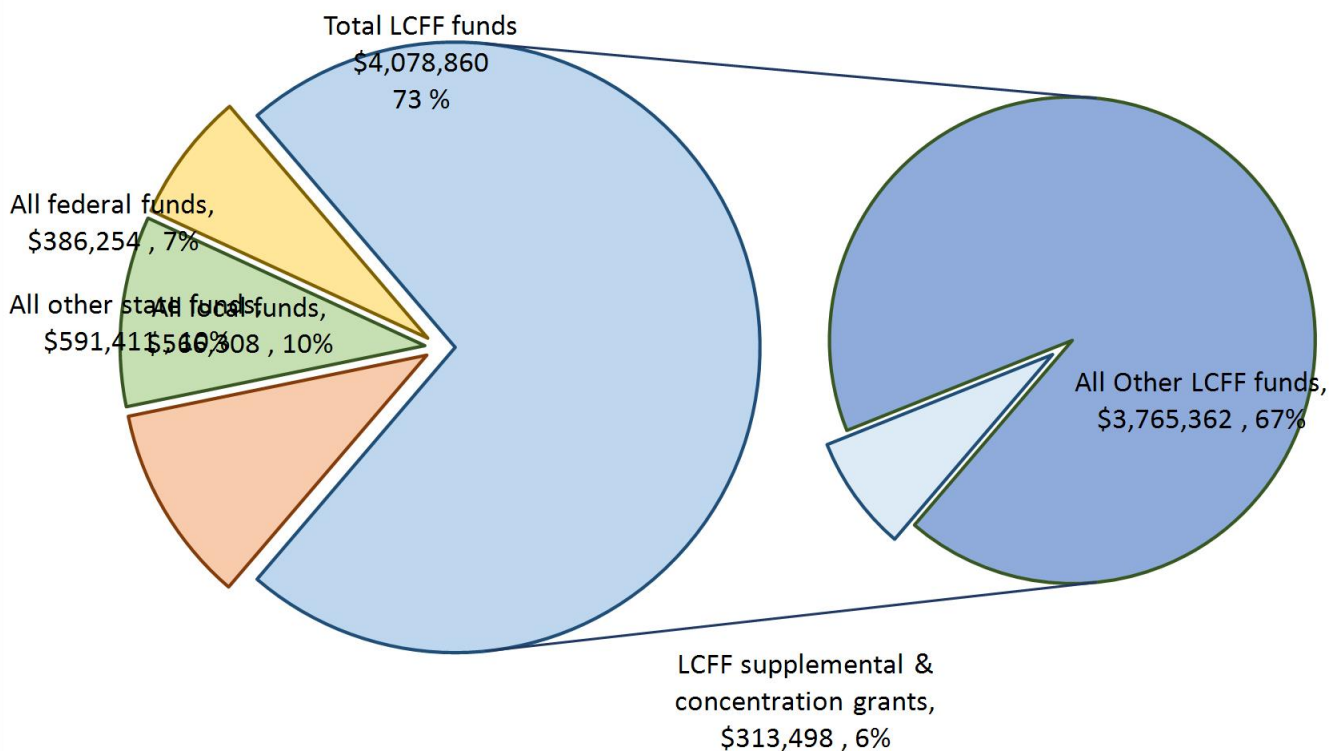
Andrew Giannini, Ed.D

Superintendent

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(530) 346-2202

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$4,078,860
73 %

All federal funds,
$386,254 , 7%

All other state funds,
$591,411 , 10%

All local funds,
$566,308 , 10%

All Other LCFF funds,
$3,765,362 , 67%

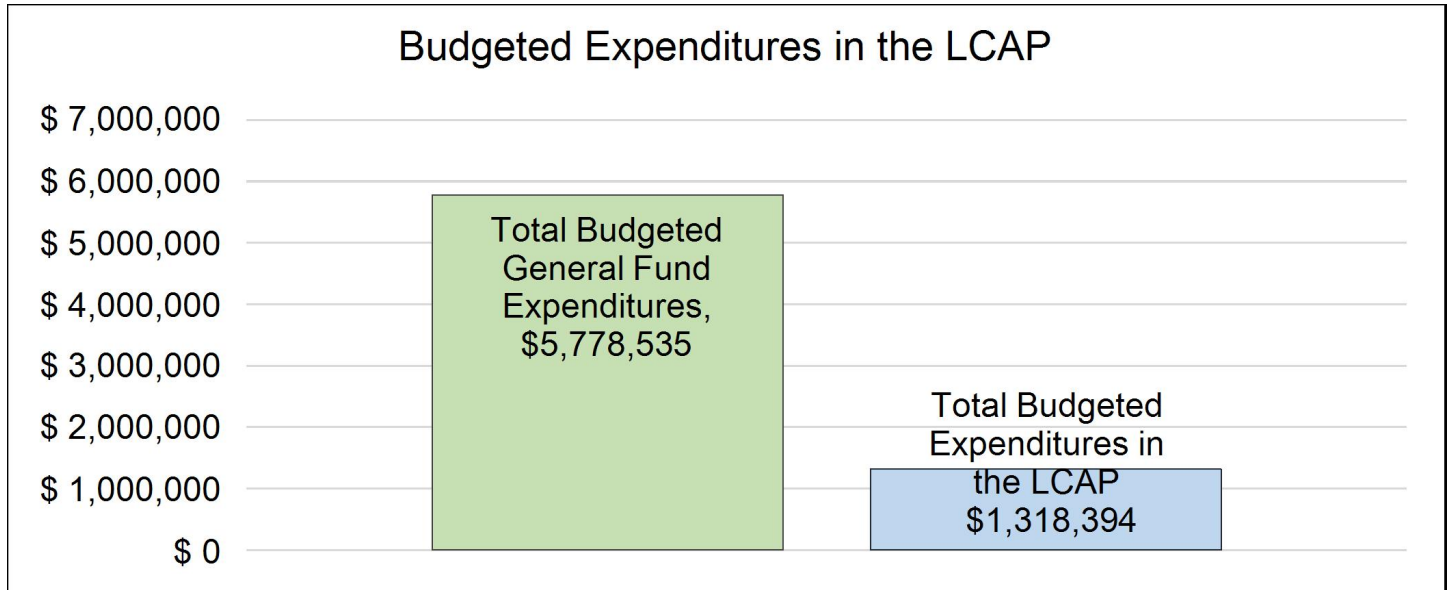LCFF supplemental & concentration grants,
$313,498 , 6%

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

The text description for the above chart is as follows: The total revenue projected for Colfax Elementary School District is $5,622,833, of which $4,078,860 is Local Control Funding Formula (LCFF), $591,411 is other state funds, $566,308 is local funds, and $386,254 is federal funds. Of the $4,078,860 in LCFF Funds, $313,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 7,000,000	
$ 6,000,000	
$ 5,000,000	Total Budgeted General Fund Expenditures, $5,778,535
$ 4,000,000	
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $1,318,394
$ 1,000,000	
$ 0	

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

The text description of the above chart is as follows: Colfax Elementary School District plans to spend $5,778,535 for the 2024-25 school year. Of that amount, $1,318,394 is tied to actions/services in the LCAP and $4,460,141 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
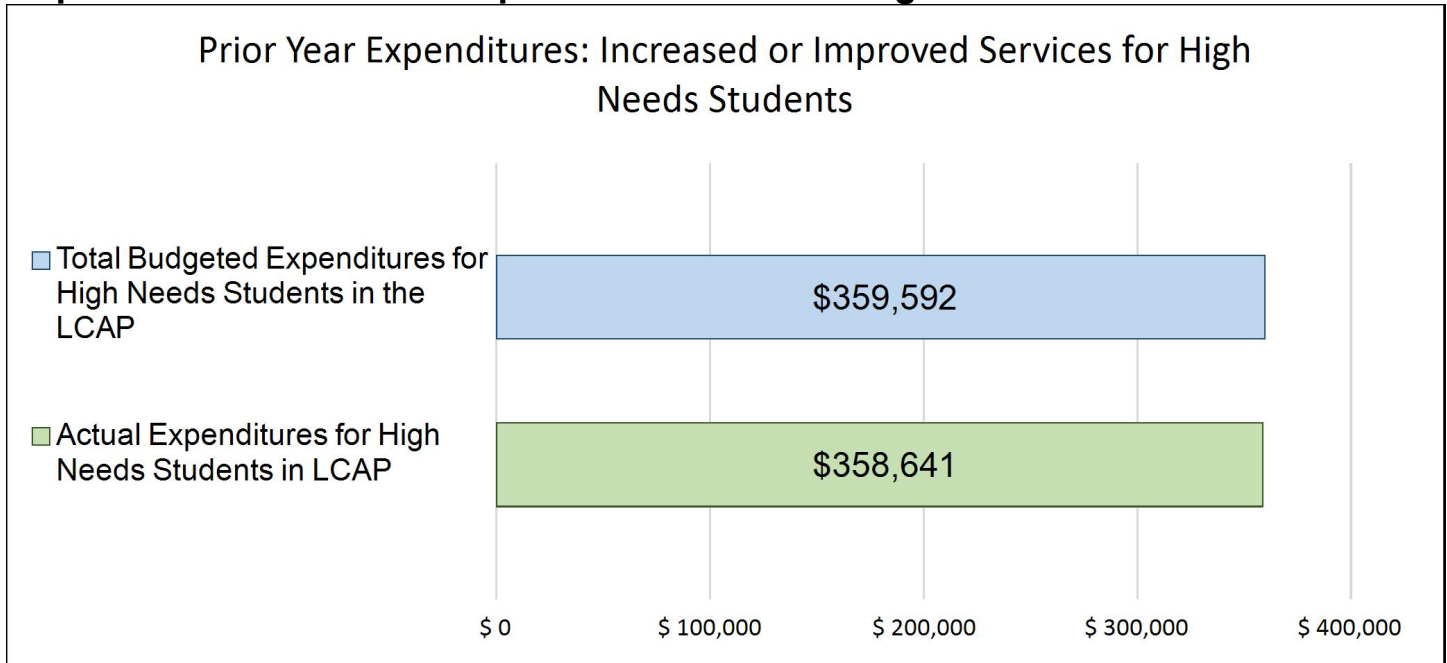
The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including, but not limited to, the salaries and benefits of certificated, classified, and administrative staff and costs of materials and services to support our educational programs.

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

In 2024-25, Colfax Elementary School District is projecting it will receive $313,498 based on the enrollment of foster youth, English learner, and low-income students. Colfax Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colfax Elementary School District plans to spend $322,274 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP
$359,592

☐ Actual Expenditures for High Needs Students in LCAP
$358,641

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000

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

The text description of the above chart is as follows: In 2023-24, Colfax Elementary School District's LCAP budgeted $359,592 for planned actions to increase or improve services for high needs students. Colfax Elementary School District actually spent $358,641 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-951 had the following impact on Colfax Elementary School District's ability to increase or improve services for high needs students:

The difference of $951 is approximately 0.3% of the budgeted expenditures resulting from lowered spending towards PBIS implementation. This deficiency however did not impact the actions and services for those students with high needs.

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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
Colfax Elementary School District	Andrew Giannini, Ed.D Superintendent	agiannini@colfax.k12.ca.us (530) 346-2202

Goals and Actions

Goal

Goal #	Description
1	Annually increase student achievement in ELA and Math for all students by 10% on local assessments (e.g. iReady) through high quality classroom instruction and intervention while narrowing the performance gaps between all student groups; socioeconomically disadvantaged students, students with disabilities and English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all TK-8th grade students on or above grade level in ELA and MATH on: IReady assessments CAASPP assessments	50% of students were on grade level or above in ELA on the iReady diagnostic in the spring of 2021 44% of students were on grade level or above in math on the iReady diagnostic in the spring of 2021	46% of students were on grade level or above in ELA on the iReady diagnostic in the spring of 2022 44% of students were on grade level or above in math on the iReady diagnostic in the spring of 2022 CAASPP Scores for 2020-2021 for students at or above grade level English Language Arts: All: 33.06% Students with disabilities: 23.33% Low Income: 30.21% Math	47% of students were on grade level or above in ELA on the iReady diagnostic in the spring of 2023 40% of students were on grade level or above in math on the iReady diagnostic in the spring of 2023 CAASPP Scores for 2021-2022 for students at or above grade level English Language Arts: All: 36.25% Students with disabilities: 6.06% Low Income: 27.08%	42% of students were on grade level or above in ELA on the iReady diagnostic in May 2024. 32% of students were on grade level or above in math on the iReady diagnostic in May 2024. CAASPP Scores for 2022-2023 for students at or above grade level English Language Arts: All: 31.60% Students with disabilities: 16.13% Low Income: 25.47%	Annual increase of 10% overall improvement annually in ELA and math and 80% of students on or above grade level on the iReady diagnostic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All: 24.58% Students with disabilities: 6.6% Low Income: 22.10 We did not make 10% growth annually of students on grade level.	Math All: 35.06% Students with disabilities: 6.25% Low Income: 28.42% Overall, grade 3-8 students improved in ELA on the CAASPP assessment by 3.19% but did not meet the LCAP goal for 10% growth. Students with disabilities and students from low income homes scored lower on the ELA CAASPP when compared with the 2020-2021 school year.	Math All: 30.04% Students with disabilities: 12.90% Low Income: 27.36% Overall, grade 3-8 students declined in ELA on the CAASPP assessment by 4.65% and did not meet the LCAP goal for 10% growth. Students with disabilities increased 10.07%, on the ELA CAASPP when compared to 2021-2022 results. Students from low income homes scored lower on the ELA CAASPP with a decrease of 1.61% when compared with the 2021-2022 school year. Students in grades 3-8 declined in Mathematics on the CAASPP assessment by 5.02% and did not meet the LCAP goal for 10% growth. Students with	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				disabilities increased 6.65%, on the Mathematics CAASPP when compared to 2021-2022 results. Students from low income homes scored lower on the Math CAASPP with a decrease of 1.06% when compared with the 2021-2022 school year.	

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.

In the 2023-2024 school year, Colfax Elementary School District (CESD) undertook efforts to achieve the goal of annually increasing student achievement in ELA and Math by 10% on local assessments while narrowing performance gaps among various student groups. However, the results indicate that CESD did not meet the LCAP goal for 10% growth in either ELA or Math. In ELA, grade 3-8 students experienced a decline of 4.65% on the CAASPP assessment compared to the previous year, falling short of the targeted growth. Despite this overall decline, students with disabilities demonstrated a notable improvement of 10.07% in ELA compared to the 2021-2022 results. However, students from economically disadvantaged backgrounds scored lower on the ELA CAASPP, with a decrease of 1.61% compared to the previous year. Similarly, in Mathematics, grade 3-8 students saw a decline of 5.02% on the CAASPP assessment, failing to meet the LCAP goal for growth. Although students with disabilities showed improvement, with an increase of 6.65% compared to the previous year, students from economically disadvantaged backgrounds scored lower in Math, with a decrease of 1.06% compared to the 2021-2022 school year.

The following actions were implemented as planned:
1.1 was fully implemented with all students participating in iReady diagnostic assessments in reading and mathematics during the school year. These assessments provided a comprehensive understanding of students' learning needs and progress over time, enabling teachers and staff to tailor instruction effectively.

1.2 was fully implemented with staffing and support systems increased as proposed to support student learning. CESD bolstered its support for differentiated instruction by funding positions such as a Title I Teacher and Intervention Paraprofessionals. These resources enabled the implementation of specialized programs like Sonday systems used daily during a school-wide Intervention Block as part of a comprehensive Multi-Tiered System of Support. Parent volunteers also implemented Site Word Busters that focused on improving literacy and fluency skills among students. The district also invested in its library program by contracting a Credentialed Library Media teacher and hiring a library aide. This ensured that students had increased access to resources and support both during and after school hours.

1.3 was fully implemented with the exception of one classroom with a student to staff ratio of 35 to 1.

1.4 was fully implemented with all staff receiving professional development throughout the school year. Professional development opportunities were expanded for teachers and instructional staff to include a focus on NGSS and hands-on science instructional strategies, the integration of Universal Design for Learning in all classrooms, and the identification of Essential Learning Outcomes for competency-based grading and reporting practices. This investment aimed to improve the quality of instruction and alignment with essential standards across grade levels and also contributed to the creation of a standards-based report card to be implemented in the 2024-2025 school year.

1.6 was fully implemented. CESD continued support for staff and students with the funding of a full-time Principal and Superintendent. These positions provided crucial organizational support to students and staff, ensuring that resources were effectively allocated and interventions were implemented with fidelity.

The following action was not implemented as planned:
1.5 was not implemented. During the three year LCAP cycle, CESD was ineffective in creating a vertically articulated writing program. The writing program was unable to move forward because Essential Learning Objectives had not been identified in English/Language Arts for each grade level. With this step completed, the CESD staff will begin the process of creating a writing program starting in the 2024-2025 school year as a focus of the new LCAP cycle.

Moving forward, CESD will continue to reassess and refine its approach to addressing student achievement and narrowing performance gaps for all students. This will involve a more targeted and data-driven intervention plan, increased professional development opportunities for teachers to support diverse learners, and enhanced collaboration with community stakeholders to address socioeconomic barriers to learning. Regular monitoring and evaluation of strategies, along with adjustments based on data analysis, will be crucial for driving improvement in student outcomes in subsequent academic years. By implementing these improvements in services and supports, CESD demonstrated a commitment to continuous growth and advancement in student achievement while addressing equity and inclusion across diverse student populations. Because of the success of these actions, CESD will continue to build on this foundation moving forward into the next LCAP cycle starting in the 2024-2025 school year.

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.

For Goal 1, Action 3, one of the new teachers hired at the beginning of the fiscal year was placed higher than the anticipated salary placement during budget development. The new hire was needed in order to keep grade 8 class sizes low.

For Goal 1, Action 4, the District had five new certificated teachers. Of those five, four came in to the District with less than three years of experience. The new individuals participated in multiple professional development opportunities, both on- and offsite.

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

From 2021 to 2024, Colfax Elementary School District (CESD) implemented significant enhancements to its services and supports to effectively advance the goal of annually increasing student achievement in ELA and Math by 10% on local assessments while narrowing performance gaps among student groups. The following actions were effective in increasing student achievement in ELA and Mathematics while narrowing performance gaps between all student groups:

1.1 was effective in providing staff with disaggregated data to create reading and math intervention groups at two Collaborative Conferences throughout the school year.
1.2 was effective as evidenced by an increase in students becoming proficient in reading comprehension and fluency between September and March on Collaborative Conference data and assessments.
1.3 was effective in lowering student to teacher ratios for an average of 20.8 students to 1 classroom teacher for all classrooms at CESD.
1.4 was effective in providing 8 hours of professional development to all certificated and classified staff at CESD. This action was also effective in identifying Essential Learning Objectives and formative assessments in ELA and mathematics for all grades K-8 and laying a foundation for learning and instruction for years to come.
1.6 was effective in providing systems and supports to improve student learning and outcomes on campus. PBIS was implemented along with an intervention block and a district-wide plan for professional development.

The following actions were ineffective:

1.5 was not effective. A vertically articulated writing program was not created for CESD. This will be a focus in the upcoming LCAP cycle from 2024 to 2027.

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.

In response to the reflections on prior practice and the need to improve student achievement in ELA and Math, Colfax Elementary School District (CESD) has proposed several changes for the new LCAP cycle from 2024-2027. Goal 1 will be for all students at Colfax Elementary to benefit from rigorous learning conditions and a broad course of study that develop individual skills to be adaptive to change and resilient to challenges by meeting proficiency in ELA and Mathematics as measured by local and state assessments while narrowing performance gaps between all student groups. The metrics used to monitor this goal will be:

Metric 1.1: The percent of students in grades 3-8 who have met or exceeded standard in ELA and Math as measured by the annual SBAC test.
Metric 1.2: Student performance on the Smarter Balanced Summative Assessment as measured annually by Points From Standard on the California Dashboard.
Metric 1.3: Percent of students in grades K-8 who are proficient annually in ELA and Math as measured by iReady assessments.
Metric 1.4: The percent of parents who agree that Colfax Elementary offers a broad course of study and has quality programs for their child's talents, gifts, or
special needs as measured by the annual California Healthy Kids Survey.

Action 1.1 for the 2024-2025 LCAP will focus on the continuation of the District's Intervention Block for the next three years. One significant change over the next three years will be the implementation of grade-level formative assessments based on identified Essential Learning Objectives, in addition to utilizing iReady scores and CAASPP result to provide a more comprehensive understanding of student progress and areas needing improvement, allowing for more targeted interventions. Furthermore, CESD plans to disaggregate data by student and subgroup through Collaborative Conferences three times annually to better identify specific needs and tailor interventions accordingly. This will enable the district to address performance gaps among various student groups more effectively. To support these interventions, CESD will continue to fully staff an Intervention team comprised of a Reading Specialist and two paraprofessionals. This team will play a crucial role in providing targeted support to students who require additional assistance in ELA and Math.

Action 1.2 for the 2024-2025 LCAP will shift professional development to enhancing classroom instruction for all grades TK-8. Professional development for teachers will focus on the continued implementing of Universal Design for Learning (UDL) strategies to identify barriers to student learning and to create inclusive educational environments. Additionally, teachers will receive training in inquiry-based instructional strategies in Math, acknowledging that Math has been identified as an area of lower student proficiency over the previous LCAP cycle.

Action 1.3 for the 2024-2025 LCAP will focus on adopting strong curricula and intervention materials that are current and based upon CDE adopted content standards. Core curriculum will be purchased for content instruction that is research-based and reflects best practices as recommended by the California Department of Education. Staff training will occur to implement the curriculum with fidelity. Social Studies curriculum will be adopted in the 2024-2025 school year followed by an adoption for mathematics in the 2026-2027 school year. Curriculum and learning materials for TK will be purchased in 2024-2025, and curriculum and learning materials for middle school agriculture will be purchased in 2024-2025.

Action 1.4 for the 2024-2025 LCAP will increase staff at CESD to provide a broader course of study. An Art Teacher will be funded to provide art instruction for students. An Agriculture Teacher will be funded to provide agriculture instruction for students. A Physical Education Teacher will be funded to provide PE instruction for students.

Action 1.5 for the 2024-2025 LCAP will be to continue to develop expanded learning opportunities for students after school and during Spring and Summer breaks. Expanded Learning Opportunities will be provided to students in grades TK-8 with priority given to unduplicated students who are foster youth, from economically disadvantaged homes, and are experiencing housing insecurity. An After-School coordinator and team of assistants will offer engaging activities and academic support for students after each school day. Also, Colfax ESD will contract with Placer Repertory Theater to offer a Visual and Performing Arts Academy after school each day for students in TK-8 grade. Staff will also provide clubs for students after school and will coach sports programs. A Spring Break and Summer School program will be provided annually to extend student learning outside of the regular school calendar. Priority for participation in all Expanded Learning Opportunity Programs will be given to unduplicated students. After school programs will expand learning and provide additional opportunities for all students, including students from economically disadvantaged backgrounds and homeless and foster youth, to participate in the visual arts, sports, and performing arts.

Action 1.6 for the 2024-2025 LCAP will be to start an after-school tutoring program. After-School tutoring will be provided to students identified as foster youth, homeless, and from socio-economically disadvantaged backgrounds. Tutoring will also be provided to students with identified disabilities. After-school tutoring will be provided by existing CESD staff or by contract with community-based organizations. After-School tutoring will provide foster youth, students who are homeless, and students from socio-economically disadvantaged backgrounds with opportunities to receive additional instruction without cost or travel.

By implementing these goals, proposed changes and actions, CESD aims to build upon lessons learned from previous years and create a more effective framework for achieving its goal of increasing student achievement in ELA and Math while narrowing performance gaps among student groups.

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	Create opportunities for a broader course of study in arts and science

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey question regarding Broader Course of Study and student instructional time in Art and Science. Master Schedule time dedicated time for Arts and Science	75% of Parents surveyed indicated that their students have enough access to a Broad Course of Study such as Arts and Science. 150 minutes a week dedicated to Arts and Science for all students.	89% of Parents surveyed spring of 2022 indicated that their students have enough access to a Broad Course of Study such as Arts and Science.	59% of parents agreed that the school has quality programs for their child's gifts, talents, or special needs according to the California Healthy Kid's Survey. This is baseline data reflecting the use of a new survey instrument for the 2022-2023 school year for students, staff, and parents.	49% of parents agreed that the school has quality programs for their child's gifts, talents, or special needs according to the California Healthy Kid's Survey.	85% of Parents surveyed will indicate that their students have enough access to a Broader Course of Study.

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.

Over the past academic year, Colfax Elementary School District (CESD) has actively implemented various initiatives to achieve its goal of providing a comprehensive course of study for all students. The successful implementation of initiatives at Colfax Elementary School District (CESD) is corroborated by student survey data collected during the 2023-2024 school year. According to the survey:

78% of grade 4-8 students reported feeling proud, strong, and determined. This indicated a high level of confidence and resilience among the student body, potentially attributed to the comprehensive course of study and enrichment programs implemented by CESD.

77% of students stated that they can stay focused on their hopes and dreams even when faced with challenges. This suggests that students feel supported and equipped with the necessary skills and resources to persevere and pursue their goals, which could be attributed to the diverse educational opportunities provided by CESD.

67% of students indicated that they have ways to be a leader at school. This demonstrates that students are actively engaged in leadership roles and opportunities within the school community, potentially facilitated by programs such as the After-School Club and ELOP, which encourage student involvement and empowerment.

Action 2.1 was partially implemented. The Science TOSA position was eliminated in the 2022-2023 school year.

Action 2.2 was not implemented. For the 2023-2024 school year, CESD planned to partner with Colfax High School to provide a music teacher, but this initiative was not implemented. Instead, the district aims to explore collaboration with local music businesses to offer music instruction after school, with plans to reconsider partnering with Colfax High School for the 2024-2025 school year.

Action 2.3 was fully implemented in 2021-2022. For the remainder of the LCAP cycle, CESD ensured a consistent and thorough approach to science education district-wide by purchasing science curriculum for all grades over two consecutive years. Daily, 55-minute science instruction in grades 6-8 emphasized the significance of regular exposure to scientific concepts, fostering a deeper understanding among middle school students. To enrich students' learning experiences, CESD supplemented the curriculum with hands-on science lessons from WonderGround Science in grades TK-5, making science more engaging and tangible.

Action 2.4 was fully implemented. Through a collaborative effort with a local school district, CESD funded a VAPA (Visual and Performing Arts) teacher to provide regular arts instruction for grades 4-8, contributing to a well-rounded education.

Action 2.5 was fully implemented. Extending arts opportunities beyond regular school hours, CESD contracted Placer County Repertory Theater for VAPA instruction during after-school and break periods, enriching students' artistic experiences. The successful implementation of the Extended Learning Opportunities Program demonstrated CESD's commitment to meeting the varied needs of its student body, providing diverse educational experiences for TK-8th grade students.

Action 2.6 was fully implemented. CESD expanded the After-School program to serve approximately 80 students, ensuring effective management and supervision by hiring additional staff members. By purchasing an online enrichment curriculum for the After-School program, CESD maintained a focus on STEAM education, aligning with modern educational priorities and preparing students for success in an interdisciplinary world.

Action 2.7 was partially implemented. Resuming the CESD After-School Club program with seven clubs in January 2024 offered students hands-on creative activities, with increased hourly rates to staff advisors recognizing their invaluable contributions. Through collaboration with external partners and regular evaluation of programs, CESD fostered increased student engagement, enhanced learning outcomes, and garnered positive feedback from students, parents, and the community.

Overall, these initiatives have effectively equipped CESD students with the skills and knowledge necessary for academic success and personal growth, fulfilling the goal of creating a broader course of study for all.

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.

For Action 2.2, the District did not enter into an agreement with the high school for music instruction, therefore no costs were incurred.

For Action 2.5, the contract with the Placer Repertory Theater entered into in 2022-23 that covered the school year 2023-24 did not include the provision of services during spring and summer breaks. The District incurred additional cost to provide services during these nonschooldays to comply with the requirements of the ELO-P program.

For Action 2.6, the After-School Care program was expanded, needing additional staffing. The original budget only included costs for one aide. The District added another aide in the in the middle of the school year.

For Action 2.7, actual expenditures fell below the budgeted amounts as there were less personnel costs incurred, since clubs were only offered beginning in January 2024.

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

From 2021 to 2024, Colfax Elementary School District (CESD) implemented significant actions to create opportunities for a broader course of study in arts and science. The following actions were effective in increasing a broader course of study for students:

Action 2.3 was effective in providing students and staff an increased understanding of the new state science standards with daily learning from a newly adopted science curriculum. This was evidenced by an increase in science proficiency as measured by the CAASPP test in 2023-2024.

Action 2.4 was effective in providing students with increased learning in the visual arts as evidenced by 199 students or 56% of the CESD student population experiencing 50 minutes of dedicated arts instruction weekly. Art instruction was provided for all students once a week in grades 4 through 8 throughout the 2023-2024 school year. For the upcoming 2024-2024 school year, an agriculture teacher has been hired to provide an increased broader course of study.

Action 2.5 was effective by providing more than 30 students an opportunity to grow in performing arts skills in a VAPA Academy after school. The students in the VAPA Academy successfully performed two live performances for students and families throughout the 2023-2024 school year.

Action 2.6 was effective as evidenced in the participation of over 50 students in the STEAM After-School program throughout the 2023-2024 school year.

Action 2.7 was effective as evidenced by the successful implementation of 10 after-school clubs in cartooning, rock painting, ceramics, and robotics.

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.

Colfax Elementary School District is changing LCAP goals from the past three academic years to ensure all students become informed citizens who experience an enriching curriculum fostering analytical thinking and catering to diverse learning needs. The district aims to engage students through inquiry-based learning, fostering critical thinking skills essential for their roles as informed citizens in society. To monitor progress, new metrics will be established, including ensuring 85% or more of parents agree that the school offers quality programs for their child's gifts, talents, or special needs, as assessed by the California Healthy Kid's Survey. In alignment with these objectives, some actions will be continued and new actions will be implemented.

Action 1.4 will provide additional staff for a broader course of study over the next three school years. CESD will continue to fund a .6 FTE Visual and Performing Arts teacher to provide comprehensive arts education. The continued funding of After-School Mindsets curriculum will further support students' social-emotional growth and resilience. There will also be a shift to content-specific instruction in the middle school program provided by staff with single subject credentials, ensuring depth and expertise in core subjects. This will include the addition of agriculture as a required course of study for all students in grades 6 through 8.

Action 1.5 will continue to provide expanded learning opportunities for students in after school programs and during Spring and Summer Breaks. Furthermore, the ongoing partnership with Placer Repertory Theater for ELOP drama instruction will enhance students' creativity and self-expression. Lastly, teaming with the local high school to provide music instruction will broaden students' exposure to the arts and foster a well-rounded education.

Through these actions and metrics, Colfax Elementary School District is committed to nurturing informed citizens who are equipped with the skills and knowledge to thrive in an ever-changing world.

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	Create a more safe, welcoming and connected learning environment for all students including all student groups; socioeconomically disadvantaged students, students with disabilities and English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Student Behavior Referrals 2) Master Schedule for Second Step 3) Student Attendance 4) Suspensions on California Dashboard 5) Chronic Absenteeism	1) 440 referrals student Behavior Referrals 2) Second Step 3 times a week 3)Student Attendance 94% 4) Suspensions California Dashboard-Green 5) Chronic Absenteeism- see year 1 outcome	1) Student behavior referrals increased from 400 to 511 referrals. 2) Second Step curriculum was completed more than three (3) days a week in most classrooms. 3) Student attendance was 90%. 4) Suspensions for the 2021/22 school year was 20 students at 6.06% 5) Chronic Absenteeism: All students - 44.5% Students with disabilities - 45.1%	1) Major student referrals totaled 312 for the 2022-2023 school year. 2) Second Step was replaced by Character Strong curriculum in the 2023-2024 school year. 3) Student attendance was 92%. 4) Suspensions for 2022-2023 were 8 students at 2.29% 5) Chronic Absenteeism: All students - 40.9% Students with disabilities - TBD Low income students - TBD	1) Major student referrals totaled 273 for the 2023-2024 school year. 2) Character Strong has replaced Second Step. Character Strong is being implemented at least two times weekly. 3) Student attendance is 93% 4) Suspensions for 2023-2024 were at 12 students for a total of 3% 5) Chronic Absenteeism: All students - 29.1% Students with disabilities - 33.1%	1) Reduce referrals by 10% to 396 or less 2) Transition to Character Strong curriculum use in all TK-8 classrooms three days a week 3) Increase Student Attendance 95% 4) Place data of Suspensions (Blue) on California Dashboard or remain at 1% or less. 5) Chronic Absenteeism All students -10% Student with disabilities 10% Low Income Students - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income Students - 52.4% Hispanic/Latino Students - 54.5%	Hispanic/Latino students - TBD	Low income students - 36.5% Hispanic/Latino students - 40%	

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.

The goal of creating a safer, more welcoming, and connected learning environment for all students, including socioeconomically disadvantaged students, students with disabilities, and English Learners, was fully implemented and successful at Colfax Elementary School District (CESD). The implementation of various actions ensured the realization of this goal. The following actions were implemented effectively:

Action 3.1 was fully implemented. At CESD, efforts such as Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) were coordinated with other school-wide programs. A dedicated MTSS/PBIS Team utilized data to make informed recommendations regarding PBIS implementation. CESD developed and initiated school-wide teaching and acknowledgment strategies to reinforce positive behaviors. Behavioral expectations were formally taught to students, and the Family Handbook was reviewed annually to ensure its relevance and effectiveness and was regularly updated based on parent surveys and Site Council feedback. Additionally, 8th-grade promotion expectations were revised and clarified to promote inclusivity. Consistent rewards for positive behaviors were implemented, fostering a culture of encouragement and recognition. The Big Brothers Big Sisters mentoring program was rejuvenated, with high school students serving as mentors to enhance student support. Office referral forms were consistently completed by staff, streamlining the disciplinary process. Collaboration with Placer County Office of Education (PCOE) on tobacco prevention initiatives further contributed to a safer environment. Comprehensive training and support were provided to all CESD staff to ensure the effective implementation of Restorative Practice Questions, promoting conflict resolution and accountability. The implementation of the StopIt App enabled anonymous reporting of bullying or suicidal ideation concerns, ensuring swift intervention and support. Discipline and behavior data were meticulously gathered and analyzed, guiding decision-making processes.

Action 3.2 was fully implemented. Regular communication and training sessions, including fire and lockdown drills, reinforced safety protocols. Additional staff training on safety procedures and visitor protocols further enhanced security measures. The addition of a part-time Office/Health Clerk position facilitated improved family engagement, student attendance, and health support.

Action 3.3 was fully implemented. An Attendance Improvement Plan, with a focus on addressing the needs of socioeconomically disadvantaged students, was fully implemented.

Action 3.4 was fully implemented. The establishment of a Wellness Center provided vital social-emotional support, including counseling and family resources. The integration of Second Step Curriculum and MTSS program support further bolstered social-emotional learning efforts. Counseling services were expanded, with a focus on supporting the mental health of all students, particularly unduplicated students. Regular meetings of the mental health team and the implementation of a clothing closet addressed additional student needs. Tier 2 interventions, such as Check-in and Check-out systems, were deployed as necessary to provide targeted support. The STOPIt reporting system empowered students to anonymously report concerns, fostering a culture of accountability. Staff wellness was prioritized through the establishment of a health and wellness committee, promoting a supportive work environment.

Action 3.5 was fully implemented. Physical infrastructure improvements, including air conditioning systems and ADA compliance updates, further enhanced the learning environment. Addressing maintenance needs, such as roof repairs and carpet replacements, ensured a safe and conducive learning environment. Future planning for Iowa Hill School demonstrated a commitment to continuous improvement of the community.

In conclusion, the successful implementation of these actions at CESD resulted in a more inclusive, supportive, and secure learning environment for all students, fulfilling the overarching goal of creating a safe, welcoming, and connected educational community.

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.

For both Actions 3.3 and 3.4, the District initially earmarked $266k in its remaining ESSER funds to pay for the cost of continuing the Wellness Center on campus. The Wellness Center was established to find the root cause of absences for chronically absent students, and direct focus on the needs of those students by implementing a Check In-Check Out program. This earmarked amount was lowered down to $179k due to the remaining Sutter Grant funds available at the end of the 2022-23 school year, which the District previously used to pay for the Wellness Center in 2022-23. The cost of the Wellness Center covered by the Sutter Grant funds was not included in the LCAP funds, therefore the amount freed up by the use of such funds was saved for the FY 2024-25.

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

The specific actions implemented during the three-year LCAP cycle at Colfax Elementary School District (CESD) have proven highly effective in advancing the overarching goal of creating a safer, more inclusive, and connected learning environment.

Action 3.1 was effective as evidenced in a decrease of major student referrals over the three-year LCAP cycle. Over this period, there was a remarkable reduction of 167 referrals. This decline indicates a marked improvement in student behavior and a shift towards more positive and supportive disciplinary practices. Additionally, the replacement of Second Step with Character Strong, implemented at least twice weekly, demonstrates a deliberate effort to enhance social-emotional learning. Character Strong's regular implementation provides consistent opportunities for students to develop crucial skills such as empathy, resilience, and responsible decision-making.

Action 3.2 was effective as evidenced by the creation of an Incident Command structure, a process for reunification of students with families, and the creation of the district's first staff manuals on conducting Risk Assessments and Threat Assessments.

Action 3.3 was effective as evidenced in an increase in of average daily student attendance and a decrease in chronic absenteeism. There has been an increase in current average daily student attendance to 93%, marking a notable improvement of 3% over the past three years. This increase suggests successful interventions aimed at addressing attendance barriers, promoting family engagement, and fostering a culture of belonging within the school community. Additionally, the substantial decreases in chronic absenteeism rates across various student groups are particularly noteworthy. For all students, the rate decreased to 29.1%, reflecting a significant 15.4% reduction over three years. Similarly, students with disabilities, low-income students, and Hispanic/Latino students experienced notable decreases of 12%, 16%, and 15%, respectively, over the same period. These reductions highlight targeted interventions aimed at addressing attendance disparities and providing additional support to vulnerable student populations. In summary, the evidence of progress underscores the effectiveness of the specific actions implemented during the LCAP cycle at CESD.

Action 3.4 was effective as evidenced in the reduction of student suspensions for 2023-2024 to 12 students, constituting 3% of the student population, reflects a significant decrease of 3% over the past three years. This decline indicates a shift towards more restorative and supportive disciplinary practices, contributing to a positive school climate and reduced exclusionary measures.

Action 3.5 was effective as evidenced in an increased FIT score from "Fair" to "Good" over the past three years.

The substantial improvements in student behavior, attendance rates, and reductions in disciplinary actions and chronic absenteeism demonstrate a tangible impact on creating a safer, more inclusive, and connected learning environment for all students.

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.

In 2024-2025, this goal has been written to state, 'All students in CESD will grow in social and emotional health by benefiting from relationships that value the voice of each student in a safe, inclusive, positive, and engaging learning environment created through collaboration and connection between school, staff, parents, and community members build upon trust." These changes were made to reflect newly adopted board goals and to highlight and to continue actions CESD has taken to implement Integrated Positive Behavior and Support strategies in collaboration with Community Based Organizations and the PCOE Wellness Center on campus. This goal will be monitored using some previously used metrics in combination with new metrics. The following metrics will be used to monitor this goal:

Metric 2.1: The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-annual Kelvin Pulse Survey.

Metric 2.2: The percent of students in all grades who receive 0 to 1 referrals during the school year as measured by the SWIS Triangle Report.

Metric 2.3: The annual District Systems Fidelity Inventory score for Integrated Positive Behavior Intervention and Support (I-PBIS).

Metric 2.4: The percent of students chronically absent annually as reported by the California Dashboard.

Metric 2.5: The percent of students suspended as reported by the California Dashboard.

Metric 2.6: The percent of students in grades 4-8 resorting that they have the skills to deal with difficult people and situations as measured by the tri-annual Kelvin Pulse Survey.

Action 2.1 for the 2024-2025 LCAP will be to continue PBIS implementation and to implement Integrated Positive Behavior Intervention and Supports. The District will partner with Placer County Office of Education to fully implement Integrated Positive Behavior Intervention and Support. The full implementation of I-PBIS will include the coordination of site level and district level PBIS teams. The implementation of I-PBIS will guarantee consistent language and expectations for behavior for all students school-wide, will oversee the implementation 0f Tier 2 and Tier 3 interventions for students and families, and will organize District efforts to ensure a safe learning environment. Implementing Integrated Positive Behavior Intervention and Supports will provided increased services to unduplicated students by creating systems and structures of identification and ongoing monitoring to provide improved individual and group counseling and Tier 2 Social and Emotional interventions to foster youth, students experiencing housing insecurity, and students from economically disadvantaged homes.

Action 2.2 for the 2024-2025 LCAP will be to continue to fund a Wellness Center at Colfax Elementary School to support students, staff, and the community. An onsite Wellness Center will be funded and staffed in partnership with Placer County Office of Education to support students, staff, and community engagement. The Wellness Center will be staffed every school day with a full-time Mental Health Specialist (MHS) as a licensed social worker and a Family and Youth Community Liaison. The Wellness Center will provide mental health support services to individual students and to students in small groups. The Wellness Center will provide family workshops throughout the year to provide information on positive parenting strategies. The Wellness Center will partner with Community-Based Organizations to provide housing, clothing, and food assistance as needed to families and students. Unduplicated students will receive increased support and services through the Wellness Center through onsite counseling services and support with school attendance. Services will be provided without the need for families to travel to outside service providers. The Wellness Center will be available to all students for drop-in and scheduled services. Students in identified subgroups, such as students from economical disadvantaged backgrounds, homeless, and foster youth, will be given priority in receiving services. Services will include individual and small group counseling, clothing support, and food assistance.

Action 2.3 for the 2024-2025 LCAP will be to continue the Attendance Incentive Program and to begin an Attendance Recovery Program in CESD. An Attendance Incentive and Recovery Program will be implemented annually. The Attendance Incentive Program will include individual and class recognition monthly. The Attendance Recovery Program will include monthly offerings of Saturday School to recover lost instruction. The Attendance Recovery Program will also include involvement from office staff and the Wellness Center staff to communicate student attendance with families.

Action 2.4 for the 2024-225 LCAP will be to continue to improve the facilities of Colfax Elementary School District. Regular facilities improvements will occur to maintain a clean and safe learning environment conducive to student and staff wellness. Facility improvements will include upgrades to playgrounds, classroom doors, playfields, track restoration, and external siding.

Action 2.5 for the 2024-2025 LCAP will be to continue to implement strategies throughout the District for Universal Design for Learning. Universal Design for Learning will be implemented in all classrooms throughout the district at Colfax ESD. Certificated and classified staff will receive ongoing training in Universal Design for Learning to identify and remove barriers to classroom instruction for all students. Specifically, unduplicated students, foster youth, students from unsecure housing, and students with special needs will benefit from greater access to learning exemplified through instruction offered in different modalities, alternative methods of assessment, and adaptations to the learning environments. A focus will be placed on full inclusion in primary grades as an early intervention model.

Action 2.6 for the 2024-2025 LCAP will be to grow and to continue social and emotional instruction in the classrooms. Social and Emotional Instruction will be given to all students at least twice weekly in all classrooms. Curriculum will be purchased for Social and Emotional Learning for whole class instruction and for small group and individual support. Professional development for teachers and classified staff will be offered on an ongoing basis to ensure fidelity of use. Ongoing progress and data monitoring will occur to evaluate effectiveness. For students from economically disadvantaged backgrounds, students experiencing housing insecurity, and for foster youth, implementing regular social and emotional instruction in the classroom, in small groups, and individually will increase student skills to deal with difficult interactions and events while at school and outside of the school environment.

Action 2.7 for the 2024-2025 LCAP will be to continue the procedure and process of conducting annual IEP audits. The Colfax ESD special education and general education staff will conduct an audit of IEP behavior support plans and services for students with disabilities to proactively increase accommodations for students and to provide priority to students with disabilities receiving mental health services and support. Collaborative meetings will take place at the beginning of the school year between general education, special education, and paraprofessional staff to have conversations and to create action plans to fully implement behavior support plans and other interventions with fidelity. The objective of this action will be to reduce suspensions for students with disabilities by ensuring full implementation of behavior support plans and accommodations.

Action 2.8 for the 2024-2025 LCAP will be to create a new Student Welcome and Onboarding Program. A positive and supportive program will be implemented to specifically welcome students without secure housing to the school and to monitor the students ongoing transition involving staff, administration and fellow students. During the 2024-2025 school year, Colfax ESD staff will create an onboarding program to welcome students without secure housing in a more concerted way. The onboarding program will review school expectations and will connect new students with peers to develop friendships and to create a connection with the school culture.

These changes will continue to build organizational capacity by ensuring systems are in place and are effective in supporting positive social and emotional outcomes for both students and staff in the District.

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

COLFAX
ELEMENTARY
SCHOOL DISTRICT

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
Colfax Elementary School District	Andrew Giannini, Ed.D Superintendent	agiannini@colfax.k12.ca.us (530) 346-2202

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.

Located just five minutes off Interstate 80 along the Bear River in the Sierra Nevada foothills beneath the Tahoe National Forest, Colfax Elementary School District (CESD) offers a picturesque setting for learning. Our campus, nestled among pine trees, features cedar siding and green rooftops, reflecting a commitment to environmental stewardship. Serving students in grades TK-8, with approximately 360 enrolled, our one-school campus provides an intimate educational environment where everyone knows each other's names.

At CESD, we pride ourselves on being small enough to foster a sense of community, yet large enough to offer outstanding educational and enrichment opportunities. Our curriculum emphasizes 21st-century learning skills, focusing on problem-solving, collaboration, critical thinking, and global awareness. From raising trout in collaboration with local fisheries to utilizing 3D printers for engineering projects, our hands-on approach engages students at every level. Middle school students also benefit from agriculture education, and many students participate in our Visual and Performing Arts Academy after school.

Additionally, at CESD, we prioritize personalized support for every student through our Intervention Block program. Designed to address individual learning needs, students in all grades receive targeted reteaching in small groups for reading and mathematics. This program ensures that each student receives the necessary support to master essential skills, fostering academic growth and confidence. Whether through push-in or pull-out support, our dedicated educators work tirelessly to ensure that every student has the opportunity to succeed.

Furthermore, our commitment to inclusive education extends to our full-inclusion preschool, Transitional Kindergarten (TK), and kindergarten programs. These early childhood programs provide a nurturing environment where children of all abilities learn and grow together. With a focus on play-based learning and individualized support, our experienced educators lay the foundation for academic success and social-emotional development. Through differentiated instruction and a focus on early intervention, we ensure that every child receives the support they need to thrive from the very beginning of their educational journey.

Moreover, at CESD, our Wellness Center plays a vital role in promoting students' mental health and well-being. Staffed with dedicated professionals, including a full-time Mental Health Specialist and Family and Youth Community Liaison, the Wellness Center offers individual and group support to students. Beyond addressing mental health concerns, the center serves as a hub for building friendships and developing essential social skills. Through group activities, counseling sessions, and peer support initiatives, students learn to navigate challenges, form meaningful connections, and cultivate resilience. By fostering a supportive community within our school, the Wellness Center empowers students to thrive academically, emotionally, and socially.

Our facilities boast state-of-the-art technology, including Promethean whiteboards and 1:1 Chromebooks, enhancing digital instruction. Beyond academics, we offer a variety of enrichment programs such as visual art, STEM, drama, and music. Students also participate in athletic programs like cross country, track and field, volleyball, and basketball, fostering teamwork and physical fitness.

Community involvement is at the heart of CESD's mission. We collaborate with local organizations like the Colfax Lions Club, American Legion, and Colfax Garden Club Docents to enrich our students' educational experience. Recently, partnerships with Placer Repertory Theater and the City Council of Colfax have expanded our visual and performing arts programs, providing students with diverse creative outlets.

Aligned with our vision for student success, CESD is dedicated to achieving specific goals that shape our educational environment. First and foremost, we aim to equip students with the skills necessary to thrive in an ever-changing world. This includes fostering adaptability, resilience, and ensuring measurable growth for every student. Additionally, we recognize the critical role of our educators in realizing this vision. Therefore, we are committed to recruiting, training, and retaining high-quality staff who embody our values of trust, innovation, and collaboration. Furthermore, we prioritize the maintenance and development of state-of-the-art facilities through a comprehensive master plan, ensuring that our learning environments meet the evolving needs of both students and staff. Fiscal responsibility is another cornerstone of our mission, as we strive to maximize funds to deliver a comprehensive, safe, and enriching education for all. Finally, we endeavor to cultivate a culture of trust and collaboration, valuing the voices of our district and fostering meaningful connections with our community, neighbors, and partners. Through these goals, CESD remains steadfast in its commitment to providing an exceptional educational experience that empowers every student to succeed.

In essence, at Colfax Elementary School District, we are more than just a school; we are a close-knit community committed to nurturing future leaders. Through collaborative efforts between families, staff, and the broader community, we empower students to excel academically, socially, and personally, preparing them for success in our ever-changing world.

Our Local Control Accountability Plan (LCAP) goals for the next three years include:

Goal #1: All students at Colfax Elementary will benefit from rigorous learning conditions and a broad course of study that develop individual skills to be adaptive to change and resilient to challenges by meeting proficiency in ELA and Mathematics as measured by local and state assessments while narrowing performance gaps between all student groups.

Goal #2: All students in Colfax Elementary School District will grow in social and emotional health by benefiting from relationships that value the voice of each student in a safe, inclusive, positive, and engaging learning environment created through a collaboration and connection between school staff, parents, and community members built upon trust.

Reflections: Annual Performance

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

Colfax Elementary School District experienced great success between the 2022 school year and the 2023 school year. One example of success was a reduction in the percentage of students experiencing chronic absenteeism. In the 2023 school year, there was a reduction of 15.4% of students considered to be chronically absent during the school year. During the 2023 school year, an Attendance Incentive program was introduced to all students. Students received recognition monthly for coming to school with high rates of attendance. Also, the office clerk, Wellness Center staff, and school administration made personal phone calls to families to provide guidance, assistance, and coaching on improving student attendance. Families were encouraged to complete attendance contracts, and the CESD staff worked to remove barriers of health and transportation limiting students from attending school. Another example of success was a reduction in the suspension rate for all students at Colfax ESD. In the upcoming LCAP cycle starting in the 2024 school year, Colfax ESD will continue with the successful Attendance Incentive Program while adding an Attendance Recovery Program. Once monthly, students will be invited to attend an additional day of school on Saturday to recover lost learning from previous absences in the school year. Families will continue to be asked to complete Attendance Contracts, and the CESD staff will continue to use the Chronic Absentee Support Chart to monitor absences throughout the year.

Between 2022 and 2023, the suspension rate for all students was reduced by 1.9% with only 3.5% of the student population being suspended over the 2023 school year. This decline in suspension can be attributed to the implementation of a Tier 1 PBIS program school-wide. Staff at Colfax ESD attended PBIS training with Placer County Office of Education, policies and procedures were created, a handbook was authored, and an office referral was developed. Throughout the year, students participated in presentations on how to reflect the school's four Bulldog PAWS rules: Practice safety, Always care, Work hard, and Solve problems. Students received "Caught Ya's" from staff recognizing positive examples of PAWS in behavior and responsibility. Students were recognized monthly at the Bulldog Blast for following the Bulldog PAWS and building individual character. In the upcoming LCAP cycle starting in the 2024 school year, Colfax ESD staff will partner with PCOE to be the first district in Placer County to implement Integrated PBIS. Our focus will be to network with Community Based Organizations such as the Placer County Systems of Care to support our efforts in providing Tier 3 mental health services along with food assistance and housing security to families and students. We will also conduct in-depth analysis of Tier 1 and Tier 2 programs for effectiveness. Particularly, we will focus on implementing a consistent Check-In and Check-out program for the first time on campus.

Another success in the 2023 school year was an increase in academic performance for our students with disabilities. Students with disabilities increased academic performance by 4.5 points in English/Language Arts in 2023. Similarly, students with disabilities also increased academic performance in 2023 in mathematics by 4.5 points. During the 2022-2023 school year, Colfax Elementary made significant changes by introducing an Intervention Block for all students grades TK-8. The Intervention Block was a source of support for all students. However, the Intervention Block greatly aided students with special needs by allowing them to receive Specialized Academic Instruction without being pulled from class during core instructional time. Special education staff also worked in collaboration with general education staff to ensure accommodations were being made in the classrooms for students with disabilities.

In the 2023 school year, several areas of need were identified. 31.76% of students in grades 3-8 met or exceeded the standards in English/Language Arts, and 30.04% of students in grades 3-8 met or exceeded the standards in Math as measured by the 2023 annual Smarter Balanced Summative Assessment. This represents a decline of 4.45% of students meeting or exceeding proficiency in ELA and a decline of 5.02% of students meeting or exceeding proficiency in mathematics. Specifically, students from economically disadvantaged backgrounds were 25.47% proficient in ELA and 27.36% proficient in mathematics. Students of homeless status were 11.76% proficient in ELA and 11.76% proficient in Mathematics. As of Fall 2023, students in grades 3-8 were 40.2 points below average in ELA and 48.7 points below average in Math according to the California State Dashboard. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics receiving red on the Dashboard. This represents gaps in learning for these subgroups.

In 2023, 56% of parents agreed or strongly agreed that Colfax Elementary School had quality programs for their child's talents, gifts, or special needs as measured by the annual CHKS. Providing a broader course of study has been identified as an area of need moving into the next LCAP based upon this survey data. In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as measured by the Kelvin Pulse Survey. Likewise, 72% of students in grades 4-8 responded that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey. Increasing the implementation of Integrated PBIS and expanding and sustaining our Wellness Center has been identified as an area of need based upon this survey data. In April 2024, the District was at 57% level for implementation of I-PBIS, and 77% of students have received 0 or 1 referrals during the school year as measured by the SWIS Triangle Report. In 2023, 29.1% of students at Colfax Elementary School District were chronically absent, and 3.5% of students at Colfax Elementary School District were suspended. A gap was identified in suspension rate specifically in regard to students with disabilities and students experiencing insecure housing. CESD, a single school district, was in the red category for suspensions of students with disabilities and students experiencing insecure housing. 9.3% of students with disabilities were suspended in the 2023 school year, and 6.1% of students experiencing insecure housing were suspended in 2023. Actions were specifically developed in the 2024 LCAP on how to close these gaps between these subgroups and the general student population. To positively support students with disabilities as Action 2.7, the Colfax ESD special education and general education staff will conduct an audit of IEP behavior support plans and services for students with disabilities to proactively increase accommodations for students and to provide priority to students with disabilities receiving mental health services and support. Collaborative meetings will take place at the beginning of the school year between general education, special education, and paraprofessional staff to have conversations and to create action plans to fully implement behavior support plans and other interventions with fidelity. The objective of this action will be to reduce suspensions for students with disabilities by ensuring full implementation of behavior support plans and accommodations. To positively support students experiencing housing insecurity, a program will be implemented to specifically welcome students without secure housing to the school and to monitor the students ongoing transition involving staff, administration and fellow students. During the 2024-2025 school year, as Action 2.8, Colfax ESD staff will create an onboarding program to welcome students without secure housing in a more concerted way. The onboarding program will review school expectations and will connect new students with peers to develop friendships and to create a connection with the school culture.

Reflections: Technical Assistance

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

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.

The Colfax Elementary School District did not qualify 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.

The Colfax Elementary School District did not qualify for CSI.

Monitoring and Evaluating Effectiveness

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

The Colfax Elementary School District did not qualify for CSI.

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
Parents	Parents provided input on the LCAP through participation in our Parent Advisory Committee called the District Community Leadership Team. The District Community Leadership Team included families from unduplicated groups such as low-income households and students with disabilities. The DCLT met four times during the school year to discuss California Healthy Kids Survey results, academic performance, and progress toward I-PBIS implementation. The DCLT met on October 26, 2023; January 18, 2024; March 7, 2024; and May 23, 2024. Parents provided feedback for the new LCAP cycle. Parents also participated in the development of the LCAP through participation in our School Site Council. The Superintendent gathered feedback from the School Site Council on December 7, 2023. The District Superintendent attended all meetings and addressed all questions in person. There were no additional questions regarding the LCAP that the Superintendent responded to in writing.
Students	The Student Council provided input on the LCAP through participation at a regularly scheduled meeting on May 24, 2024. The Superintendent shared proposed goals and actions and received feedback from the Student Council for the new LCAP cycle.
Teachers and other school staff	Both the classified (CSEA) and certificated unions (ACE) met regularly with the Superintendent during 2023-2024 to provide input on LCAP-related actions and services, with members also serving on the Site Council. Colfax Elementary collaborated with a SELPA representative throughout the year, focusing on Performance Indicator Review (PIR) plans, professional development needs, and

Educational Partner(s)	Process for Engagement
	LCAP goals. Teachers and other school staff provided input on proposed LCAP goals and actions at a staff meeting on May 20, 2024. The Superintendent shared the proposed LCAP and received feedback from the teachers and other school staff for the new LCAP cycle.
Executive Team (Administration)	The Executive Team reviewed the draft LCAP goals and actions and provided feedback and input at weekly Executive Team meetings throughout the 2023-2024 school year.
Principal	The school Principal provided feedback based upon a review of the proposed goals and actions at individual meetings with the Superintendent throughout the 2023-2024 school year.
Community	The draft goals and actions of the LCAP were shared by the Superintendent with the City Council and other community members at a regularly scheduled meeting on May 22, 2024. Feedback was received on the new LCAP cycle.
SELPA	The new LCAP goals and actions were reviewed by a member of the Placer County SELPA. Feedback was received for the new LCAP cycle.

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

As a key component of the district governance structure, the CESD Board of Trustees was involved in the development, refinement, and adoption of the LCAP during the 2023-2024 school year. Numerous other Educational Partners also participated in this process including the Colfax Elementary teachers and classified staff; the school principal; executive team members such as the Facilities Manager, Business Manager, and the School Secretary; the School Site Council and the District Community Leadership Team serving as our Parent Advisory Committee. Community-Based Organizations, like the City Council of Colfax, were also engaged. Additionally, the Colfax Elementary Student Council reviewed and provided feedback on the LCAP for the 2024-2027 school year.

The feedback process included reflecting on CESD's successes during the 2023-2024 school year, identifying needs for 2024-2025, creating goals, and determining actions to enhance services. Input was collected through surveys, committee meetings, staff meetings, and public board meetings. On November 15, 2023, and January 17, 2024, the Superintendent updated the Board of Trustees on the 2023 -2024 LCAP. On April 10, 2024, survey results from students and staff were shared with the School Board and community, with opportunities for questions and feedback. Specific actions and metrics were created based upon the feedback process provided from educational partners. For example, Action 1.1 to continue the Intervention Block was based upon survey results from certificated and classified staff sharing the academic benefits for students from the implementation of this program. Likewise, Action 1.2 to provide professional development in inquiry-based instruction was based upon feedback generated through the I-PBIS implementation process with staff and parents showing the need for

instructional coaching in the school and district. Action 1.4 to broaden the course of study for students was included in the next LCAP cycle based upon 56% of parents agreeing that Colfax ESD had quality programs for their child's talents, gifts, and/or special needs.

A public hearing on the proposed 2024-2027 LCAP was held on June 5, 2024, allowing for public and trustee input, followed by revisions based on this feedback. The finalized LCAP and budget were submitted for adoption on June 20, 2024, for the 2024-2027 school year. The School Site Council meets monthly to provide ongoing feedback, ensuring balanced representation among staff, students, and the community, and includes a non-voting board member. This committee reviews survey results and anecdotal feedback to help formulate the school plan and LCAP. Finally, Actions 2.1 and 2.2 to implement I-PBIS and continue to fund the Wellness Center was informed by two metrics on a recent Kelvin student survey where 52% of students responded positively that the school cares what they have to think and what they have to say, and 72% of students reporting they have the skills to deal with difficult people and situations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at Colfax Elementary will benefit from rigorous learning conditions and a broad course of study that develop individual skills to be adaptive to change and resilient to challenges by meeting proficiency in ELA and Mathematics as measured by local and state assessments while narrowing performance gaps between all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The number one goal of the Colfax Elementary School District is to provide a learning environment where all students develop skills to be adaptive to change and resilient to challenges and are proficient in all academic content areas. According to the 2023 CAASPP, 31.76% of students in grades 3-8 met or exceeded the standards in English/Language Arts, and 30.04% of students in grades 3-8 met or exceeded the standards in Math as measured by the annual Smarter Balanced Summative Assessment. As of Fall 2023 California Dashboard, students in grades 3-8 were 40.2 points below average in ELA and 48.7 points below average in Math. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics. This goal has been developed to increase academic proficiency and learning outcomes for all students and to close achievement gaps for significant subgroups. This goal has also been developed to provide a robust, rigorous, and broad course of student for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3-8 who have met or exceeded standard in ELA and	31.76% of students in grades 3-8 met or exceeded the standards in English/Language			By June 2027, 60% of all students in grades 3-8 will meet or exceed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math as measured by the annual SBAC test.	Arts, and 30.04% of students in grades 3-8 met or exceeded the standards in Math as measured by the 2023 annual Smarter Balanced Summative Assessment. ELA proficiency by subgroup: Students from Economic Disadvantage: 25.47% Students with Disabilities: 16.13% Math proficiency by subgroup: Students with Economic Disadvantage: 27.36% Students with Disabilities: 12.90%			standards in ELA as measured by the Smarter Balanced Summative Assessment. By June 2027, 58% of all students in grades 3-8 will meet or exceed standards in Math as measured by the Smarter Balanced Summative Assessment. By June 2027, 57% of students from economic disadvantage and 52% students with disabilities will meet or exceed standards in ELA as measured by the Smarter Balanced Summative Assessment. By June 2027, 58% of students from economic disadvantage and 45% students with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					disabilities will meet or exceed standards in Math as measured by the Smarter Balanced Summative Assessment.	
1.2	Student performance on the Smarter Balanced Summative Assessment as measured annually by Points From Standard on the California Dashboard.	As of Fall 2023, students in grades 3-8 were 40.2 points below average in ELA and 48.7 points below average in Math according to the California State Dashboard.

Students with socio-economically disadvantaged backgrounds were 54.8 points below standard in ELA and 56.5 points below standard in Math.

Students with disabilities were 89.3 points below standard in ELA and 103.6 points below standard in Math. | | | By June 2027, students in grades 3-8 will be in the green tier on the California Dashboard in both ELA and Math and will be 5 points below average in both content areas.

By June 2027, Students from economic disadvantage will be 18 points below standard in ELA and Math.

By June 2027, Students with disabilities will be 53 points below standard in ELA and will be 61 points below standard in Math. | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students in grades K-8 who are proficient annually in ELA and Math as measured by iReady assessments.	As of May 2024, 44% of students in grades K-8 were on level or above level in English Language Arts as measured by the iReady assessment. As of May 2024, 32% of students in grades K-8 were on level or above level in Math as measured by the iReady assessment. 33% of students from economically disadvantaged backgrounds were proficient in ELA as measured by iReady, and 28% of SED students were proficient in math as measured by iReady.			By June 2027, 60% or more students in grades K-8 will be on level or above level in both ELA and Math as measured by the iReady assessment. 51% of students from economic disadvantage will be on level or above level in ELA, and 46% of students from economic disadvantage will be on level or above level in Math as measured by the iReady assessment.	
1.4	Percent of parents who agree that Colfax Elementary offers a broad course of study and has quality programs for their child's talents, gifts, or special needs as measured by the annual California Healthy Kids Survey.	In 2023, 56% of parents agreed or strongly agreed that Colfax Elementary School has a broad course of study and had quality programs for their child's talents, gifts, or special needs as measured by the annual CHKS.			By June 2027, 85% or higher of parents will agree that Colfax Elementary School has a broad course of study and has quality programs for their child's talents, gifts, or special needs as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					measured by the annual CHKS.	

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	Intervention Block Implementation	An intervention block will be implemented in all grades TK-8 five days a week for 30 minutes a day to reteach reading and math skills. Intervention curriculum will be purchased that is research-based, monitors student progress, and reflects best practices. An intervention team of certificated and classified employees will be funded to improve student reading and problem-solving. The Intervention team will pull students for support and will push in support as needed both individually and in small groups. Volunteers will also provide intervention support in programs such as Sight Word Busters. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points	$227,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics. This represents gaps in learning for these subgroups. Purchasing research-based intervention curriculum and funding additional staff for targeted subgroups will address learning disparities and provide tools to classroom teachers and intervention staff to reteach missing concepts and skills while during the school day to students of economic disadvantage, students experiencing insecure housing, and foster youth.		
1.2	Inquiry-Based Instructional Strategies Professional Development	Over three years, the certificated staff at Colfax Elementary will participate in professional development to increase the use of inquiry-based instructional strategies in the classroom as Tier 1 instruction. Instructional training will be provided in partnership with Placer County Office of Education and will include a cycle of demonstration, observation, and coaching. Professional development to improve inquiry-based instructional strategies will improve services for unduplicated students by improving individual skills of problem-solving and perseverance. Inquiry-Based instruction will require students to attempt to solve novel problems individually and then work collaboratively to draw on the collective knowledge of the group. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics. This represents gaps in learning for these subgroups. Increased use of inquiry-based instructional strategies will provide all students, including students from economically disadvantaged backgrounds and foster youth, with opportunities to interact with more rigorous concepts, to build problem-solving skills, and to increase stamina when working on novel projects and activities.	$33,869.00	Yes
1.3	Curriculum Adoption	Core curriculum will be purchased for content instruction that is research-based and reflects best practices as recommended by the California Department of Education. Staff training will occur to implement the curriculum with fidelity. Social Studies curriculum will be adopted in the 2024-2025 school year followed by an adoption for mathematics in the 2026-2027 school year. Curriculum and learning materials for TK will be	$63,150.00	No

Action #	Title	Description	Total Funds	Contributing
		purchased in 2024-2025, and curriculum and learning materials for middle school agriculture will be purchased in 2024-2025.		
1.5	Additional Staff for a Broader Course of Study.	An Art Teacher will be funded to provide art instruction for students. An Agriculture Teacher will be funded to provide agriculture instruction for students. A Physical Education Teacher will be funded to provide PE instruction for students.	$200,450.00	No
1.6	Expanded Learning Opportunities Provided.	Expanded Learning Opportunities will be provided to students in grades TK-8 with priority given to unduplicated students who are foster youth, from economically disadvantaged homes, and are experiencing housing insecurity. An After-School coordinator and team of assistants will offer engaging activities and academic support for students after each school day. Also, Colfax ESD will contract with Placer Repertory Theater to offer a Visual and Performing Arts Academy after school each day for students in TK-8 grade. Staff will also provide clubs for students after school and will coach sports programs. A Spring Break and Summer School program will be provided annually to extend student learning outside of the regular school calendar. Priority for participation in all Expanded Learning Opportunity Programs will be given to unduplicated students. After school programs will expand learning and provide additional opportunities for all students, including students from economically disadvantaged backgrounds and homeless and foster youth, to participate in the visual arts, sports, and performing arts.	$257,848.00	Yes
1.7	After-School Tutoring	After-School tutoring will be provided to students identified as foster youth, homeless, and from socio-economically disadvantaged backgrounds. Tutoring will also be provided to students with identified disabilities. After-school tutoring will be provided by existing CESD staff or by contract with community-based organizations. After-School tutoring will provide foster youth, students who are homeless, and students from socio-economically disadvantaged backgrounds with opportunities to receive additional instruction without cost or travel.	$14,569.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students in Colfax Elementary School District will grow in social and emotional health by benefiting from relationships that value the voice of each student in a safe, inclusive, positive, and engaging learning environment created through a collaboration and connection between school staff, parents, and community members built upon trust.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A primary goal of the Colfax ESD is to provide a comprehensive education for the whole child that prepares each and every student to be successful in the 21st Century. The staff at Colfax ESD understand the value in providing all students with multiple learning opportunities that reduce barriers to understanding and increase access to knowledge in the classroom. Likewise, our goal is to increase student engagement in learning and to provide a consistent learning environment based upon the personal goals to practice safety, always care, work hard, and solve problems. We want each individual student to have the personal capacity to deal with difficult situations with creativity, resiliency, and optimism. Ultimately, we want each child to know they are valued and cared for by our school staff and other adults in our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-	In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as			By June 2027, 85% or higher of students in grades 4-8 will respond positively that the school cares about what they have to think and what	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual Kelvin Pulse Survey.	measured by the Kelvin Pulse Survey.			they have to say as measured by the Kelvin Pulse Survey.	
2.2	The percent of students in all grades who receive 0 to 1 referrals during the school year as measured by the SWIS Triangle Report.	In April 2024, 77% of students received 0 or 1 referrals during the school year as measured by the SWIS Triangle Report.			By June 2027, 85% or higher of students will receive 0 or 1 referral during the school year as measured by the SWIS Triangle Report.	
2.3	The annual District Systems Fidelity Inventory score for Integrated Positive Behavior Intervention and Support (I-PBIS).	In April 2024, the District was at 57% level for implementation of I-PBIS.			By June 2027, the District will receive an annual percentage score of 85% or higher on the DSFI.	
2.4	The percent of students chronically absent annually as reported by the California Dashboard.	In 2023-2024, 21% of students at Colfax Elementary School District were chronically absent. 36% of students from economically disadvantaged homes were chronically absent in 2023-2024. 67% of students experiencing housing insecurity were considered chronically absent in 2023-2024.			By June 2027, 10% or fewer students will be chronically absent. By June 2027, 20% or fewer students from economic disadvantage, and 30% or fewer students experiencing housing insecurity will be chronically absent.	
2.5	The percent of students suspended as reported	In 2023, 3.5% of students at Colfax			By June 2027, 3% or fewer students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the California Dashboard.	Elementary School District were suspended. 9.3% of students with disabilities were suspended, and 6.1% of students experiencing housing insecurity were suspended.			will be suspended. By June 2027, 4% or fewer students with disabilities and students experiencing housing insecurity will be suspended.	
2.6	The percent of students in grades 4-8 responding that they have the skills to deal with difficult people and situations as measured by the tri-annual Kelvin Pulse Survey.	In March 2024, 72% of students in grades 4-8 responded that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.			By June 2027, 85% or higher of students in grades 4-8 will respond positively that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.	

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	Implement Integrated Positive Behavior and Supports	The District will partner with Placer County Office of Education to fully implement Integrated Positive Behavior Intervention and Support. The full implementation of I-PBIS will include the coordination of site level and district level PBIS teams. The implementation of I-PBIS will guarantee consistent language and expectations for behavior for all students school-wide, will oversee the implementation of Tier 2 and Tier 3 interventions for students and families, and will organize District efforts to ensure a safe learning environment. Implementing Integrated Positive Behavior Intervention and Supports will provided increased services to unduplicated students by creating systems and structures of identification and ongoing monitoring to provide improved individual and group counseling and Tier 2 Social and Emotional interventions to foster youth, students experiencing housing insecurity, and students from economically disadvantaged homes.	$188,208.00	Yes
2.2	Wellness Center to support students, staff and community	An onsite Wellness Center will be funded and staffed in partnership with Placer County Office of Education to support students, staff, and community engagement. The Wellness Center will be staffed every school day with a full-time Mental Health Specialist (MHS) as a licensed social worker and a Family and Youth Community Liaison. The Wellness Center will provide mental health support services to individual students and to students in small groups. The Wellness Center will provide family workshops throughout the year to provide information on positive parenting strategies. The Wellness Center will partner with Community-Based Organizations to provide housing, clothing, and food assistance as needed to families and students. Unduplicated students will receive increased support and services through the Wellness Center through onsite counseling services and support with school attendance. Services will be provided without the need for families to travel to outside service providers. The Wellness Center will be available to all students for drop-in and scheduled services. Students in identified subgroups, such as students	$98,915.00	Yes

Action #	Title	Description	Total Funds	Contributing
		from economical disadvantaged backgrounds, homeless, and foster youth, will be given priority in receiving services. Services will include individual and small group counseling, clothing support, and food assistance.		
2.3	Attendance Incentive and Recovery Program Implemented	An Attendance Incentive and Recovery Program will be implemented annually. The Attendance Incentive Program will include individual and class recognition monthly. The Attendance Recovery Program will include monthly offerings of Saturday School to recover lost instruction. The Attendance Recovery Program will also include involvement from office staff and the Wellness Center staff to communicate student attendance with families.	$100,396.00	No
2.4	Facilities Improvements	Regular facilities improvements will occur to maintain a clean and safe learning environment conducive to student and staff wellness. Facility improvements will include upgrades to playgrounds, classroom doors, playfields, track restoration, and external siding.	$73,883.00	No
2.5	Universal Design for Learning Implementation	Universal Design for Learning will be implemented in all classrooms throughout the district at Colfax ESD. Certificated and classified staff will receive ongoing training in Universal Design for Learning to identify and remove barriers to classroom instruction for all students. Specifically, unduplicated students, foster youth, students from unsecure housing, and students with special needs will benefit from greater access to learning exemplified through instruction offered in different modalities, alternative methods of assessment, and adaptations to the learning environments. A focus will be placed on full inclusion in primary grades as an early intervention model.	$28,808.00	Yes
2.6	Social Emotional Instruction	Social and Emotional Instruction will be given to all students at least twice weekly in all classrooms. Curriculum will be purchased for Social and Emotional Learning for whole class instruction and for small group and individual support. Professional development for teachers and classified staff will be offered on an ongoing basis to ensure fidelity of use. Ongoing	$10,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress and data monitoring will occur to evaluate effectiveness. For students from economically disadvantaged backgrounds, students experiencing housing insecurity, and for foster youth, implementing regular social and emotional instruction in the classroom, in small groups, and individually will increase student skills to deal with difficult interactions and events while at school and outside of the school environment.		
2.7	Audit of IEP Behavior Support Plans	The Colfax ESD special education and general education staff will conduct an audit of IEP behavior support plans and services for students with disabilities to proactively increase accommodations for students and to provide priority to students with disabilities receiving mental health services and support. Collaborative meetings will take place at the beginning of the school year between general education, special education, and paraprofessional staff to have conversations and to create action plans to fully implement behavior support plans and other interventions with fidelity. The objective of this action will be to reduce suspensions for students with disabilities by ensuring full implementation of behavior support plans and accommodations.	$13,742.00	No
2.8	Student Welcome and Onboarding Program Implemented	A positive and supportive program will be implemented to specifically welcome students without secure housing to the school and to monitor the students ongoing transition involving staff, administration and fellow students. During the 2024-2025 school year, Colfax ESD staff will create an onboarding program to welcome students without secure housing in a more concerted way. The onboarding program will review school expectations and will connect new students with peers to develop friendships and to create a connection with the school culture.	$6,466.00	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
$$313,498.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.841%	0.000%	$0.00	8.841%

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	**Action:** Intervention Block Implementation **Need:** Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup.	Purchasing research-based intervention curriculum and funding additional staff for targeted subgroups will address learning disparities and provide tools to classroom teachers and intervention staff to reteach missing concepts and skills while during the school day. While this action will focus on supporting unduplicated students who need interventions, all students who are performing below grade level will benefit from this service. Therefore, this action will be provided on an LEA-wide basis.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

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
	  Schoolwide		

1.2	**Action:**
	Inquiry-Based Instructional Strategies Professional Development
	
	Need:
	Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Increased use of inquiry-based instructional strategies will provide students from unduplicated student groups with opportunities to interact with more rigorous concepts, to build problem-solving skills, and to increase stamina when working on novel projects and activities. While this action will focus on supporting unduplicated students who need interventions, all students who are performing below grade level will benefit from this service. Therefore, this action will be provided on an LEA-wide basis.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

1.6	**Action:**
	Expanded Learning Opportunities Provided.
	
	Need:
	Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup.
	
	Scope:
	  LEA-wide
	  Schoolwide
		After school programs will expand learning and provide additional opportunities for unduplicated students to participate in the visual arts, sports, and performing arts. While this action will focus on providing unduplicated students after-school opportunities, all students will also benefit from these expanded learning opportunities. Therefore, this action will be provided on an LEA-wide basis.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

2.1	**Action:**	The full integration of PBIS at three levels will support students from unduplicated groups by	The percent of students in all grades who receive 0 to

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

	Implement Integrated Positive Behavior and Supports
	
	Need:
	6.1% of homeless students and 9.3% of students with disabilities were suspended in the 2023 school year. Both subgroups were above the 3.5% of overall students suspended during the 2023 school year. In 2023, there were 327 total major referrals.
	
	Scope:
	  LEA-wide
	  Schoolwide
		providing consistent expectations of school rules and procedures. Tier 2 and Tier 3 SEL interventions will provide mentoring, coaching, and therapy for students to effectively regulate emotion and develop executive functioning skills. While this action will focus on supporting unduplicated students, all students will benefit from the integration of PBIS at all three levels. Therefore, this action will also be provided on an LEA-wide basis.	1 referrals during the school year as measured by the SWIS Triangle Report. The percent of students suspended as reported by the California Dashboard. The annual District Systems Fidelity Inventory score for Integrated Positive Behavior Intervention and Support (I-PBIS).

2.2	**Action:**
	Wellness Center to support students, staff and community
	
	Need:
	In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as measured by the Kelvin Pulse Survey.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The Wellness Center will provide drop-in and scheduled services for unduplicated student groups who will be given priority in receiving services. Services will include individual and small group counseling, clothing support, and food assistance. This service is essential for our unduplicated students, but will benefit all students who need counseling, clothing and food assistance. Therefore, this service is provided on an LEA-wide basis.	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-annual Kelvin Pulse Survey.

2.5	**Action:** Universal Design for Learning Implementation **Need:**	Increasing the use of Universal Design for Learning strategies will increase the ability of students in unduplicated groups to access learning and to demonstrate knowledge of content through a variety of methods and modalities based upon	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what

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

	In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as measured by the Kelvin Pulse Survey.
	
	Scope:
	  LEA-wide
	  Schoolwide
		individual learning styles and needs. Other students in the District will also benefit from classrooms and learning environments focused on meeting individual learning needs. Therefore, this action is begin provided on an LEA-wide basis.	they have to say as measured by the tri-annual Kelvin Pulse Survey.

2.6	**Action:**
	Social Emotional Instruction
	
	Need:
	72% of students in grades 4-8 reported they have skills to deal with difficult people and situations as evidenced in the Kelvin Pulse survey taken in the Spring of 2023.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Implementing regular social and emotional instruction in the classroom, in small groups, and individually will increase the individual skills of students in unduplicated groups to deal with difficult interactions and events while at school and outside of the school environment. This action will also support other students in need of individual skill development on how to deal with difficult interactions. Therefore, this action is being provided on an LEA-wide basis.	The percent of students in grades 4-8 resorting that they have the skills to deal with difficult people and situations as measured by the tri-annual Kelvin Pulse Survey.

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
1.7	**Action:** After-School Tutoring	After-School tutoring will provide foster youth, students who are homeless, and students from	To monitor the effectiveness of this

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup. **Scope:** Limited to Unduplicated Student Group(s)	socio-economically disadvantaged backgrounds with opportunities to receive additional instruction without cost or travel.	action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.
2.8	**Action:** Student Welcome and Onboarding Program Implemented **Need:** Students without secure housing experienced an increase in suspension rate in the 2023 school year. 6.1% of students without secure were housing were suspended at least one day in 2023 representing an increase of 6.1%. **Scope:** Limited to Unduplicated Student Group(s)	The new Onboarding Program for students will give students without secure housing an opportunity to learn school-wide expectations in a welcoming and positive manner while also connecting to other students on campus.	The percent of students suspended as reported by the California Dashboard.

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,546,005.00	$313,498.00	8.841%	0.000%	8.841%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$641,580.00	$441,051.00	$8,000.00	$227,763.00	$1,318,394.00	$777,000.00	$541,394.00

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	Intervention Block Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024 to 2027	$193,282.00	$33,908.00	$89,913.00	$34,224.00		$103,053.00	$227,190.00	
1	1.2	Inquiry-Based Instructional Strategies Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$7,991.00	$25,878.00	$2,500.00	$10,391.00	$8,000.00	$12,978.00	$33,869.00	
1	1.3	Curriculum Adoption	All Students with Disabilities The purchase of new core curriculum will ensure all students, including students from identified subgroups, have access to the most relevant and rigorous content materials.	No			All Schools	2024 to 2027	$0.00	$63,150.00		$63,150.00			$63,150.00	
1	1.4							2024 to 2027								
1	1.5	Additional Staff for a Broader Course of Study.	All Students with Disabilities By providing a broader course of study, all students, including students from identified subgroups, will have access to instruction from a variety of	No			All Schools	2024-2027	$151,102.00	$49,348.00	$151,102.00	$49,348.00			$200,450.00	

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
		content areas. This will ensure that all students in the LEA benefit from a comprehensive, robust, and engaging learning environment.														
1	1.6	Expanded Learning Opportunities Provided.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$121,701.00	$136,147.00	$7,625.00	$250,223.00			$257,848.00	
1	1.7	After-School Tutoring	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$9,945.00	$4,624.00	$4,500.00			$10,069.00	$14,569.00	
2	2.1	Implement Integrated Positive Behavior and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$139,833.00	$48,375.00	$184,824.00	$3,384.00			$188,208.00	
2	2.2	Wellness Center to support students, staff and community	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$0.00	$98,915.00	$16,025.00			$82,890.00	$98,915.00	
2	2.3	Attendance Incentive and Recovery Program Implemented	All Students with Disabilities All students will be recognized for attendance and will be given the opportunity to attend Saturday School. Students in identified subgroups will be given priority for recognition for attendance improvement and will be given priority for attendance in	No			All Schools	2024-2027	$95,411.00	$4,985.00	$100,396.00				$100,396.00	

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
			Saturday School.													
2	2.4	Facilities Improvements	All Students with Disabilities Foster and Homeless Youth; Students from economically disadvantaged backgrounds	No				2024-2027	$28,908.00	$44,975.00	$62,658.00			$11,225.00	$73,883.00	
2	2.5	Universal Design for Learning Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027	$21,084.00	$7,724.00	$9,569.00	$17,989.00		$1,250.00	$28,808.00	
2	2.6	Social Emotional Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$10,900.00	$852.00	$3,750.00		$6,298.00	$10,900.00	
2	2.7	Audit of IEP Behavior Support Plans	Students with Disabilities The IEP audit and collaborative meetings will give CESD staff the ability to proactively insure full implementation of student Behavior Support Plans and accommodations during the school year.	No				2024-2027	$6,277.00	$7,465.00	$5,150.00	$8,592.00			$13,742.00	
2	2.8	Student Welcome and Onboarding Program Implemented		Yes	Limited to Undupli cated Student		All Schools	2024-2027	$1,466.00	$5,000.00	$6,466.00				$6,466.00	

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
					Group(s)											

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
$3,546,005.00	$313,498.00	8.841%	0.000%	8.841%	$322,274.00	0.000%	9.088 %	**Total:**	$322,274.00
								LEA-wide Total:	$311,308.00
								Limited Total:	$10,966.00
								Schoolwide Total:	$311,308.00

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	Intervention Block Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$89,913.00	
1	1.2	Inquiry-Based Instructional Strategies Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$2,500.00	
1	1.6	Expanded Learning Opportunities Provided.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$7,625.00	
1	1.7	After-School Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$4,500.00	
2	2.1	Implement Integrated Positive Behavior and Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$184,824.00	
2	2.2	Wellness Center to support students, staff and community	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$16,025.00	
2	2.5	Universal Design for Learning Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth		$9,569.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.6	Social Emotional Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$852.00	
2	2.8	Student Welcome and Onboarding Program Implemented	Yes	Limited to Unduplicated Student Group(s)		All Schools	$6,466.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,568,964.00	$1,564,747.00

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	iReady and Diagnostics Assessments in ELA and Math	Yes	$28,798.00	$28,798.00
1	1.2	Increase staffing and support systems to increase student learning	Yes	$245,883.00	$250,954.00
1	1.3	Provide support for quality first instruction for all students	No	$163,014.00	$185,096.00
1	1.4	Provide Professional Development on differentiated instruction and targeted intervention	No	$5,000.00	$11,511.00
1	1.5	Continue to develop a comprehensive writing program	No	$15,000.00	$17,980.00
1	1.6	Student Intervention Support	Yes	$108,004.00	$109,868.00
2	2.1	Science TOSA to increase understanding, provide professional development in Science and STEAM	No	$33,750.00	$32,393.00
2	2.2	Work with high school for further opportunities to prepare for International Baccalaureate, College and Career	No	$5,000.00	$0.00
2	2.3	Pilot and adopt a state-approved Science curriculum in 2021-22	No		
2	2.4	Employ a Visual and Performing Arts Teacher	No	$62,392.00	$62,830.00

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)
2	2.5	Hire Placer County Repertory Theater to provide Extended Learning Opportunity Program, summer school enrichment, and Spring Break VAPA camp	No	$84,638.00	$131,419.00
2	2.6	An After-School Care Program will be continued with a focus on providing STEAM enrichment to all students in grades TK-8	No	$62,559.00	$74,053.00
2	2.7	After-School Clubs will be provided throughout the school year in areas of enrichment	No	$38,319.00	$13,350.00
3	3.1	Behavior supports for unduplicated students	Yes	$104,424.00	$102,200.00
3	3.2	Continue to refine School Safety Plan and the Safety Lead Team	No	$35,959.00	$39,339.00
3	3.3	Implement Attendance Improvement Plan	Yes	$301,332.00	$232,221.00
3	3.4	Improve Student and Staff Social Emotional Health and Wellness	Yes	$129,142.00	$111,450.00
3	3.5	Improve safety of classrooms and overall facilities	No	$145,750.00	$161,285.00
6	6.1		No		
7	7.3		No		
7	7.4		No		
8	8.1		No		
8	8.2		No		

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)

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)
$302,451.00	$359,592.00	$358,641.00	$951.00	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	iReady and Diagnostics Assessments in ELA and Math	Yes	$7,199.00	$7,199.00		
1	1.2	Increase staffing and support systems to increase student learning	Yes	$47,504.00	$47,132.00		
1	1.6	Student Intervention Support	Yes	$99,604.00	$101,468.00		
3	3.1	Behavior supports for unduplicated students	Yes	$104,424.00	$102,200.00		
3	3.3	Implement Attendance Improvement Plan	Yes	$100,411.00	$100,067.00		
3	3.4	Improve Student and Staff Social Emotional Health and Wellness	Yes	$450.00	$575.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,603,375.00	$302,451.00	0.00%	8.394%	$358,641.00	0.000%	9.953%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    - ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023