



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Ridge Union Elementary School District

CDS Code: 29663730000000

School Year: 2024-25

LEA contact information:

Rusty Clark

Superintendent

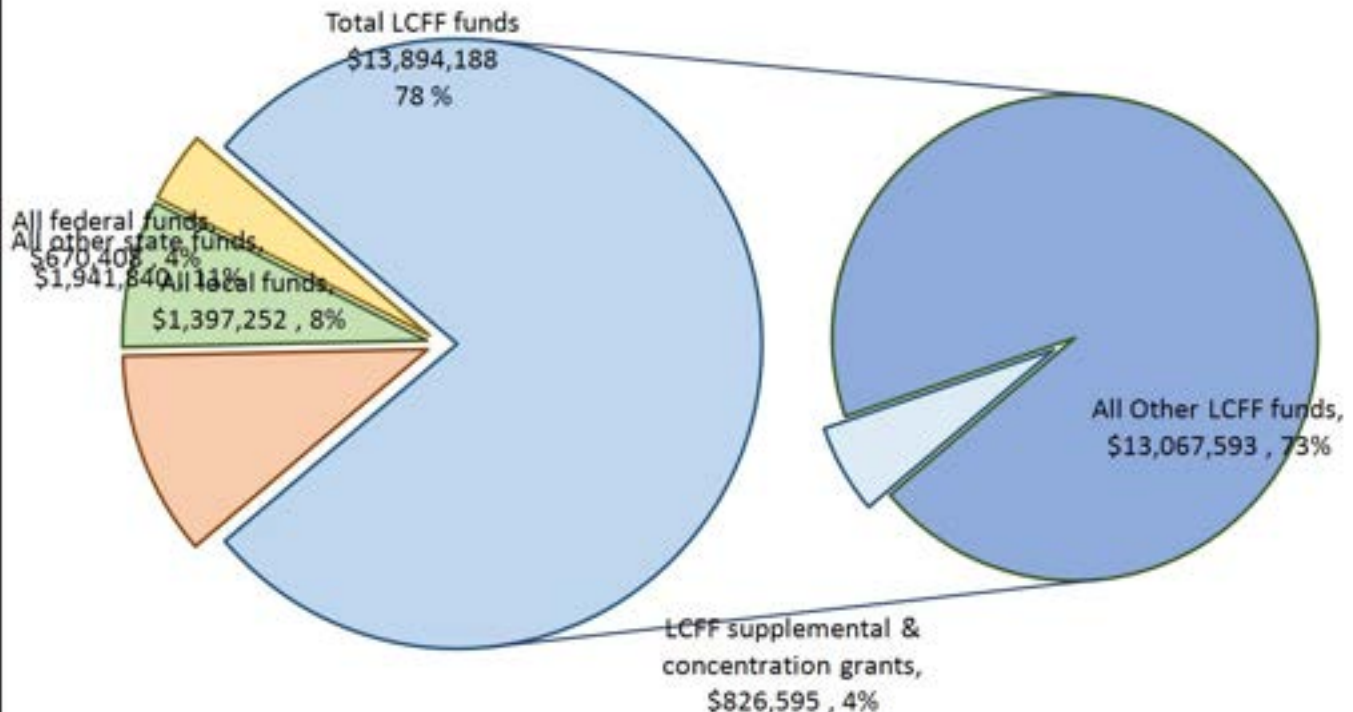
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

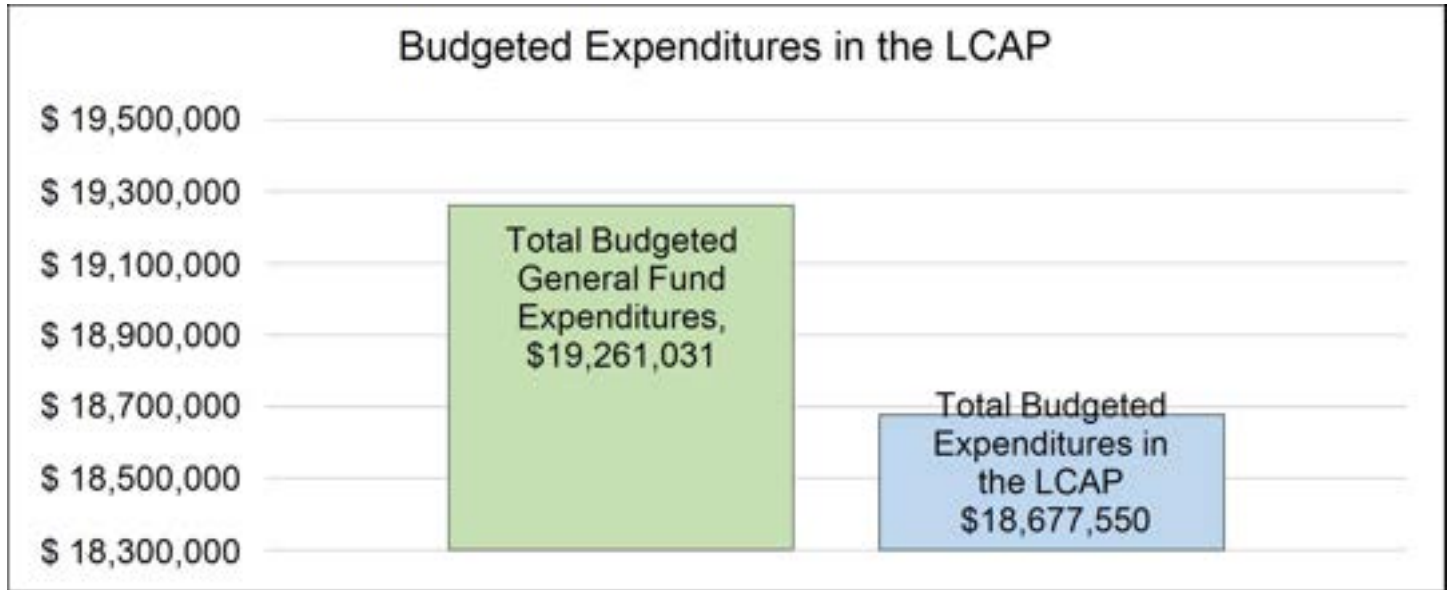


This chart shows the total general purpose revenue Pleasant Ridge Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Ridge Union Elementary School District is \$17,903,688, of which \$13,894,188 is Local Control Funding Formula (LCFF), \$1,941,840 is other state funds, \$1,397,252 is local funds, and \$670,408 is federal funds. Of the \$13,894,188 in LCFF Funds, \$826,595 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pleasant Ridge Union 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: Pleasant Ridge Union Elementary School District plans to spend \$19,261,031 for the 2024-25 school year. Of that amount, \$18,677,550 is tied to actions/services in the LCAP and \$583,481 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

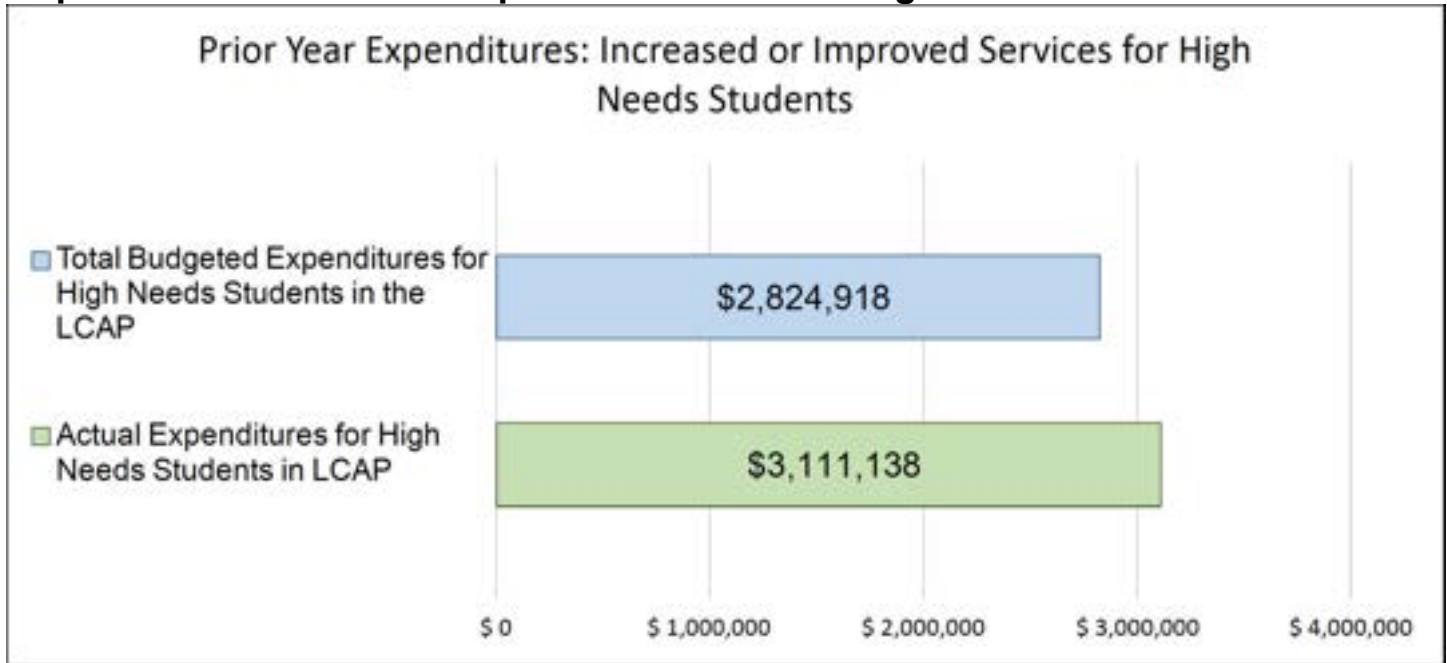
General administrative overhead - Secretaries, M&O, Business Department

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

In 2024-25, Pleasant Ridge Union Elementary School District is projecting it will receive \$826,595 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Ridge Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Ridge Union Elementary School District plans to spend \$957,055 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Pleasant Ridge Union 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 Pleasant Ridge Union 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, Pleasant Ridge Union Elementary School District's LCAP budgeted \$2,824,918 for planned actions to increase or improve services for high needs students. Pleasant Ridge Union Elementary School District actually spent \$3,111,138 for actions to increase or improve services for high needs students in 2023-24.



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
Pleasant Ridge Union Elementary School District	Rusty Clark Superintendent	rclark@prsd.us (530) 268-2800

Goals and Actions

Goal

Goal #	Description
1	ENCOURAGING students through a positive school culture and a Multi-Tier System of Support (MTSS) for students' personal and academic growth measured by SEL pre & post assessments, annual parent, staff, and student surveys, and number of SSTs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation. (State Priority 3)	Based on 2020-2021 parent survey, 95.8% parents were satisfied with the direction the school district is heading and supporting student learning.	Based on the 2021-2022 parent survey, 93.8% parents were satisfied with the direction the school district is heading and supporting student learning.	Based on the 2022-2023 parent survey, 100% parents were satisfied with the direction the school district is heading and supporting student learning. (1% response rate)	Survey Given April 2024 by individual school site and 89% were satisfied with the direction the school district is heading and supporting student learning.	The desired outcome is the survey results would show an 80% or above satisfactory rating.
Parent Participation. (State Priority 3A, 3B, 3C)	During the 2020-2021 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 39% of	During the 2021-2022 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 45% of	During the 2022-2023 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 20% of	Survey Given April 2024 by individual school site. During the 2023-2024 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related	The desired outcome is parent participation will increase by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parents participating overall.	parents participating overall.	parents participating overall.	activities, which resulted in 23% of parents participating overall.	
Increased recognitions of student by Celebrations. (State Priority 6)	<p>2020-2021 school year Number of students being recognized annually beginning 2020-2021.</p> <p>Due to the pandemic, student recognition did not occur. No data is being reported out.</p>	<p>2021-2022 school year</p> <p>Student recognitions did not occur due to the pandemic for the 2021-2022 school year. No data is being reported out.</p>	<p>2022-2023 school year</p> <p>Student recognitions resumed during the school year. Each school site engaged in monthly student recognitions. Approximately 33% of students were recognized on a monthly basis.</p>	<p>2023-2024 school year</p> <p>Approximately 30% of student population has been recognized for positive behavior, attendance, academics, and citizenship for the first part of the school year.</p>	The desired outcome is to increase the number of students being recognized annually by 5%.
School Connectedness. (State Priority 6)	<p>2020-2021 school year</p> <p>Counseling - 129 students served with improved behaviors by utilizing survey.</p>	<p>2021-2022 school year</p> <p>140 students are being served by the counselors on a weekly basis in small group and individual sessions.</p>	<p>2022-2023 school year</p> <p>100 students are being served by the counselors on a weekly basis in small group and individual sessions but saw an increase in more severe behaviors.</p>	<p>2023-2024 school year</p> <p>100 students are seen by the counselor each week with 48% of those seen are seen multiple times per week.</p>	The desired outcome is 5% fewer student behavioral referrals to the counselor annually.
Stakeholder Connectedness	2020-2021 school year	2021-2022 school year	2022-2023 school year	Survey Given April 2024 by individual school site.	The desired outcome is 80% of all stakeholders respond

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Students, Parents, & Staff). (State Priority 6C)	<p>71.2% of elementary school stakeholders responded they were connected, supported, and engaged.</p> <p>32.2% of middle school stakeholders responded they were connected, supported, and engaged.</p>	<p>76.9% of elementary school stakeholders responded they were connected, supported, and engaged.</p> <p>34.3% of middle school stakeholders responded they were connected, supported, and engaged.</p>	<p>86.3% of elementary school stakeholders responded they were connected, supported, and engaged.</p> <p>83.3% of middle school stakeholders responded they were connected, supported, and engaged.</p>	<p>84% of elementary school stakeholders responded they were connected, supported, and engaged.</p> <p>68% of middle school stakeholders responded they were connected, supported, and engaged.</p>	to California Health Kids Survey (CaHKS) that they are engaged and supported by PRUSD.
Employee Connectedness. (State Priority 6)	<p>2020-2021 school year</p> <p>Employee Satisfaction Survey (Scale Score based on 5 pt)</p> <ul style="list-style-type: none"> • Communication 3.93 • School Climate 3.89 • Safety 4.38 • Academics 3.98 • Staff Effectiveness 3.92 	<p>2021-2022 school year</p> <p>Employee Satisfaction Survey (Scale Score based on 5 pt)</p> <ul style="list-style-type: none"> • Communication 4.15 • School Climate 4.36 • Safety 4.68 • Academics 4.09 • Staff Effectiveness 3.28 	<p>2022-2023 school year</p> <p>Employee Satisfaction Survey (Scale Score based on 5 pt)</p> <ul style="list-style-type: none"> • Communication 4.15 • School Climate 4.52 • Safety 4.0 • Academics 4.05 • Staff Effectiveness 4.24 	<p>Based on the 2023-2024 school year Employee Planning Survey (Scale Score based on 5 pt)</p> <ul style="list-style-type: none"> • Communication 4.75 • School Climate 3.85 • Safety 4.13 • Academics 3.4 • Staff Effectiveness 3.19 • Parent Engagement 3.89 	The desired outcome of the survey is staff would report a satisfactory rating 4 or greater on 5 point scale.

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.

PRUSD continues improve its communication with learning community members and parents. All three schools provided weekly staff and parent newsletters. Edlio News was used more frequently by the administration than in prior years to engage parents. The survey results did not show the utilization increases but was often verbalized by members of the school community that they appreciate the timely weekly communication.

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.

All action items were implemented. The only material difference on this goal was the addition of school support staff to support socio-emotional support. This change was needed to address the every growing concern of students with negative interaction amongst classmates.

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

All action items were implemented. The only material difference on this goal was the addition of school support staff to support socio-emotional support. This change was needed to address the every growing concern of students with negative interaction amongst classmates.

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

The actions that support this goal were proven to be effective overall. The growth of this goal was slower than anticipated by schools saw more positive parent to parent interaction, more positive choices by students, and overall academic growth due to the increase supports provided by PRUSD. Even though the actions were effective the district will continue to look to improve parent and student engagement. One new action item will be to have more informational nights on curriculum and student celebrations.

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 an ENGAGING learning environment that allows students to develop academic, social, and life skills measured by attendance, behavioral referrals, suspensions, expulsions, engagement in after school activities, and increased time on task of students within the class setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of unduplicated students and students with disabilities in intervention or support classes measured by percent used compared to general population. (State Priority 4 & 7)	2020-2021 school year 33% of unduplicated students and 10.6% students with disabilities need Tier-II and Tier-III intervention.	2021-2022 school year 26% of unduplicated students and 12.7% students with disabilities need Tier-II and Tier-III intervention.	2022-2023 school year 17.5% of unduplicated students and 12.2% students with disabilities need Tier-II and Tier-III intervention.	2023-2024 Mid-Year 28% of unduplicated students and 31% students with disabilities need more intensive intervention.	The desired outcome would be 5% fewer identified students needing Tier-II and Tier-III interventions at the end of 2024 compared to 2022.
Facilities in "Good" repair measured by Facilities Inspection Tool. (State Priority 1C)	2020-2021 school year 100% of all facilities are in "Good" repair based on the annual FIT report.	2021-2022 school year 100% of all facilities are in "Good" repair based on the annual FIT report.	2022-2023 school year 100% of all facilities are in "Good" repair based on the annual FIT report.	100% of all facilities are in "Good" repair based on the annual FIT report.	The desired outcome is 100% of all facilities will meet the FIT requirement of "Good" repair or "Excellent" repair.
Student Engagement. (State Priority 5 & 6)	2020-2021 school year Attendance - 79.5%	2021-2022 school year Attendance - 95.6%	2022-2023 school year* Attendance - 95%	2023-2024 school year* Attendance - 91%	The desired outcome is to increase student engagement by:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	missed 1 or more school days <ul style="list-style-type: none"> Hispanic 75.9% White 73.2% 2 or more race 88.3% Unduplicated 82.8% SWD 76.7% Chronic Absentee - 10.8% Districtwide <ul style="list-style-type: none"> Hispanic 12.4% White 9% 2 or more race 5.4% Unduplicated 18% SWD 15.4% Suspension - 0.6% Districtwide <ul style="list-style-type: none"> Hispanic 0% White 0.5% 2 or more race 2.7% Unduplicated 0.6% SWD 0.4% Expulsions - 0% Districtwide	missed 1 or more school days <ul style="list-style-type: none"> Hispanic 98% White 88% 2 or more race 4.5% Unduplicated 95.3% SWD 15.6% Chronic Absentee - 18% Districtwide <ul style="list-style-type: none"> Hispanic 17.7% White 17.5% 2 or more race 1% Unduplicated 26% SWD 4.7% Suspensions - 1.8% Districtwide <ul style="list-style-type: none"> Hispanic 1% White 2.4% 2 or more race 5% Unduplicated 1% SWD 0.7% Expulsions - 0.4% Districtwide <ul style="list-style-type: none"> Hispanic 0% White 0.4% 	missed 1 or more school days <ul style="list-style-type: none"> Hispanic 9.8% White 74% 2 or more race 5.7% Unduplicated 9.2% SWD 7.4% Chronic Absentee - 13.3% Districtwide <ul style="list-style-type: none"> Hispanic 1.4% White 9.7% 2 or more race 0.8% Unduplicated 1.3% SWD 2.7% Suspensions - 3.4% Districtwide <ul style="list-style-type: none"> Hispanic 0.2% White 2.7% 2 or more race 0% Unduplicated 1.2% SWD 0.9% Expulsions - 0.2% Districtwide	missed 1 or more school days <ul style="list-style-type: none"> Hispanic 16% White 68% 2 or more race 7% Unduplicated. 32% SWD 17% Chronic Absenteeism 18% <ul style="list-style-type: none"> Hispanic. 3% White 12% 2 or more race 3% Unduplicated. 8% SWD 4% Suspensions 5% <ul style="list-style-type: none"> Hispanic. 1% White 4% 2 or more race .5% Unduplicated. 2% SWD 1.5% Expulsions 0% <ul style="list-style-type: none"> Hispanic 0% White 0% 2 or more race 0% 	<ul style="list-style-type: none"> Decreasing students who have missed 1 or more days annually by 5%. Decrease the number of student who are chronic truant annually by 5%. Decrease the number suspensions annually by 5%. Expulsions are 0% or 5% fewer annually by school sites and district-wide. MS Dropouts would remain at 0% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MS Dropout - 0%	<ul style="list-style-type: none"> • 2 or more race 0% • Unduplicated 1.6% • SWD 0% MS Dropout - 0%	<ul style="list-style-type: none"> • Hispanic 0% • White 0.1% • 2 or more race 0.1% • Unduplicated 0% • SWD 0% MS Dropout - 0% *calculated by total population per subgroup population	<ul style="list-style-type: none"> • Unduplicated. 0% • SWD 0% MS Dropout - 0% *calculated by total population per subgroup population	
Middle School Participation Rate based on grades, attendance, and behavioral requirements. (State Priority 5)	2020-2021 school year 100% of students participated in the End of the Year promotion ceremonies	2021-2022 school year 88.5% of 8th grade students participated in the End of the Year promotion ceremonies.	2022-2023 school year 84.3% of 8th grade students participated in the End of the Year promotion ceremonies.	2023-2024 school year 82% of 8th grade students participated in the End of the Year promotion ceremonies.	The desired outcome is 100% of 8th graders qualified to participate in the end of the year promotion ceremonies.
After School Engagement measured by the number of students engaged after school hours based on the total enrollment. (State Priority 8)	Due to the pandemic, 2020-2021 did not offer after school activities. No data was reported out.	2021-2022 school year After School Rec. (TK-6 Grade) <ul style="list-style-type: none"> • Hispanic 8% • White 91.9% • Unduplicated 6.5% Summer School (RISE) (75 students 5-7 grade)	2022-2023 school year After School Rec. (200 TK-6 Graders) Summer School (RISE) (102 students 5-7 grade invited) Summer Enrichment Camps	2023-2024 Mid-Year After School Rec. (250 TK-6 Graders) Middle School Sports (7-8 Grade) 20% of student body 1/3 sports season completed (6 Grade) Lunchtime intramural Offered to all students	The desired outcome is PRUSD's students would increase participation in after school and summer engagement annually by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Hispanic 6% White 91.7% 2 or more race 2.4% Unduplicated 45% <p>Middle School Sports (6-8 Grade) 42% of student body</p>	<p>(All K-4 graders invited)</p> <p>Middle School Sports (6-8 Grade) 45% of student body</p>		
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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 was carried out with every action item. There were no substantive differences in planned action or implementation.

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

The only material difference was that more money was budgeted for facilities upgrades, and that did not occur in the 2023-2024 school year.

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

The explanation is PRUSD budgeted for more facilities improvement projects without realizing that it was a significant higher budgeted line item without questioning the realization of completing such projects. This will not occur in the future as a system of checks and balances were created.

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

The action items in addressing this goal were effective based on the outcomes reported in the LCAP. PRUSD saw increased academic achievement, increased enrollment in the afterschool ELO program, increased enrollment in the weekend ELO experiential program, and the decrease in absenteeism and the number of students that were chronically absent. PRUSD will continue to refine such goals and action items for the future LCAP in order to be meet LCAP goals.

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	EDUCATE students to flourish as a productive citizen in a constantly changing global society measured by CaASPP, NWEA, STAR, and DIBELs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner (ELL) Progress measured by ELPAC and Reclassification Rate. (State Priority 4E & 4F)	2020-2021 school year English Prof. Rate 20.23% Reclass. Rate 16.7%	2021-2022 school year ELPAC data is not recorded due to low numbers in sub-group population.	2022-2023 school year ELPAC data is not recorded due to low numbers in sub-group population.	2023-2024 Mid-Year ELPAC data is not recorded due to low numbers in sub-group population.	The desired outcome is that 100% ELL students who have attended schools within PRUSD for a minimum of three years would be reclassified by the end of their 4th year based on the ELPAC reclassification qualification.
Credentialed and Properly Assigned Teachers measured by CALPADs. (State Priority 1A)	2020-2021 school year Credentialed 100% Properly Assigned 98%	2021-2022 school year Credentialed 100% Properly Assigned 95%	2022-2023 school year Credentialed 100% Properly Assigned 100%	2023-2024 Mid-Year Credentialed 98% Properly Assigned 100%	The desired outcome is all employed teachers are 100% credentialed and 100% properly assigned annually.
Credentialed to teach English Language Learners (ELL) measured by EOY CALPADs. (State Priority 1)	2020-2021 school year 96% of teachers authorized to teach ELL students.	2021-2022 school year 98% of teachers authorized to teach ELL students.	2022-2023 school year 98% of teachers authorized to teach ELL students.	2023-2024 Mid-Year 98% of teachers authorized to teach ELL students	The desired outcome is 100% of all teachers will have an ELL authorization enabling that all ELL students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					to all academic core standards and ELD.
NWEA MAP (Measures of Academic Progress - Math). (State Priority 8)	2020-2021 school year % of students Met Growth No Data Available	2021-2022 school year % of students Met Growth 49.1% Hispanic. 40.8% White. 49.8% SWD. 39.8% Unduplicated. 24.9%	2022-2023 school year % of students Met Growth 67.12% Hispanic. 61.9% White. 68.87% SWD. 70.37% Unduplicated. 68%	2023-2024 (Fall-Spring) % of students Met Growth District 75.3% Hispanic. 80.8% White. 77.3% SWD. 50.0% Unduplicated. 59.5%	The desired outcome is 100% of PRUSD students would show growth between the fall assessment to the spring assessment.
Renaissance STAR (Literacy). (State Priority 8)	2020-2021 school year % of students Met Growth 58% Hispanic. 58.3% White. 58.9% SWD. 43.1% Unduplicated. 52.0%	2021-2022 school year % of students Met Growth 61.4% Hispanic. 57.3% White. 61.9% SWD. 25.8% Unduplicated. 52.3%	2022-2023 school year % of students Met Growth % Hispanic. % White. % SWD. % Unduplicated. % (Data was not reliable to use for local metrics for this school year)	2023-2024 (Fall-Spring) % of students Met Growth District 50.2% Hispanic. 72.0% White. 59.2% SWD. 50.0% Unduplicated. 57.0%	The desired outcome is 100% of PRUSD students would show growth between the fall assessment to the spring assessment.
All students will have access to standards-aligned instructional materials and broad course of study.	2020-2021 school year 100% of students, including low-income, English learners, foster youth and	2021-2022 school year 100% of students have access to standards-aligned instructional materials	2022-2023 school year 100% of students have access to standards-aligned instructional materials	2023-2024 100% of students have access to standards-aligned instructional materials	100% of students will have access to standards-aligned instructional materials and broad course of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Priority 1B & 7A)	students with disabilities have access to standards-aligned instructional materials and broad course of study.	and broad course of study.	and broad course of study.	and broad course of study.	study offered by PRUSD annually.
Adopted Course of Study based on EC 51210 and 51220 (a-i). (State Priority 2A)	<p>2020-2021 school year Math Go Math!, CPM Adopted 2014</p> <p>ELA NGL Reach, Study Sync Adopted 2016</p> <p>Writing 6th-8th Write To Learn Adopted 2017</p> <p>Science Adopted 2020</p> <p>Social Science Adopted 2021</p> <p>Intervention SIPPS, Read Naturally, Class Hero, Character Counts, "Why Try", Aleks, AR,</p>	<p>2021-2022 school year Math Go Math!, CPM Adopted 2014 (3 yr extension)</p> <p>ELA NGL Reach, Study Sync Adopted 2016</p> <p>Science FOSS Next Generation Middle School Adopted 2020</p> <p>Social Science TCI History Alive! Adopted 2021</p> <p>Intervention SIPPS, Read Naturally, Class Hero, Character Counts, "Why Try", Aleks, AR,</p>	<p>2022-2023 school year Math Go Math!, CPM Adopted 2014 (3 yr extension)</p> <p>ELA NGL Reach, Study Sync Adopted 2016</p> <p>Science FOSS Next Generation Middle School Adopted 2020</p> <p>Social Science TCI History Alive! Adopted 2021</p> <p>Intervention SIPPS, Read Naturally, Class Hero, Character Counts, "Why Try", Aleks, AR,</p>	<p>2023-2024 Mid-Year Math Go Math!, CPM Adopted 2014 (3 yr extension)</p> <p>ELA NGL Reach, Study Sync Adopted 2016</p> <p>Science FOSS Next Generation Middle School Adopted 2020</p> <p>Social Science TCI History Alive! Adopted 2021</p> <p>Intervention SIPPS, Read Naturally, Class Hero, Character Counts, "Why Try", Aleks, AR, Renaissance, Standards Plus</p>	100% of all curriculum and supplementary materials will be adopted and implemented as materials that are aligned to California State Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Rennassaince, Sanford Harmony	Rennassaince, Standards Plus	Rennassaince, Standards Plus		
Math Academic Performance. (State Priority 4A)	2019-2020 school year CaASPP < 8% Achievement Gap (2019) White. +6.17 Hispanic. -61.17 SWD. -120.5 ELL. -108.5	2021-2022 school year CaASPP Change - 7.8% Hispanic. -12% White. - 4.92% SWD. 0.62% Unduplicated. - 12.28% Met or Exceed Standards 33.20% Hispanic. 20.43% White. 35.19% SWD. 13.82% Unduplicated. 18.28% Achievement Gap -51 Hispanic. -67 White. -49 SWD. -112 Unduplicated. -88	2022-2023 school year CaASPP Change + 4.4% Hispanic. +13.72% White. +2.18% SWD. +4.11% 2 or more. +2.05 Unduplicated. +5.41% Met or Exceed Standards 37.55% Hispanic. 34.15% White. 36.89% SWD. 17.93% 2 or more. 39.23% Unduplicated. 18.28% Achievement Gap - 38.3	2023-2024 school year* Met or Exceed Standards 49.49% Hispanic. White. SWD. 20.42% 2 or more. Unduplicated. CaASPP Change + 12.47% Hispanic. White. SWD. + 0.68% 2 or more. Unduplicated. * Not all data is released.	The desired outcome is PRUSD would increase student's Math scores by 5%, measured by the annual SBAC assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Hispanic. - 44.2 White. - 38.6 SWD. - 89.2 Unduplicated. - 71.2		
English Language Arts (ELA) Academic Performance. (State Priority 4A)	2019-2020 school year CaASPP > 6% Achievement Gap (2019) White. +28.33 Hispanic. -29.17 SWD. -96.17 ELs. -91.67	2021-2022 school year CaASPP Change - 1% Hispanic. - 6.51% White. 2.96% SWD. 9.07% Unduplicated. - 5.08% Met or Exceed Standards 48.84% Hispanic. 41.49% White. 51.96% SWD. 22.4% Unduplicated. 38.62% Achievement Gap -6 Hispanic. -21 White. -6	2022-2023 school year CaASPP Change - 1.85% Hispanic. +4.04% White. - 5.81% SWD. +3.62% 2 or more. +2.05 Unduplicated. - 5.94% Met or Exceed Standards 47.01% Hispanic. 45.53% White. 45.33% SWD. 26.02% 2 or more. 48.86	2023-2024 Met or Exceed* Standards. 48.18% Hispanic White SWD. 23.51% 2 or more. Unduplicated CaASPP Change +5.31% Hispanic. White. SWD. - .7% 2 or more. Unduplicated. * Not all data is released.	The desired outcome is PRUSD would increase student's ELA scores by 5%, measured by the annual SBAC assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD. -74 Unduplicated. -38	Unduplicated. 32.68% Achievement Gap - 8.4 Hispanic. - 9.4 White. - 9.0 SWD. - 71.6 Unduplicated. - 35.9		
Physical Fitness Test (PFT). (State Priority 4)	2019-2020 school year PFT 79%	2021-2022 school year No data due to pandemic.	2022-2023 school year PFT. 93.5%	N/A-Test in April/May 2024 Data is not released yet.	The desired outcome is PRUSD would increase the # of students passing the annual PFT by 5% for students in 5th and 7th grades.
Implementation of Common Core State Standards(CCSS), and access for English Language Development (ELD) standards for EL students. (State Priority 2A)	2019-2020 school year 100% of ELL students have access to Common Core and ELD standards.	2021-2022 school year 100% of ELL students have access to Common Core and ELD standards.	2022-2023 school year 100% of ELL students have access to Common Core and ELD standards.	2023-2024 school year 100% of ELL students have access to Common Core and ELD standards.	The desired outcome is 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.
CIM (SWD). (State Priority 4)	2020-2021 school year Math	2021-2022 school year PRUSD has not received the APR	2022-2023 school year Math	2023-2024 school year	The desired outcome is PRUSD meet SEP metrics for Math and ELA based on how

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>APR Growth 13.04% Performance Level. No</p> <p>ELA APR Growth 13.19% Performance Level. No</p>	growth from the state for 2021-2022 school year.	<p>CaASPP 17.93%. +4.11% Met Metric. Yes</p> <p>ELA CaASPP 26.02%. +3.62% Met Metric. No</p>	<p>Math CaASPP. 20.42%</p> <p>ELA CaASPP 23.51%.</p>	SWD's perform on the state SBAC assessment.
CaASPP CAST Performance. (State Priority 4)	2019-2020 school year CAST 36.76%	<p>2021-2022 school year CAST 28.72%</p> <p>CaASPP Change. < 5.42% Hispanic. - 8.46% White. - 7.21% SWD. 8.17% Unduplicated. -5.3%</p> <p>Met or Exceed Standards 31.34% Hispanic. 25.92% White. 28.47% SWD. 11.2%</p>	<p>2022-2023 school year CAST 36.56%</p> <p>CaASPP Change. +5.24% Hispanic. +10.67% White. +6.93% SWD. +12.88% 2 or more. - 3.27% Unduplicated. - 9.68%</p> <p>Met or Exceed Standards 36.56% Hispanic. 36.59%</p>	N/A-Test in May 2024 Data not release yet.	The desired outcome is PRUSD would see a continued academic growth by 5% annually, measured by the annual CAST assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Unduplicated. 27.78% Achievement Gap -12 Hispanic. -34 White. 1 SWD. -25 Unduplicated. -30	White. 35.4% SWD. 24.0% 2 or more. 38.55% Unduplicated. 18.18% Achievement Gap - 9.7 Hispanic. -10.2 White. - 9.7 SWD. -16.7 Unduplicated. -16.4		

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.

PRUSD continues to increase and refine interventions for ELA and Math. The district is seeing pockets of success. The action items were carried out effectively but there are some areas that the district must address with the preliminary state data coming. No substantive difference to report out on.

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

The only budgetary substantive difference is increase teaching staff to lower class sizes. This was done during the beginning of the school year when enrollment continue to increase.

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

It is difficult to determine the effect of lower class sizes as there are many different factors that contribute to student success within a school district.

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.

PRUSD will be focusing on the alignment of standards and districtwide report card to inform parents on growth through the formal report card. Also, the district will be increasing class sizes next year due to budgetary concerns. The district will be able to determine if smaller class size has an effect on student learner outcomes. PRUSD will continue to develop and refine intensive intervention instruction at the elementary levels and develop a robust intervention model at the middle school that includes an online adaptive intervention platform for students to utilize at home.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Ridge Union Elementary School District	Rusty Clark Superintendent	rclark@prsd.us (530) 268-2800

Plan Summary [2024-25]

General Information

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

The Pleasant Ridge Elementary School District (PRSD) is located in the beautiful Sierra Foothills, serving the communities of Auburn, Lake of the Pines, Alta Sierra, and Grass Valley. Pleasant Ridge Elementary School District was formed by consolidating three original schools, Wolf School, Forest Springs School, and Lime Kiln School, into Pleasant Ridge Elementary School in 1959. Since then, Pleasant Ridge has continued to meet the needs of the growing south Nevada county area by opening three newer schools. The three schools that were added to encompass Pleasant Ridge Union School District are Alta Sierra Elementary, Cottage Hill Elementary, and Magnolia Intermediate School. In 2010, the Trustees voted to close Pleasant Ridge Elementary School due to declining enrollment. A few years later, Pleasant Ridge School District saw the need to open the newest school in the fall of 2017 as a dependent Charter school to address the interest in home-based schooling. Arete Charter Academy developed its own Local Control Accountability Plan; thus, it will not be addressed in this LCAP. PRUSD also offers a recreational preschool to support learning for three and four-year-olds. Recently, PRSD's Expanded Learning Opportunities program has provided enrichment programs after school, throughout the school year, on Saturdays, and during summer recess.

The District's annual general fund budget is usually approximately \$20.6 million, with reserves of approximately 17%. Much of PRSD's budget comprises one-time funding to support students who need intensive support beyond primary instruction. The one-time allocations will support learning over the next three years. Approximately 77% of the District's annual revenue is used to hire highly skilled staff. Our outstanding veteran teachers and instructional support staff include 63 certificated and 79 classified employees who serve approximately

1,440 students annually at the comprehensive sites and 250 at the charter school. PRSD has seen a 5% increase in enrollment over the past five years, whereas local and state school districts continue to see declining enrollment. The teachers work a 186-day calendar with four professional development days included. Due to the District's small size, PRSD outsources transportation services, food services, and technology and belongs to a joint powers authority for the District's comprehensive benefits, liability insurance, and workers' compensation. During the 2022 school year, PRSD helped develop a Joint Powers Authority to develop a food services agency to deliver better-tasting and nutritious food to all school districts in Nevada County. PRSD continues to work with other school districts to make this happen.

As a TK-8 grade school district, the staff provides an outstanding educational experience for students through three different models of education: on-site, blended, and homeschooling. Three of the four schools have been recognized as California Distinguished Schools in the past, and each of the two elementary schools has been named National Blue-Ribbon School. The District was awarded the California Pivotal Practice Award for its innovative practices in serving PRSD students during the 2020 pandemic. The District's use of technology in instruction is a model throughout California. There are also firm commitments to ongoing professional development, character education, robust elective programs, and identification of educational practices that support student learning, growth, and social-emotional development. PRSD continues to remain progressive, continually seeking ways to improve teaching and learning with each member of the learning community for the success of each student.

PRSD strives to provide a safe and engaging environment where students develop academic, social, and life skills to become productive citizens in a constantly changing global society. PRSD's mission is to encourage, engage, and educate students daily. PRSD is proud of our students, faculty, and programs, which have been recognized throughout the state, nationally, and internationally. Being a TK-8th grade school district, we will not address any of the high school metrics in this plan, and none of our schools qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

During the annual performance review for the 2022-2023 school year, PRSD identified three key areas that we must address: chronic absenteeism, excessive suspensions of students with disabilities, and low academic scores for students with disabilities in math and ELA.

Chronic absenteeism has increased for the past two school years by 2.6%. Alta Sierra and Cottage Hill are schools that contribute to the increase. Sub-group populations contributing to the increase are White (23.6%), Hispanic(28.6%), two or more races(32.6%), SED(38.8%), and SWD(34.4) students. We must identify the underlying reasons for absenteeism and implement strategies to address this problem. By addressing the root causes, we can work towards improving attendance rates and ensuring that students have the opportunity to engage in their education and increase academic achievement fully.

Excessive suspensions of students with disabilities are another challenge that requires our immediate attention districtwide. Suspending students with disabilities disproportionately impacts their educational progress and can contribute to a negative cycle of disengagement and further discipline issues. PRSD saw an increase of 2.4% in students with disabilities being suspended compared to the prior year's data for a total of 7.1%. This is a difference of 2.4% compared to all populations. It is essential to review our disciplinary practices and explore

alternative approaches that prioritize restorative justice and support the individual needs of students with disabilities. Magnolia Intermediate School was identified as the school that needs to look at current strategies.

Low academic scores in math and ELA for students with disabilities must also be addressed specifically for Magnolia Intermediate School and Cottage Hill. These scores indicate a gap in our instructional strategies and curriculum implementation. It is important to assess the effectiveness of our teaching methods and provide targeted interventions and support to ensure that students with disabilities receive the necessary accommodations and modifications to succeed academically. Cottage Hill Elementary and Magnolia Intermediate School have been identified as schools to develop plans to address these needs. This will be addressed in the district CIM plan.

By addressing chronic absenteeism, excessive suspensions, and low academic scores for students with disabilities, we can create an inclusive and supportive learning environment where all students have equal opportunities to succeed. We must remain committed to continuous improvement and work collaboratively to overcome these challenges for the benefit of our students.

Reflections: Technical Assistance

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

The Pleasant Ridge Elementary School District (PRSD) qualifies for differentiated assistance due to excessive chronic absenteeism and suspensions of students identified with disabilities. PRSD identified this early in the 2023 school year and began to develop a plan to support students in improving student engagement at each school site. PRSD is identified under the Special Education Compliance and Monitoring Process for students with disabilities. PRSD did not meet the expected growth in ELA and the state-mandated testing participation standards. Below are the summaries of the work that PRSD has begun to implement.

Identified Needs based on the annual Dashboard results:

Chronic Absenteeism - Alta Sierra & Cottage Hill (White, Hispanic, Two or More Races, SED, SWD)

Suspension - Magnolia (SWD)

ELA - Cottage Hill & Magnolia (SWD)

Math - Magnolia (SWD)

Differentiated Assistance: (Suspensions)

Improving the suspension rates of students with disabilities within PRSD requires a multifaceted approach that prioritizes support, understanding, and proactive measures. Here are reflective measures outlining steps PRSD has taken to improve this metric:

~Training and Professional Development: PRSD continues to Invest in comprehensive training programs for teachers, staff, and administrators to enhance their understanding of disabilities and effective strategies for supporting students with diverse needs. Training includes teaching practices (Universal Design for Learning), positive behavior interventions (PBIS and hiring of Registered Behavior Technicians), and de-escalation techniques (crisis prevention).

~Early Intervention and Support Services: Implement early intervention programs and support services to identify and address issues before they escalate. Such services include counseling, social-emotional learning programs, and access to special education services tailored to individual student needs.

~Positive Behavior Support Plans: Develop and implement positive behavior support plans for students with disabilities. These plans focus on reinforcing positive behaviors, teaching appropriate coping skills, and providing alternative strategies for managing challenging behaviors. Board-certified behavior Analysts and District-Registered Behavior Technicians provide these services.

~Collaboration with Parents and Guardians: Foster open communication and collaboration with parents and guardians to ensure a consistent approach to supporting students at school and home. Involve them in developing and reviewing behavior plans and provide resources and support to help them understand and address their child's needs through the IEP process.

~Restorative Practices: Shift the focus from punitive measures towards restorative practices that prioritize repairing harm, promoting accountability, and fostering a sense of belonging within the school community. Provide training and resources to implement restorative approaches to discipline and conflict resolution.

Differentiated Assistance: (Chronic Absenteeism)

Improving chronic absenteeism within PRSD has been the goal since the 2020 pandemic. Below is a summary of action items the district has taken to address and improve chronic absenteeism:

~Data Analysis and Monitoring: PRSD uses Power School data to identify patterns of absenteeism, including the frequency, timing, and demographics of students most affected. Power School can provide immediate and relevant data to flag students showing early signs of chronic absenteeism for timely intervention. PRSD uses Power School Performance Matter to identify such students to set up the necessary meetings.

~Engagement Strategies: PRSD strengthens communication and partnerships with families through SART and DARB meetings to remove barriers and excuses for absenteeism. PRSD has improved its engagement strategies through increased student celebrations, after-school programs, and the Expanded Learning Opportunity Program.

~Supportive Interventions: Provide students with emotional, social, or behavioral issues leading to absenteeism with access to mental health services and counseling.

Offer tutoring, academic counseling, and remedial programs to help students catch up and stay on track with their studies.

~Addressing Barriers: Work to alleviate logistical barriers to attendance, such as unreliable transportation or unstable housing. Improve access to healthcare for students with chronic illnesses or other health-related issues contributing to their absenteeism.

~Policy and Program Development: Review and revise attendance policies to ensure they support rather than punish students struggling with attendance.

Develop targeted programs for students and subgroups with higher absenteeism rates, tailoring interventions to meet their specific needs.

~Professional Development: Provide training for teachers, administrators, and support staff on identifying and addressing the root causes of absenteeism.
Foster a culture of collaboration among school staff, families, and community organizations to support students' attendance and engagement.

~Continuous Improvement: Establish mechanisms for regular feedback from students, families, and teachers to continuously refine and improve absenteeism interventions. Regularly measure and evaluate the effectiveness of interventions and strategies to refine approaches over time.

By taking these steps, PRSD continues to address chronic absenteeism and will continue to address chronic absenteeism.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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
Education Advisory Committee	Meet in person with members of the community, including teachers, classified staff, administration, and parents, to discuss how to plan for the next three years using LCFF and one-time funding sources.
District Advisory Committee (Teachers-Pleasant Ridge Teacher's Association)	Teachers were able to provide feedback on what the most critical needs are for PRUSD to achieve the district's vision. (Encourage, Engage, Educate)
CIM Planning Team	Meet in person, quarterly to discuss identified performance indicators and root causes for the identification. The team drafted goals and actions to address the identified performance indicators. The plan and action items were shared districtwide for feedback from special education stakeholders.
Pleasant Ridge Parent's Club	The LCAP goals and action items were provided to the members of the parent's club for feedback and suggested additions. Members of the District Parent's Club are parents from each of the representative sites.
Students	Students were surveyed in grades 5th -8th grade to provide feedback for student engagement, school facilities, school culture, and course offering for academic achievement.
Staff (Certificated and Classified)	Staff were surveyed to provide feedback to achieve the district's vision. (Encourage, Engage, Educate)
Parents	Parents were surveyed to provide feedback for student engagement, school facilities, school culture, and course offering for academic achievement.

Educational Partner(s)	Process for Engagement
Administration	Administration meet weekly to discuss leed and lag data to develop goals and action items for the 24-25 school year.
Board of Trustees	Board of Trustees conducted a workshop to develop goals and action items for meeting goals. The Board of Trustees approve the final LCAP during the June Board meeting.
Classified Staff (California School Employees Association)	Representatives from CSEA are part of the EAC and reviews plan to provide feedback to contribute to entire plan and specifically to goal 4.

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

During our meetings with the District Stakeholders, we shared the goals of the LCAP along with our student data and proposed actions. Our partners provided the following feedback for the entire LEA:

- ~ intensive Tier II and III Instruction
- ~ Curriculum that supports Tier II and Tier III instruction
- ~ Intensive support for behavior modification
- ~ Continued support and professional development in math and ELA instruction (mathematical mindset and 95% Phonics)
- ~ Structured SST meetings where the community of learners come together to discuss what works

For specific Subgroups of Students:

Students with Disabilities

- ~Address increased behaviors
- ~Address not meeting academic growth in ELA and Math
- ~ Develop strategies as alternatives other than suspensions

ELD, SWD, & Hispanic

- ~ Strategies for how to improve attendance

One highlight that resonated with students, parents, and staff provided feedback that schools are a positive learning environment where schools do their best to serve all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PRUSD aims to establish an engaging school culture that values diversity, fosters academic excellence, and promotes mutual respect among students, parents, educators, and the community, as measured by attendance rates, student celebrations, annual surveys, and discipline data. This goal will be measured by after-school activity participation rates, attendance rates, suspension rates, chronic absenteeism rates, middle school drop-out rates, and the condition of facilities. PRUSD developed this goal to address the identified needs of improving student engagement by improving attendance, decreasing chronic absenteeism, and increasing participation beyond the school day while decreasing suspensions of students with disabilities.	Broad Goal

State Priorities addressed by this goal.

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.

Based on increasing behavior data and chronic absenteeism, PRUSD will improve clean, safe, and conducive learning environments to inspire each student's excellence each school day. PRUSD will maintain and increase experiential-based classes and learning opportunities to increase engagement while improving attendance and decreasing behavior referrals and suspensions.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent Participation. (State Priority 3)	Based on 2023-2024 parent survey, 89% parents were satisfied with the direction the school district is heading and supporting student learning.			The desired outcome is the survey results would show an 80% or above satisfactory rating.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Parent Participation. (State Priority 3A, 3B, 3C)	Based on the 2023-2024 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 23% of parents participating overall.			The desired outcome is parent participation will increase by 5% annually.	
1.3	Student Celebrations. (State Priority 6)	Based on the 2023-2024 school year, each school site engaged in monthly student recognitions. Approximately 30% of students were recognized on a monthly basis.			The desired outcome is to increase the number of students being recognized annually by 5%.	
1.4	School Connectedness. (State Priority 6)	Based on the 2023-2024 school year, 100 students were served by the counselors on a weekly basis in small group and individual			The desired outcome is 5% fewer student behavioral mediation referrals to the counselor annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sessions but saw an increase in more severe behaviors.				
1.5	Stakeholder Connectedness (Students, Parents, & Staff). (State Priority 6C)	<p>Based on the 2023-2024 school year, 84% of elementary school stakeholders responded they were connected, supported, and engaged.</p> <p>68% of middle school stakeholders responded they were connected, supported, and engaged.</p>			The desired outcome is 80% of all stakeholders respond to annual PRUSD Stakeholder Survey that they are engaged and supported by PRUSD.	
1.6	Employee Connectedness. (State Priority 6)	<p>Based on the 2023-2024 school year Employee Planning Survey (80% Approval Response)</p> <ul style="list-style-type: none"> • Communication 95% • School Climate 77% • Safety 82.5% • Academics 68.3% • Staff Effectiveness 78.7% • Parent Engagement 77.8% 			The desired outcome for the planning survey is staff would report approval responses of 80% or greater annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Engagement. (State Priority 5 & 6)	<p>2023-2024 school year*</p> <p>Attendance - 91% missed 1 or more school days</p> <ul style="list-style-type: none"> Hispanic 16% White 68% 2 or more race 7% SED. 32% SWD 17% <p>Chronic Absenteeism 28.4%</p> <ul style="list-style-type: none"> Hispanic. 28.6% White 23.6% 2 or more race 32.6% SED. 38.8% SWD 34.4% <p>Suspensions 3.7%</p> <ul style="list-style-type: none"> Hispanic. 3.7% White 4.6% 2 or more race 3.0% SED 5.7% SWD 7.1% <p>Expulsions 0%</p> <ul style="list-style-type: none"> Hispanic 0% White 0% 2 or more race 0% SED. 0% 			<p>The desired outcome is to increase student engagement by:</p> <ul style="list-style-type: none"> Decreasing students who have missed 1 or more days annually by 5%. Decrease the number of student who are chronic truant annually by 5%. Decrease the number suspensions annually by 5%. Expulsions are 0% or 5% fewer annually by 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> SWD 0% MS Dropout - 0% *calculated by total population per subgroup population			school sites and district-wide. <ul style="list-style-type: none"> MS Dropouts would remain at 0% annually. 	
1.8	Middle School Participation Rate based on grades, attendance, and behavioral requirements. (State Priority 5)	2023-2024 school year 83% of 8th grade students participated in the End of the Year promotion ceremonies.			The desired outcome is 100% of 8th graders qualified to participate in the end of the year promotion ceremonies.	
1.9	Expanded Learning Opportunities Program Participation/RISE Summer School (State Priority 8)	2023-2024 school year 14% of unduplicated student population participated in after school, weekend or summer school.			The desired outcome increase the number of unduplicated student population by 5%.	

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	Develop a comprehensive Multi-Tier Systems of Support (MTSS). (Priority 6)	By implementing and developing a Multi-Tier System of Support (MTSS) for all students, students will receive the necessary support to access grade-level standards and strategies to self-regulate behaviorally (PBIS) and engage in daily instruction (UDL).	\$71,761.94	No
1.2	Provide Parenting Classes. (Priority 3)	By providing Love & Logic parenting classes, parents will receive the necessary skills to train up their children. Parents will be able to provide empathy before describing consequences, use few words and more loving actions, delay consequences when necessary, and give kids the gift of owning and solving their problems. Students will understand and value the power of choice.	\$5,100.00	Yes
1.3	Student Celebrations (Priority 6)	By celebrating student success through weekly, monthly, trimester, and annual award ceremonies and acknowledgment, students will be motivated to be more engaged. (This action item will address chronic absenteeism identified need ~ student engagement)	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	SEL, Crisis, and Mental Health Counseling. (Priority 6)	By providing increased SEL, crisis counseling, and mental health counseling services through three district psychologists, three RBTs, and two counselors, students will become more connected and engaged and increase their satisfaction within the learning community, thus seeing an increase in academic achievement and improved attendance. (This action item will address the improvement of student with disabilities suspension rate)	\$805,176.52	No
1.5	Board Certified Behavioral Analyst (BCBA). (Priority 5)	By providing a district BCBA one day a week, students will be provided behavior support strategies to help with self-regulation and student success. The BCBA will work with staff in developing Tier-I strategies during class time, address Tier-II and Tier-III students during small group intervention, and help mitigate SWD suspensions. (This action item will address the improvement of student with disabilities suspension rate)	\$50,000.00	No
1.6	Communication (Priority 3)	By increasing parent communication, parent engagement will increase through timely notification through multiple modalities. Such modalities are in-person, telephone, mail, email, social media, weekly newsletters, and website postings.	\$9,500.00	No
1.7	Refine SST, SART, DARB, and 504 Processes. (Priority 5)	Refined SST, SART, DARB, 504, and referral processes will ensure timely student access and interventions. These processes is designed to support students in various ways, addressing academic, attendance, and accessibility issues to provide a comprehensive and inclusive educational experience. The identified student populations are Hispanic, SED, SWD, and students who identify with two or more races. (This action item will address chronic absenteeism identified need ~ student engagement)	\$40,000.00	No
1.8	Student Transitions. (Home to TK/K & 5th to 6th) (Priority 8)	By implementing procedures and protocols for student transition, students will connect directly with the learning community through the positive and welcoming experience. Home to TK/K round up at the elementary schools and RISE/WEB at the middle school will help with transitions to each level of education within PRUSD.	\$4,959.72	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Family Engagement (Priority 3)	Schools will host informational nights/sessions for parents on topics related to student success and well-being. Schools will use Back-to-School and Open House evenings to set annual expectations and showcase student works.	\$9,592.96	No
1.10	Standards-Based Reporting (Priority 3)	Transitioning to standards-based report cards in PRUSD will enhance the accuracy and clarity of student progress, promote consistency, identify the need for differentiated instruction, and foster a culture of continuous improvement. This transition will benefit students, teachers, and parents by providing a more detailed and actionable understanding of student progress and needs.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PRUSD aims to improve students' literacy skills and ensure they are well-prepared for academic success that is appropriate to their grade level. Students will be equipped for literacy at their grade level through initial direct instruction that covers phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills, as demonstrated on the annual CaASPP and local assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the analysis of PRUSD's annual state and local data, PRUSD needs to deliver high-quality direct instruction and offer Tier II and Tier III interventions for identified students requiring more intensive small-group instruction throughout the school day. Students will be equipped for literacy at their grade level through initial direct instruction that covers phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills, which are crucial for effective grade-level communication. Those requiring additional assistance to meet grade-level standards will benefit from intensive Tier II and Tier III instructional support to foster grade-level advancement and development. The achievement of this goal will be evaluated through teacher assignments, local and state assessments, and progress in intensive instructional objectives. This goal was developed to improve all students' English language development progress and specifically address students with disabilities' lack of continuous growth at Cottage Hill and Magnolia Intermediate School.

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 percentage of unduplicated students and students with disabilities in intervention or support classes measured by percent used compared to general population.	Based on 2023-2024 school year 30% of unduplicated students and 85% students with disabilities need Tier-II and Tier-III intervention.			The desired outcome would be 5% fewer identified students needing Tier-II and Tier-III interventions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 4 & 7)					
2.2	English Language Learner (ELL) Progress measured by ELPAC and Reclassification Rate. (State Priority 4E & 4F)	<p>Based on the 2023-2024 school year, 7.7% of all ELL students were reclassified.</p> <p>Based on the 2023-2024 school year, 53.8% of all ELL students maintained or progressed towards proficiency on the ELCAP.</p>			The desired outcome is that 100% ELL students who have attended schools within PRUSD for a minimum of three years would be reclassified by the end of their 4th year based on the ELPAC reclassification qualification.	
2.3	All students will have access to standards-aligned instructional materials and broad course of study. (State Priority 1B & 7A)	In 2023-2024 100% of students received standards aligned instructional materials.			100% of students will have access to standards-aligned instructional materials and broad course of study offered by PRUSD annually.	
2.4	Renaissance STAR (Literacy). (State Priority 8)	In 2023-2024 school year 54% of all students who took the STAR assessment grew from Fall to Spring semester.			The desired outcome is 100% of PRUSD students would show growth between the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					fall assessment to the spring assessment.	
2.5	English Language Arts (ELA) Academic Performance. (State Priority 4A)	<p>2022-2023 Met or Exceed Standards.</p> <p>42.87% Hispanic</p> <p>38.30% White.</p> <p>41.89% SWD.</p> <p>23.51% 2 or more.</p> <p>46.51% SED.</p> <p>32.29%</p> <p>CaASPP Change -</p> <p>4.14 Hispanic. -</p> <p>23.1 White. - 5.9</p> <p>SWD. + 6.8</p> <p>2 or more. - 4.6</p> <p>SED. - 4.3</p> <p>Achievement from Standard</p> <p>DistrictWide 12.2</p> <p>Below</p> <p>Hispanic. 28.0</p> <p>Below</p> <p>White. 12.9</p> <p>Below</p>			The desired outcome is PRUSD would increase student's ELA scores by 5%, measured by the annual SBAC assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD. 66.9 Below 2 or more. 4.6 Below SED. 31 Below				
2.6	Implementation of Common Core State Standards(CCSS), and access for English Language Development (ELD) standards for EL students. (State Priority 2A)	2023-2024 school year 100% of ELL students have access to Common Core and ELD standards.			The desired outcome is 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	
2.7	CIM-Compliance, Implementation, Monitoring (SWD). (State Priority 4)	2023-2024 school year ELA CaASPP 23.51%.			The desired outcome is PRUSD meet CIM metrics for ELA based on how SWD's perform on the state SBAC assessment.	
2.8	Scootpad usage for identified Tier II and Tier III students. (SPED and ELL)	No Data for 2023-2024			100% of students identified needing Tier II and Tier III support will utilize Scootpad for a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					minimum of 15 minutes per day.	

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	Curriculum, Supplemental Materials, & PD (Priority 1,2,4,7)	By purchasing standards-based curriculum, support materials, assessments, professional development, teachers will be able to assist under-performing students in English Language Arts. (95% Phonics Group) Scootpad will be utilized for students in middle school needing Tier II and Tier III support.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Common Summative Assessments (Priority 4)	Implementing Renaissance STAR, ESGI, and DIBELS, IABs, and performance tasks where teachers will be provided data to make informed decisions in order to address individual student's progress and needs.	\$22,465.94	No
2.3	Special Education Support & Professional Development (Priority 4)	By providing intensive support and professional development, students with disabilities will receive the support needed to achieve annual goals, objectives, and grade-level Math and English Language Arts standards. (This action item will address ELA SWD students in improved academic growth)	\$3,207,831.09	No
2.4	Literacy Development (Priority 4)	Provide support for teachers to improve instruction of 95% Phonics Group. The support will be on a model of lesson study where the support will push in and then will discuss of the effectiveness during small group meetings. (This action item will address ELA SWD students in improved academic growth)	\$49,776.00	Yes
2.5	Common Writing Assessments (Priority 4)	The district will develop and implement effective districtwide writing assessments that are aligned with grade level standards, ensuring that all students are assessed fairly and consistently while providing valuable data to improve instruction and student outcomes.	\$12,444.00	No
2.6	Academic Support for ELL and Foster Youth Students (Priority 4)	The district will provide comprehensive academic support for English Language Learners, foster youth, and unduplicated students during and beyond the school day, addressing their specific needs and promoting their academic success and overall well-being.	\$897,219.50	Yes
2.7	Experiential Learning & Tutoring (Priority 4 & 8)	Expanded Learning Opportunities programs will provide students with additional academic support in ELA, enrichment activities, and real-world experiences that foster academic growth. ELO will be offered to TK-6 grade students throughout the school after school, on the weekends, and during the summer break.	\$596,014.93	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Tiered Interventions (Priority 4)	The district will provide targeted and intensive support to identified students, ensuring that all students have the opportunity to succeed academically. This structured approach helps address specific learning deficits, monitor progress closely, and adjust interventions as needed to meet the unique needs of each student. (This action item will address ELA SWD students in improved academic growth)	\$30,000.00	No
2.9	Intensive Intervention (Priority 4)	PRUSD will provide Students with Disabilities intensive academic support in literacy and writing from a highly qualified Education Specialist. (This action item will address ELA SWD students in improved academic growth)	\$660,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PRUSD aims to enhance students' mathematical and scientific understanding, proficiency, and application by addressing learning gaps, improving instructional quality, and promoting a positive mathematical and Scientific mindset, as demonstrated on the annual CaASPP and local assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the analysis of PRUSD's annual state and local data, PRUSD needs to deliver high-quality direct instruction and offer Tier II and Tier III interventions for identified students requiring more intensive small group instruction in mathematics throughout the school day. This goal was developed specifically to address the needs of students with disabilities at Magnolia Intermediate School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percentage of unduplicated students and students with disabilities in intervention or support classes measured by percent used compared to general population. (State Priority 4 & 7)	Based on 2023-2024 school year 30% of unduplicated students and 85% students with disabilities need Tier-II and Tier-III intervention.			The desired outcome would be 5% fewer identified students needing Tier-II and Tier-III interventions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	NWEA MAP (Measures of Academic Progress - Math). (State Priority 8)	Based on 2023-2024 outcomes, 87% students shown growth from Fall to Spring Assessments.			The desired outcome is 100% of PRUSD students would show growth between the fall assessment to the spring assessment.	
3.3	Math Academic Performance. (State Priority 4A)	<p>2022-2023 Met or Exceed Standards.</p> <p>37.02% Hispanic</p> <p>29.08% White.</p> <p>36.18% SWD.</p> <p>19.74% 2 or more.</p> <p>42.16% SED.</p> <p>25.79%</p> <p>CaASPP Change -</p> <p>0.53</p> <p>Hispanic. - 5.1</p> <p>White. -</p> <p>0.71</p> <p>SWD. + 1.8</p> <p>2 or more. +</p> <p>2.93</p> <p>SED. +</p> <p>2.1</p>			The desired outcome is PRUSD would increase student's Math scores by 5%, measured by the annual SBAC assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Achievement from Standard DistrictWide 27.6 Below Hispanic. 47.7 Below White. 27.5 Below SWD. 87.0 2 or more. 25.1 Below SED. 54.3 Below				
3.4	SEP (SWD). (State Priority 4)	2023-2024 school year Math CaASPP. 20.42%			The desired outcome is PRUSD meet SEP metrics for Math based on how SWD's perform on the state SBAC assessment.	
3.5	All students will have access to standards-aligned instructional materials and broad course of study. (State Priority 1B & 7A)	2023-2024 school year 100% of students have access to standards-aligned instructional materials and broad course of study.			100% of students will have access to standards-aligned instructional materials and broad course of study offered by PRUSD annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Scootpad Usage for identified Tier II and Tier III support	2023-2024 school year 377 students used Scootpad for 2 minutes daily.			100% of students identified needing Tier II and Tier III support will utilize Scootpad for a minimum of 15 minutes per day.	
3.7	Science Academic Performance. (State Priority 4)	2022-2023 Met or Exceed Standards. 39.04% Hispanic 37.21% White. 38.26% SWD. 22.45% 2 or more. 40.86% SED. 24.00% CAST Change + 2.48 Hispanic. + 0.62 White. + 2.86 SWD. - 1.55 2 or more. + 2.31 SED. + 5.82			The desired outcome is PRUSD would increase student's Science scores by 5%, measured by the annual CAST assessment.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Curriculum, Supplemental Materials, & Professional Development (Priority 1,2,4,7)	Teachers can assist underperforming students in mathematical understanding by purchasing standards-based curricula, support materials, assessments, and professional development. (Aleks, Scootpad, & math supplementary support curriculum) Math Teachers will meet monthly to discuss the scope and sequence based on the California State Math Frameworks and student outcomes. Science curriculum and supplies will be refreshed annually to conduct labs and replace consumables.	\$25,105.50	No

Action #	Title	Description	Total Funds	Contributing
3.2	Common Summative Assessments (Priority 4)	<p>NWEA MAPS and IAB formative assessments will be used each trimester where teachers may make informed decisions in order to address individual student's needs.</p> <p>Science teachers will use the CAST practice assessments to prepare students for the annual CAST assessments.</p>	\$5,000.00	No
3.3	Special Education Supports & Professional Development (Priority 4 & 7)	By providing intensive supports and professional development, students with disabilities will receive the necessary support to achieve annual goals, objectives and grade-level standards in Math and Science.(This action item will address math SWD students in improved academic growth)		No
3.4	Instructional Support (Mathematical Mindset) (Priority 1)	Provide site-based math leads to address the needs of staff and students in implementing mathematical mindset districtwide. Planned quarterly meetings and professional development days will provide staff with the ongoing support.	\$5,000.00	No
3.5	Experiential Learning (Priority 4 & 8)	<p>Expanded Learning Opportunities program will provide students with additional academic support in math, enrichment activities, and real-world experiences that foster academic growth. ELO will be offered to TK-6 grade students throughout the school after school, on the weekends, and during the summer break.</p> <p>6th Grade will participate in science camp annually.</p>	\$27,000.00	Yes
3.6	Tiered Interventions (Priority 4)	The district will provide targeted and intensive support to identified students, ensuring that all students can succeed academically in mathematical concepts. This structured approach helps address specific learning deficits, monitor progress closely, and adjust interventions to meet each student's unique needs. (This action item will address math SWD students in improved academic growth)	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Science/Math Show Cases and Math Curriculum Nights (Priority 3)	By conducting Science Fairs, math Showcases, and curriculum nights, the district can effectively engage parents in the scientific and mathematical discipline, providing them with the knowledge, tools, and confidence to support their children's science/math education. Math nights will help create a supportive learning environment both at school and at home.	\$5,000.00	No
3.8	Math Meeting weekly during PLC (Priority 8)	PRUSD math teachers will meet during PLC time to discuss goals for school year, student progress, and develop tiered support for students who are not performing at grade level.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PRUSD will ensure that all students receive a high-quality education supported by well-maintained facilities, qualified teachers, and effective implementation of state standards.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PRUSD established this goal to continually strive to provide optimal learning conditions in a safe and supportive formal school environment based on the needs reported out on the FIT report, annual student, parent, and staff surveys, and student CaASPP outcomes. This goal is to achieve maintenance of effort for conditions for learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in "Good" repair measured by Facilities Inspection Tool. (State Priority 1C)	2022-2023 school year 100% of all facilities are in "Good" repair based on the annual FIT report.			The desired outcome is 100% of all facilities will meet the FIT requirement of "Good" repair or "Excellent" repair.	
4.2	Credentialed and Properly Assigned Teachers measured	2022-2023 school year FTE 59.2 Clear 96%			The desired outcome is all employed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by EOY CALPADs. (State Priority 1A)	Out of Field .1% Intern 0% Ineffective 2.2% Incomplete 1.7%			teachers are 100% credentialed and 100% properly assigned annually.	
4.3	Credentialed to teach English Language Learners (ELL) measured by EOY CALPADs. (State Priority 1)	2022-2023 school year 95% of teachers authorized to teach ELL students.			The desired outcome is 100% of all teachers will have an ELL authorization enabling that all ELL students have access to all academic core standards and ELD.	
4.4	Adopted Course of Study based on EC 51210 and 51220 (a-i). (State Priority 2A)	2022-2023 school year Math Go Math!,CPM 2014 (3 yr extension) ELA NGL Reach,Study Sync 2016 Science FOSS Next Generation 2020 Mystery Science 2023 Social Science TCI History Alive! 2021			100% of all curriculum and supplementary materials will be adopted and implemented as materials that are aligned to California State Standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Studies Weekly 2013 Intervention SIPPS, Read Naturally, Scootpad, CharacterCounts, "Why Try", Aleks, AR				
4.5	Professional Development Opportunities focused on SEL, Literacy, and Mathematics.	2022-2023 school year 100% of all teachers have opportunity to participate Professional Development.			100% of all teachers have opportunity to participate Professional Development.	
4.6	All students have access to technology to support learning and access to google classroom.	100% of students have access to use Chromebooks to access supports and google classroom.			100% of students have access to use Chromebooks to access supports and google classroom.	
4.7	Positive Learning Community	2023-2024 school year, 96% of staff report PRUSD is safe, supportive, and desirable place to work			100% of staff report PRUSD is safe, supportive, and desirable place to work.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Refreshing Digital Software & Hardware (Priority 8)	By integrating digital tools and resources, instruction and learning experiences will be enhanced. By using online platforms for collaborative meetings, instruction, and interactive lessons, staff and students will be able to communicate effectively for student outcomes.	\$50,000.00	No
4.2	Digital Citizenship (Priority 5)	By providing digital literacy and citizenship modules, students will use technology responsibly and navigate digital information with accuracy. The modules will emphasize the importance of online safety, ethics, and respectful digital communication.	\$127,324.78	No
4.3	Facilities Upgrade to Reflect 21st Century Learning Environment (Priority 1)	By improving the facilities to address the 21st Century Learning needs, teachers and students will be able to experience learning environments that encourage and engage students with creativity and flexibility with updated hardware and classroom design.	\$1,616,746.34	No
4.4	Professional Development (Priority 8)	All teachers have the ability to engage in professional development in literacy, mathematics concepts and social emotional learning.	\$96,761.94	No

Action #	Title	Description	Total Funds	Contributing
4.5	PLC Development (Priority 8)	All teachers will be trained in the formal structure of Professional Learning Communities and how to use Performance Matters to mine students data.		No
4.6	Support Staff (Priority 1)	PRUSD will seek out highly qualified support staff to lead, support, and administrate to support high quality support to all teachers. (Administrative, Classified, Confidential)	\$2,020,504.84	No
4.7	Appropriately Assigned Teachers (Priority 1)	The District will maintain 100% fully credential teachers, Highly Qualified with ELL authorization in grade levels TK-8th grade.	\$6,547,249.00	No
4.8	Specialized Services for SWD (Priority 4 & 6)	PRUSD will provided specialized services to students who need more intensive behavioral and education services. (This action item will address ELA and math SWD students in improved academic growth)	\$1,604,215.00	No
4.9	Induction Training (Priority 1)	By providing Butte Teacher Induction training for all beginning teachers, teachers will learn the necessary best practices for a beginning teacher and attain their professional credential.	\$28,800.00	No
4.10	Standards-Based Curriculum	PRUSD will provide standards-based curriculum in the four core content areas. Every student will have access to all district adopted curriculum.		

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
\$826,595	\$0

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
7.049%	0.000%	\$0.00	7.049%

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
1.8	<p>Action: Student Transitions. (Home to TK/K & 5th to 6th) (Priority 8)</p> <p>Need: PRUSD identify the need to address the increase of anxieties due to transitions.</p>	Providing formalized transitions programs will ease anxieties thus students will engage and perform at a higher level.	Student Surveys and Parent Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	<p>Action: Literacy Development (Priority 4)</p> <p>Need: Ongoing PD will provide the necessary support of teachers to improve first good instruction and Tier 2/3 instruction.</p> <p>Scope: LEA-wide</p>	Improved instruction will impact identified students through increase scores on formal assessments. The development will impact all students.	DIBELS and CaASPP Assessments
2.6	<p>Action: Academic Support for ELL and Foster Youth Students (Priority 4)</p> <p>Need: To support literacy and writing skills to provide grade level access.</p> <p>Scope: LEA-wide</p>	CaASPP data shows that unduplicated students score lower than other identified student populations.	Local Assessments (DIBELS & ELA CaASPP)

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
1.2	<p>Action: Provide Parenting Classes. (Priority 3)</p> <p>Need: PRUSD has a need to engage more parents from under representative demographics to support their students within the academia setting.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The classes will provided tools to be a more effective parent when supporting their children with in a formalized school setting.	PRUSD will monitor the effectiveness of classes through survey and the number of parents who decide to volunteer on school campuses.
2.1	<p>Action: Curriculum, Supplemental Materials, & PD (Priority 1,2,4,7)</p> <p>Need: Support Tier II and Tier III Literacy skill development</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Both curriculum support in addressing learning gaps, thus providing access to grade level curriculum.	DIBELS Assessments and Scootpad Usage Rate and Assessment
2.7	<p>Action: Experiential Learning & Tutoring (Priority 4 & 8)</p>	The extra support/practice will help with students with improving on learning gaps.	DIBELS, CaASPP ELA, STAR Literacy, Accelerated Reader Assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: The extend learning day will support students gaps in learning by providing experienced based learning and tutoring.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.5	<p>Action: Experiential Learning (Priority 4 & 8)</p> <p>Need: PRUSD aims to engage students more through offering more experiential learning opportunities. ELOP, Electives, Field trips, and Science Camp</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The more that is offered for students to engage beyond the school day, students will have a higher engagement rate than those who do not.	Number of students participating in such activities and the effect will be measured by increase or improved academic growth. (Grades. formative, and summative assessments)

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.

The greatest identified need for PRUSD is improve student engagement based on Chronic Absentee rates. Specific criteria are established to evaluate the effectiveness and impact of each action was based on student and parent engagement. The criteria included experiential learning activities (# of students), parent participation rate (# of parents engaged), survey results from parents and students, and interventions.

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.

N/A

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	34.5 to 1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	19.4 to 1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,725,775	826,595	7.049%	0.000%	7.049%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,680,512.46	\$651,814.93	\$4,261,071.32	\$2,111,151.29	\$18,704,550.00	\$15,333,588.63	\$3,370,961.37

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	Develop a comprehensive Multi-Tier Systems of Support (MTSS). (Priority 6)	All	No			All Schools	Ongoing	\$71,761.94	\$0.00	\$71,761.94				\$71,761.94	
1	1.2	Provide Parenting Classes. (Priority 3)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,600.00	\$1,500.00	\$5,100.00				\$5,100.00	
1	1.3	Student Celebrations (Priority 6)	All	No			All Schools	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.4	SEL, Crisis, and Mental Health Counseling. (Priority 6)	All	No			All Schools	Ongoing	\$805,176.52	\$0.00			\$805,176.52		\$805,176.52	
1	1.5	Board Certified Behavioral Analyst (BCBA). (Priority 5)	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$50,000.00			\$50,000.00		\$50,000.00	
1	1.6	Communication (Priority 3)	All	No			All Schools	Ongoing	\$0.00	\$9,500.00	\$9,500.00				\$9,500.00	
1	1.7	Refine SST, SART, DARB, and 504 Processes. (Priority 5)	All Hispanic, SED, SWD, and Two or more races	No			All Schools	Ongoing	\$40,000.00	\$0.00	\$30,000.00			\$10,000.00	\$40,000.00	
1	1.8	Student Transitions. (Home to TK/K & 5th to 6th) (Priority 8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$2,959.72	\$2,000.00	\$4,959.72				\$4,959.72	

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
						Low Income										
1	1.9	Family Engagement (Priority 3)	All	No			All Schools	Ongoing	\$9,592.96	\$0.00	\$9,592.96				\$9,592.96	
1	1.10	Standards-Based Reporting (Priority 3)	All	No			All Schools	2024-2025	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.1	Curriculum, Supplemental Materials, & PD (Priority 1,2,4,7)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$35,000.00			\$35,000.00		\$35,000.00	
2	2.2	Common Summative Assessments (Priority 4)	All	No			All Schools	Ongoing	\$0.00	\$22,465.94	\$22,465.94				\$22,465.94	
2	2.3	Special Education Support & Professional Development (Priority 4)	Students with Disabilities	No			All Schools	Ongoing	\$2,666,828.75	\$541,002.34			\$2,710,894.80	\$496,936.29	\$3,207,831.09	
2	2.4	Literacy Development (Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$49,776.00	\$0.00	\$49,776.00				\$49,776.00	
2	2.5	Common Writing Assessments (Priority 4)	All	No			All Schools	Ongoing	\$12,444.00	\$0.00	\$12,444.00				\$12,444.00	
2	2.6	Academic Support for ELL and Foster Youth Students (Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$761,603.87	\$135,615.63	\$897,219.50				\$897,219.50	
2	2.7	Experiential Learning & Tutoring (Priority 4 & 8)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$517,014.93	\$79,000.00		\$596,014.93			\$596,014.93	
2	2.8	Tiered Interventions (Priority 4)	All	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
2	2.9	Intensive Intervention (Priority 4)	Students with Disabilities	No			Specific Schools: Cottage Hill and	Ongoing	\$660,000.00	\$0.00	\$0.00		\$660,000.00		\$660,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Magnolia TK-8									
3	3.1	Curriculum, Supplemental Materials, & Professional Development (Priority 1,2,4,7)	All	No			All Schools	Ongoing	\$18,300.00	\$6,805.50	\$25,105.50				\$25,105.50	
3	3.2	Common Summative Assessments (Priority 4)	All	No			All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.3	Special Education Supports & Professional Development (Priority 4 & 7)	Students with Disabilities	No			All Schools	Ongoing								
3	3.4	Instructional Support (Mathematical Mindset) (Priority 1)	All	No			All Schools	Ongoing	\$2,500.00	\$2,500.00	\$5,000.00				\$5,000.00	
3	3.5	Experiential Learning (Priority 4 & 8)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$21,000.00	\$0.00	\$27,000.00			\$27,000.00	
3	3.6	Tiered Interventions (Priority 4)	All	No			All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.7	Science/Math Show Cases and Math Curriculum Nights (Priority 3)	All	No			All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.8	Math Meeting weekly during PLC (Priority 8)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Refreshing Digital Software & Hardware (Priority 8)	All	No			All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
4	4.2	Digital Citizenship (Priority 5)	All	No			All Schools	Ongoing	\$127,324.78	\$0.00	\$127,324.78				\$127,324.78	
4	4.3	Facilities Upgrade to Reflect 21st Century Learning Environment (Priority 1)	All	No			All Schools	Ongoing	\$884,789.38	\$731,956.96	\$1,616,746.34				\$1,616,746.34	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Professional Development (Priority 8)	All	No			All Schools	Ongoing	\$71,761.94	\$25,000.00	\$96,761.94				\$96,761.94	
4	4.5	PLC Development (Priority 8)	All	No			All Schools	Beginning of School Year								
4	4.6	Support Staff (Priority 1)	All	No			All Schools	Ongoing	\$2,020,504.84	\$0.00	\$2,020,504.84				\$2,020,504.84	
4	4.7	Appropriately Assigned Teachers (Priority 1)	All	No			All Schools	Ongoing	\$6,547,249.00	\$0.00	\$6,547,249.00				\$6,547,249.00	
4	4.8	Specialized Services for SWD (Priority 4 & 6)	Students with Disabilities	No			Specific Schools: Non-Public and NCSOS Schools	Ongoing	\$0.00	\$1,604,215.00				\$1,604,215.00	\$1,604,215.00	
4	4.9	Induction Training (Priority 1)	All	No			All Schools		\$14,400.00	\$14,400.00		\$28,800.00			\$28,800.00	
4	4.10	Standards-Based Curriculum														

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
11,725,775	826,595	7.049%	0.000%	7.049%	\$957,055.22	0.000%	8.162 %	Total:	\$957,055.22
								LEA-wide Total:	\$951,955.22
								Limited Total:	\$5,100.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide Parenting Classes. (Priority 3)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$5,100.00	
1	1.8	Student Transitions. (Home to TK/K & 5th to 6th) (Priority 8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,959.72	
2	2.1	Curriculum, Supplemental Materials, & PD (Priority 1,2,4,7)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.4	Literacy Development (Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,776.00	
2	2.6	Academic Support for ELL and Foster Youth Students (Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$897,219.50	
2	2.7	Experiential Learning & Tutoring (Priority 4 & 8)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.5	Experiential Learning (Priority 4 & 8)	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	\$0.00	

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,100,462.60	\$12,024,563.27

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	Develop a comprehensive Multi-Tier Systems of Support (MTSS).	No	84,500.00	\$84,705
1	1.2	Provide Parenting Classes.	No	5,343.60	\$5,000
1	1.3	Improve school climate and culture through student success celebrations.	No	\$10,800.00	\$10,000
1	1.4	Increase communication districtwide through multiple modalities.	No	26,000.00	\$28,000
1	1.5	Increased services for SEL, Crisis, and Mental Health Counseling.	Yes	530,500.00	\$640,046.96
1	1.6	Add Board Certified Behavioral Analyst (BCBA).	Yes	\$126,000.00	\$181,415.61
2	2.1	Develop and refine SST, SART, and referral process for student support and intervention.	No	\$5,000.00	\$5,000
2	2.2	Hire and cross train Maintenance and Operations (M & O) staff.	No	\$874,000.00	\$882,267.27
2	2.3	Maintain extra-curricular and co-curricular activities and classes.	No	\$763,388.00	\$765,343
2	2.4	90% - Class Size Reduction: Lower class sizes below the historical district average.	No	\$6,353,635.00	\$6,544,244.05
2	2.5	Hire and train additional support staff.	Yes	\$579,640.00	\$597,029.20

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	2.6	Improve facilities to address 21st-Century Learning Environments.	No	\$1,019,498.00	\$485,408
2	2.7	Adopt districtwide Cycle of Continuous Improvement.	No	\$5,000.00	\$5,000
2	2.8	Student Transition and Engagement.(Adopt WEB)	Yes	\$8,900.00	\$9,000
2	2.9	10% - Class Size Reduction: Lower class sizes below the historical district average.	Yes	\$635,363.00	\$654,423.89
3	3.1	Provide induction training for all beginning teachers who have not attained their professional credential.	No	\$27,643.00	\$21,960
3	3.2	Provide support materials, curriculum, & Professional Development (PD).	Yes	\$72,878.00	\$87,453.60
3	3.3	Implement Universal Design for Learning (UDL).	Yes	\$36,016.00	\$56,470
3	3.4	Common Summative Assessments.	No	\$31,000.00	\$31,000
3	3.5	Provide tutoring for students. (Including Virtual and adaptive curriculum)	Yes	\$10,025.00	\$10,025
3	3.6	Special Education supports and Professional Development (PD).	No	\$21,893.00	\$15,000
3	3.7	Maintain/Increase extra-curricular and co-curricular classes offered.	Yes	\$675,040.00	\$695,291.20
3	3.8	6th-8th Grade Social Science Curriculum.	No	\$0.00	\$10,497.41
3	3.9	Performance Matters Analytics.	No	\$20,000.00	\$20,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Instructional Support for ELA (95 Percent - Implementation).	Yes	\$143,400.00	\$144,983.08
3	3.11	Instructional Support for Math (Math Mindset - Implementation).	Yes	\$35,000.00	\$35,000
5	5.1		No		

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)
\$754,980	\$2,824,918.00	\$3,111,138.54	(\$286,220.54)	118.140%	99.800%	-18.340%

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	1.5	Increased services for SEL, Crisis, and Mental Health Counseling.	Yes	\$530,500	\$640,046.96	18.8	20.6
1	1.6	Add Board Certified Behavioral Analyst (BCBA).	Yes	\$126,000.00	\$181,415.61	4.4	5.8
2	2.5	Hire and train additional support staff.	Yes	\$574,640.00	\$597,029.20	20.3	19.2
2	2.8	Student Transition and Engagement.(Adopt WEB)	Yes	\$8,900	\$9,000	.3	.2
2	2.9	10% - Class Size Reduction: Lower class sizes below the historical district average.	Yes	\$635,363.00	\$654,423.89	22.5	21
3	3.2	Provide support materials, curriculum, & Professional Development (PD).	Yes	\$57,878.00	\$87,453.60	20.4	2.8
3	3.3	Implement Universal Design for Learning (UDL).	Yes	\$28,172.00	\$56,470	.99	1.8
3	3.5	Provide tutoring for students. (Including Virtual and adaptive curriculum)	Yes	\$10,025	\$10,025	.35	.3
3	3.7	Maintain/Increase extra-curricular and co-curricular classes offered.	Yes	\$675,040	\$695,291.20	23.9	22.3
3	3.10	Instructional Support for ELA (95 Percent - Implementation).	Yes	\$143,400.00	\$144,983.08	5	4.7

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	Instructional Support for Math (Math Mindset - Implementation).	Yes	\$35,000.00	\$35,000	1.2	1.1

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)
\$11,356,130	\$754,980	0	6.648%	\$3,111,138.54	99.800%	127.196%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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