



Union School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placerville Union School District

CDS Code: 0961952

School Year: 2024-25

LEA contact information:

Eric Bonniksen

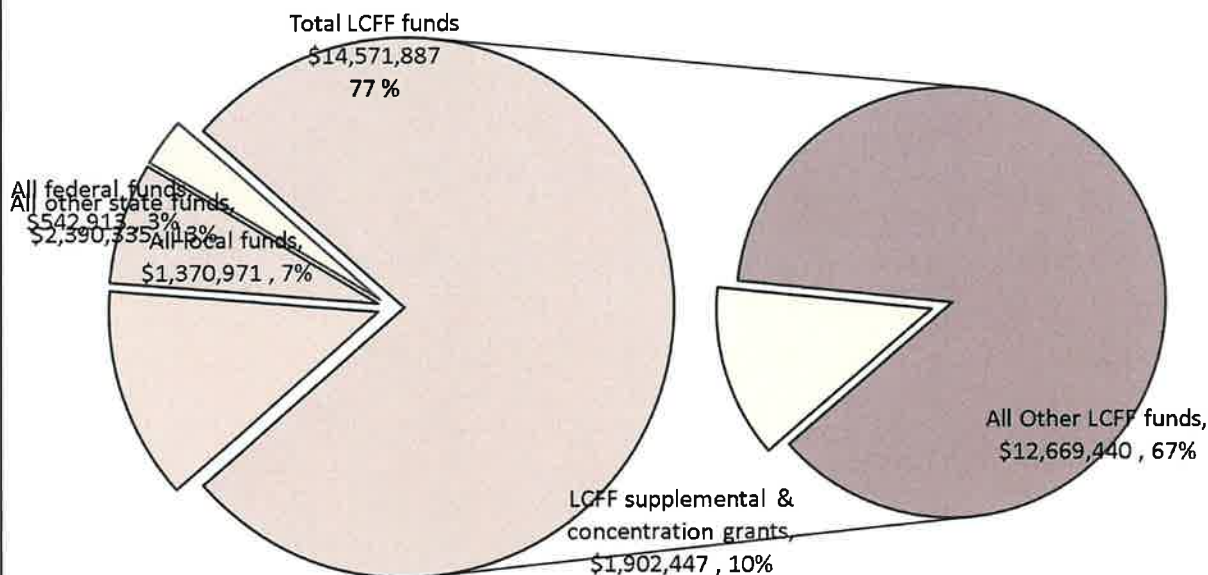
Superintendent

530-622-7216

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

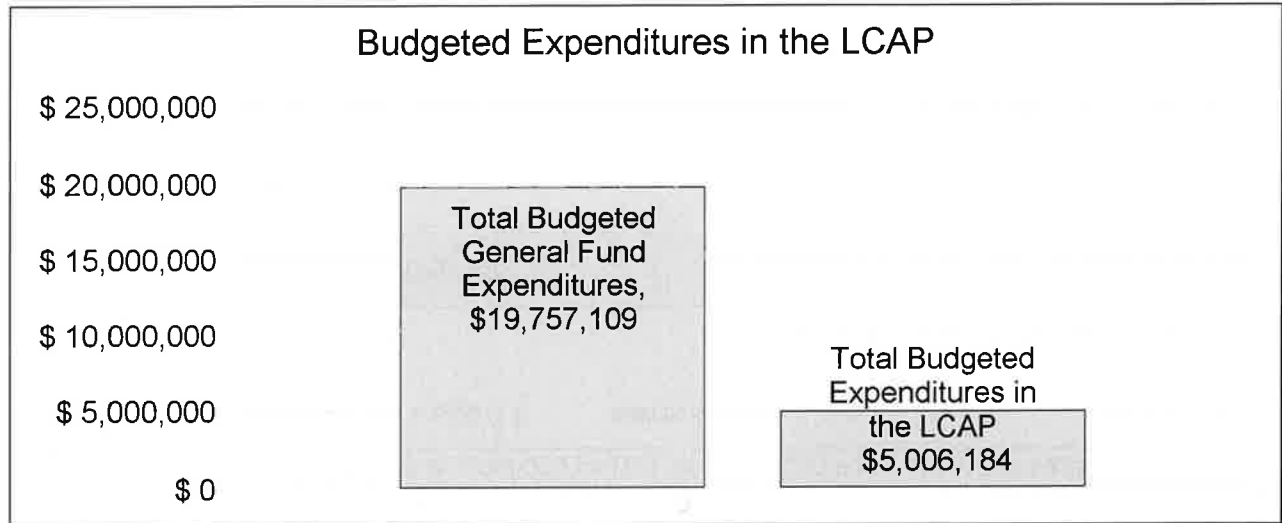


This chart shows the total general purpose revenue Placerville Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placerville Union School District is \$18,876,106, of which \$14,571,887 is Local Control Funding Formula (LCFF), \$2,390,335 is other state funds, \$1,370,971 is local funds, and \$542,913 is federal funds. Of the \$14,571,887 in LCFF Funds, \$1,902,447 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 Placerville Union 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: Placerville Union School District plans to spend \$19,757,109 for the 2024-25 school year. Of that amount, \$5,006,184 is tied to actions/services in the LCAP and \$14,750,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

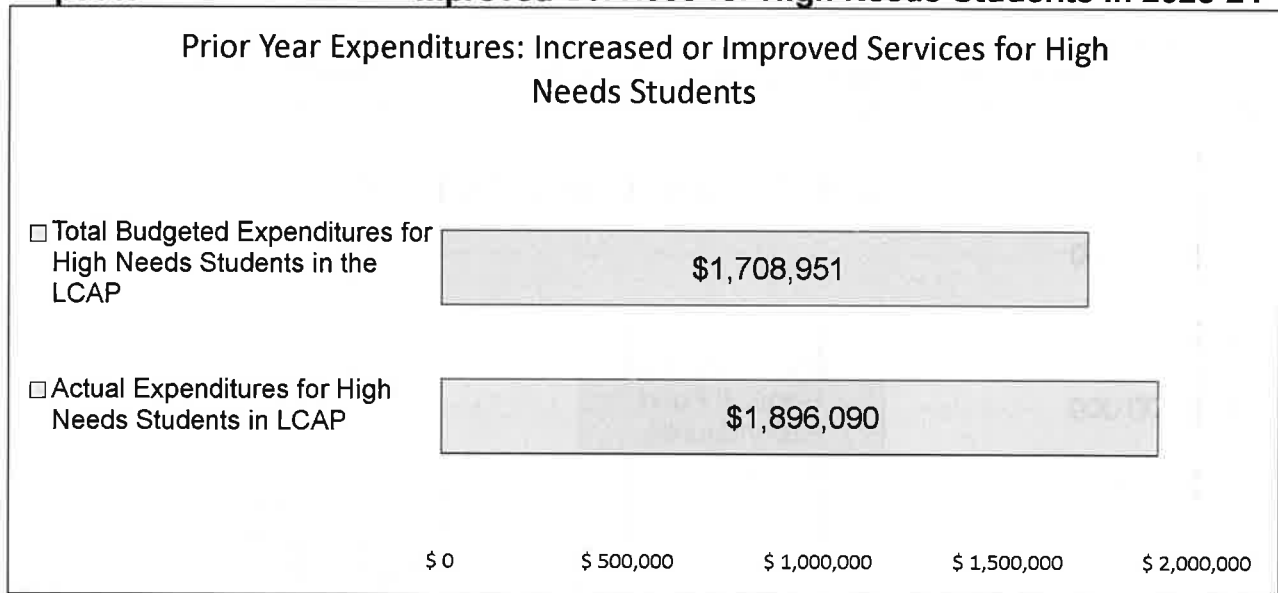
The remaining amount of the budget that is not included in the LCAP is the general operations of the school district.

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

In 2024-25, Placerville Union School District is projecting it will receive \$1,902,447 based on the enrollment of foster youth, English learner, and low-income students. Placerville Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Placerville Union School District plans to spend \$1,902,447 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 Placerville Union 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 Placerville Union 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, Placerville Union School District's LCAP budgeted \$1,708,951 for planned actions to increase or improve services for high needs students. Placerville Union School District actually spent \$1,896,090 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
Placerville Union School District	Eric Bonniksen Superintendent	ebonniksen@pusdk8.us 530-622-7216

Goals and Actions

Goal

Goal #	Description
1	Improve academic achievement for all students while preparing them for success after PUSD. Emphasis will be placed on Low-Socio Economic, EL, Foster Youth, MV, Special Education and struggling students. State Priority 1,2,4,7 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. SBAC data for District	2019 Data -- This will be updated with 2021 data when it is available. ELA -- Green (11.8 points above standard) Math -- Yellow (18.6 points below standard)	21-22 school year showed that ELA was 7.9 points below standard and Math was 41.2 points below standard. This has established a new baseline following the COVID pandemic.	22-23 school year showed ELA was 15.9 points below standard and math was 49.2 points below standard.	Math -- 3rd Grade 41% Meet or Exceed 4th Grade 33% 5th Grade 25% 6th Grade 28% 7th Grade 27% 8th Grade 23% LA -- 3rd Grade 41% 4th Grade 35% 5th Grade 32% 6th Grade 39% 7th Grade 46% 8th Grade 40%	District Wide -- ELA-- Green 20 points above standard Math-- Green 0 points below standard
2. ELPAC Test Scores, % of students moving between EL Levels.	2019 Data -- This will be updated with 2021 data when it is available 35.2% have moved between EL levels.	38.2% of EL students moved up a level on the ELPAC Testing	50.5% of EL students moved up one level.	48% of EL students moved up one level.	Be at a minimum of 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3. Use of formative assessments to guide instruction.	STAR Reading and Math are being used as formative assessments to guide instruction	Formative assessments were given in both LA and Math.	STAR reading and Math are used as formative assessments to guide instruction and intervention.	STAR testing has taken place at all school sites.	STR reading and Math will be given a minimum of 3 times per school year.
4. % of teachers assigned and credentialed appropriately.	100% correct	100% correct	100% correct	100% correct	100% correct
5. Students access to standard aligned materials.	All grade levels have access to standard align materials	All grade levels have access to standards aligned materials.	All grade levels have access to standards aligned materials.	All grade levels have standard aligned curriculum and materials.	Curriculum adoptions for all content areas are up to date.
6. Facilities in good repair	Facility plan is in place and being followed. No Williams complaints.	Facility plan is being followed. No Williams complaints.	No Williams complaints. Bathroom upgrade taking place during the summer of 2023 following a recommendation from the Williams visit at Schnell Elementary School.	No Williams complaints. Williams visit indicated no repairs needed.	No Williams complaints
7. Implementation of CCSS for all students	All CCSS have been implemented at all grade levels.	Implemented at all grade levels	Implemented at all grade levels	Implemented	Maintain the implementation of CCSS at all grade levels.
8. Reclassification rate of EL students	2021 12 students reclassified.	2022 22 students reclassified	2023 22 students were reclassified	18 students were reclassified	All students that are at level 4 will be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
9. % of students that are college and career ready	NA	NA	NA	NA	NA
10. AP exams (Not for K-8 District)	NA	NA	NA	NA	NA
11. EAP (Not for K-8 District)	NA	NA	NA	NA	NA
12. Students have access to all required areas of study.	All students have access to the required course of study	All students have access to the required course of study.	All students have access to the required course of study.	All students have access to the required course of study.	Maintain access for all students to the required course of study.

Goal Analysis

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

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

All actions that were planned were implemented.

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.

Outside of increases based on negotiated settlements and slight changes in purchasing costs there were not material differences in the budget. Action 1.10 of the 23-24 school year had PUSD hiring an additional Van Driver. This position was for the transportation of SPED students to NPS schools outside of the county.

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

The majority of the actions were effective and fulfilled the expectations that they were intended to do. After review of the academic data it was determined that there is a strong need for better formative assessment data to meet the needs of all students. The data that we were using was not specific enough to provide the individual support that students needed. We were also in need of a program that could better

support our Long Term English Learners. We have reviewed programs and have determined that Imagine Learning will be a positive addition to our overall ELD Program.

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

A change in the formative assessments that we will be giving has been made. We felt that the STAR assessment was not giving the teachers the information what was needed to direct the instruction to meet the ongoing needs of students. We will be transitioning to the use of the I-Ready assessment. This assessment will be given three times per year and be a predictor of the SBAC assessment in the Spring. Student specific practice will be given to each student based on the assessment given. A focus will be given to our LTEL students as well. We will be implementing the Imagine Learning Program specifically for our LTEL students to meet their individual needs.

Changes were made to goal analysis with updated data to have the document be more accurate.

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	Build a culture at each school site in which students feel safe, welcome and engaged. Making sure that the Social Emotional needs are being met so that students can feel connected to the school. Priority # 5,6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance rate per site and sub group	Markham 97% Sierra 93% Schnell 93%	Markham 92.19% Sierra 92.39% Schnell 91.11%	Markham 93.1% Sierra 93.3% Schnell 91.0%	Markham 94.25% Sierra 94.2% Schnell 91%	98% attendance rate at each school site
2. Suspension and expulsion rates, school and subgroup	2019-- This will be updated with 2021 data when it is available. Orange -- 3.1% suspended at least once.	5% of the students were suspended, this will be in the red when the dashboard is released. We had 1 expulsion.	During the 22-23 school year 73 students have been suspended. This is a suspension rate of 5.7%. We had 1 expulsion this school year.	Suspensions -- Sierra -- 19 Schnell -- 21 Markham -- 44	Green category
3. # of incidents of bullying reported by school site	76 incidents of bullying reported during the school year.	89 incidents of bullying reported during the school year.	92 incidents of bullying reported during the school year.	78 incidents of bullying reported during the school year.	Below 50 incidents of bullying reported during the school year.
4. CHKS % of students feeling safe on campus	67% of students indicated they felt safe at school. The questions were not specific to COVID so	84% of students felt safe or very safe according to the health kids survey.	This will be inputted when Healthy Kids Survey Data is available.	Markham 72% Most or All the time Sierra 82% Most or All the time	90% of students indicate they feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not sure how that was interpreted.			Schnell 92% Most or All the time	
5. % of students participating in a school sponsored activity outside of the classroom	School sponsored activities were limited during the 20-21 school year. The average of previous years was 76%.	72% of students reported that they participated in a school sponsored activity outside of the classroom.	This will be inputted when Healthy Kids Survey Data is available.	Markham 69% Most or All the time Sierra 85% Most or all the time Schnell 73% Most or all the time	80% of students participating in school sponsored activities.
6. % of students considered chronically absent	Markham 8% Sierra 12% Schnell 17%	Markham 21.4% Sierra 22.3% Schnell 23.8%	Markham 17.0% Sierra 24.8% Schnell 34.3%	District Wide -- 17.5% Sierra -- 13.1% Schnell -- 26.5% Markham -- 13.9%	Less than 5 % at each school site
7. Middle School drop out rate	0% drop out rate	0% Drop Out Rate	0% Drop Out Rate	0% Drop Out Rate	0% drop out rate
8. High School drop out rate (Not for K-8 District)	NA	NA	NA	NA	NA
9. HS Graduation Rate (Not for K-8 District)	NA	NA	NA	NA	NA

Goal Analysis

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

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

All actions that were planned were implemented.

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.

Outside of increases based on negotiated settlements and slight changes in purchasing costs there were not material differences in the budget.

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

In reviewing the actions they were appropriate and implemented with fidelity. In the areas of Chronic Absenteeism and Behavior it is apparent that additional support is needed. Our Chronic absenteeism has improved over the past year with the steps that we have put in place through differentiated assistance. This next year we will be fully implementing the A2A system of attendance communication. We will also be expanding our internal system of parental contacts and student contacts focusing on the positive growth students are making. We have seen a dramatic uptick in student behavior since COVID. This past year we implemented a Behaviorist position and will be adding to the support for students with the addition of behavior support para-professionals. We are also going to focus some of professional development towards alternatives to suspension practices.

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.

We will be adding the action item of behavior support para-professionals along with providing professional development in the alternatives to suspension and supporting the whole student. We are also working closely with summitview on opening a wellness center at both of our elementary campuses.

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	Involve parents, families and community members as partners in the education of students. Priority 3

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Increase the number of parent volunteers on each campus.	2021 we did not have volunteers on campuses this school year.	128 new parents being fingerprinted during the 2021-22 school year.	139 new parents were fingerprinted during the 2022-23 school year.	127 New Parents were fingerprinted during the 23-24 school year.	Increase of a minimum of 100 parents being fingerprinted.
2. Parent involvement on all District Committees from each school site.	1 parent from each school site was assigned to all District Committees	A minimum of 1 parent from each site was assigned to all District Committees.	A minimum of 1 parent was assigned from each site to District Committees.	Parents have been recruited to be part of all District Committees. Supt. Parent Council has been re-established.	A minimum of 2 parents from each school site assigned to each District Committee
3. % of parent responses on both the LCAP Parent Survey and the EL Parent Survey	27% response rate for EL Survey 49% response rate for LCAP Survey	71% response rate for the EL Survey 27% response rate for LCAP Survey	40% response rate for the EL survey 42% response rate for the LCAP survey	EL Survey -- 50% Response Rate LCAP Survey -- 32% Response Rate	75% response rate for both the LCAP and EL Surveys
4. %of parents that feel communication is adequate on the parent survey.	83% of Parents Agree or Strongly Agree	80% of parents that filled out survey agreed that communication was adequate.	92% of parents that filled out he survey agreed that communication was adequate.	85% of parents that filled out the survey agreed or strongly agreed that communication was effective.	95% Agree or Strongly Agree
5. Parenting classes offered	2021 1 parenting class offered	1 parenting class was offered at each school site. Collaborated	PUSD collaborated with local agencies to provide parenting	PUSD is still collaborating with outside agencies.	2 classes per year per site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Full functioning PTC at each campus.	2021 PTC's functioned at a low rate because of the COVID Pandemic	All School Sites had a functioning PTC and PTC co-sponsored activities were held at each campus.	All school sites had a functioning PTC that worked with Site Administration to provide support and extension activities for students and families.	PUSD Family Resource Center has worked with local agencies to provide 5 different parenting class offerings. All sites have fully functioning PTC groups.	All three sites have a strong PTC club that helps in providing engagement and connectivity to the school campuses

Goal Analysis

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

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

All actions were implemented as planned.

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.

No material differences were noted.

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

All activities were implemented with fidelity and progress on goals was satisfactory.

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.

No changes were made to the goal.

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.

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- 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



Union School District

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placerville Union School District	Eric Bonniksen Superintendent	ebonniksen@pusdk8.us 530-622-7216

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 Placerville Union Elementary School District (PUSD) offers a comprehensive and supportive educational environment to the students and families in the Placerville Area. With a mission aimed at providing an excellent educational program, PUSD fosters academic preparation, inspires lifelong learning, and encourages students to contribute positively to society. The district prides itself on creating a family-oriented atmosphere across its campuses, engaging parents and community members actively in various supportive roles. PUSD continues to provide education in career and vocational options in preparation for the possibility of CTE in the High School.

Safety, modernization, and energy efficiency have been priorities for PUSD, with significant upgrades funded through Prop 39 dollars as well as ESSER and Covid relief funds. The active Parent Teacher Organizations (PTOs) across the district's campuses play a crucial role in supporting classroom activities and raising funds to augment the educational offerings.

PUSD operates three schools: Sierra Elementary and Schnell Elementary, serving students from transitional kindergarten to 5th grade, and Markham Middle School, for students in grades 6-8. With an enrollment of approximately 1,200 students, the district addresses the needs of a diverse student body, including a significant percentage of students classified as English Learners, Socio-Economically Disadvantaged, and Foster Youth. The district has a high percentage of McKinney-Vento (homeless) students, averaging 98 MV/Foster students each year.

The ethnic composition of the student body is predominantly White (65%) and Hispanic (27%), reflecting the community's diversity. In response to the challenges experienced, PUSD has been proactive in addressing attendance issues and social-emotional needs through the Differentiated Assistance process, developing plans to engage with families more effectively.

The community's support has been pivotal, demonstrated by the passing of Measure B in 2015, which allowed for a comprehensive overhaul of the district's technology infrastructure and the adoption of a 1:1 classroom configuration. Various facility projects have been completed with public support, underscoring the community's commitment to the district's success.

In summary, PUSD is dedicated to maintaining a supportive, safe, and modern educational environment that meets the diverse needs of its students, preparing them for future success and instilling in them the values of lifelong learning and positive societal contribution.

Reflections: Annual Performance

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

In reviewing the 2023 Dashboard there are continued areas of growth in both LA and Math as both District wide are in the Orange category. For Sierra LA and Math are in the Green category with is an improvement from the year before. A significant area of needed growth is in Suspension rate which is in the Red category for Markham and the Orange category for Sierra. Even though Chronic absenteeism is better than the year before it is still an area of concern. Along with other interventions as Chronic absenteeism improves so will academic achievement. One area that stands out showing strong improvement is English Learner Progress which was in the Green category at all school sites.

Abbreviation Key:

- SC -- Schnell Elementary
- Si-- Sierra Elementary
- MMS -- Markham Middle School
- DW-- District Wide
- ELA -- English Language Arts
- EL -- English Learners
- SWD- Students with Disabilities

SED- Students Economically Disadvantaged

Hisp.-- Hispanic

ALC - Alternative Learning Center

The following actions were identified and developed to focus on the areas that were red on the 22-23 District Dashboard:

- 1.1 Intervention Teachers at all school sites: District Wide (DW) ELA for EL and SWD, DW Math for EL and SWD, Markham Middle School (MMS) ELA for EL and SWD, MMS Math for ELA and SWD, Schnell Elementary (SC) ELA for EL, SWD, Hisp, SC Math for EL
- 1.2 Para Educators: District Wide (DW) ELA for EL and SWD, DW Math for EL and SWD, Markham Middle School (MMS) ELA for EL and SWD, MMS Math for ELA and SWD, Schnell Elementary (SC) ELA for EL, SWD, Hisp, SC Math for EL
- 1.3 Bi-Lingual Para Educators: District Wide (DW) ELA for EL, DW Math for EL, Markham Middle School (MMS) ELA for EL, MMS Math for ELA, Schnell Elementary (SC) ELA for EL, Hisp, SC Math for EL
- 1.4 Before and After School Academic Programs: District Wide (DW) ELA for EL and SWD, (DW) Math for EL and SWD, Markham Middle School (MMS) ELA for EL and SWD, MMS Math for ELA and SWD, Schnell Elementary (SC) ELA for EL, SWD, Hisp, SC Math for EL
- 1.7 EL Support: District Wide (DW) ELA for EL, DW Math for EL, Markham Middle School (MMS) ELA for EL, MMS Math for ELA, Schnell Elementary (SC) ELA for EL, Hisp, SC Math for EL
- 1.9 Summer School: District Wide (DW) ELA for EL and SWD, DW Math for EL and SWD, Markham Middle School (MMS) ELA for EL and SWD, MMS Math for ELA and SWD, Schnell Elementary (SC) ELA for EL, SWD, Hisp, SC Math for EL
- 2.1 Counselors: DW Suspension Rate for Homeless, SED, SWD, Hisp., White, MMS Suspension Rate for EL, SED, SWD, Hisp., 2 Race, SC Suspension Rate for Homeless, Sierra (Si) Suspension Rate for SED, SWD, White
- 2.6 Professional Development: DW Suspension Rate for Homeless, SED, SWD, Hisp., White, MMS Suspension Rate for EL, SED, SWD, Hisp., 2 Race, SC Suspension Rate for Homeless, Sierra (Si) Suspension Rate for SED, SWD, White
- 2.7 ALC: DW Suspension Rate for Homeless, SED, SWD, Hisp., White, MMS Suspension Rate for EL, SED, SWD, Hisp., 2 Race, SC Suspension Rate for Homeless, Sierra (Si) Suspension Rate for SED, SWD, White
- 2.8: Behaviorist: DW Suspension Rate for Homeless, SED, SWD, Hisp., White, MMS Suspension Rate for EL, SED, SWD, Hisp., 2 Race, SC Suspension Rate for Homeless, Sierra (Si) Suspension Rate for SED, SWD, White
- 3.3 Parent Communication Tools: SC Chronic Absenteeism: EL, Homeless, SED, SWD, Hisp. White, 2+Races
- 3.4 Family Resource Center: SC Chronic Absenteeism: EL, Homeless, SED, SWD, Hisp. White, 2+Races

Reflections: Technical Assistance

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

PUSD is continuing to receive technical assistance through EDCOE primarily in the area of Chronic Absenteeism. A focus moving forward will be on restorative practices and alternatives to suspension.

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.

No Schools were 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.

No Schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No Schools were identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC 10/11/23, 1/10/24 4/9/24	Face to face meetings. Invites through email and phone call.
HEAC 12/12/23, 1/31/24, 5/14/24	Face to face meetings. Invites through email and phone call.
Superintendents Advisory 12/14/23, 2/6/24, 4/11/24	Face to face meetings. Invites through email and phone call.
Student Advisory Group Markham 11/16/24, 3/21/24	Principal invite, Face to face meeting
LCAP Markham Luncheon (PEEA, PACE) 2/12/24	Face to face meeting, invite through email and weekly update
LCAP Sierra Luncheon (PEEA, Pace) 2/6/24	Face to face meeting, invite through email and weekly update
LCAP Schnell Luncheon (PEEA, PACE) 2/7/24	Face to face meeting, invite through email and weekly update
LCAP Transportation, Tech, Cafe 4/8/24	Face to face meeting, invite through email and not board
Board Updates 10/18/23, 12/13/23, 1/17/24, 3/13/24	Board Packets
Site Council Sierra 10/23/23, 1/18/24	Face to face meetings. Invites through email and phone call.
Site Council Schnell 12/5/23, 2/27/24	Face to face meetings. Invites through email and phone call.
Site Council Markham 9/29/23, 10/26/23, 1/25/24, 2/29/24, 3/21/24, 4/25/24, 5/23/24	Face to face meetings. Invites through email and phone call.
Parent EL Survey 12/20/23	Online and paper survey
Parent LCAP Survey 5/10/24	Online and paper survey
SELPA Consultation 3/5/24	In person
Foster Youth Consultation 3/5/24	In person

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

The stakeholder feedback focused on the need to move past the focus on both the academic needs and the social emotional/mental health needs of the students. There is a continued need to work with students that have fallen behind academically. There has been a huge uptick

of extreme behaviors of students that has impaired the learning environment for all students. This was a discussion with all stakeholder groups including students. Ongoing support academically is needed for all students but especially for those that were the greatest impacted during the pandemic. Attendance of students is also an issue and will need to be addressed in the coming year and for years to come. Attendance is one of the main indicators of student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from low socio-economic backgrounds, English learners, foster youth, MV, special education students, and those who are academically struggling.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The focus on student academic success is paramount to what we do as an institution. We must always be striving to improve in the areas of curriculum development, assessment and education practice. The ability to provide support for students that are struggling and need to accelerate their learning is at the center of our overall approach.
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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	1. SBAC data for District, School Site, Grade Level and Sub Group.	Math -- 3rd Grade 41% Meet or Exceed 4th Grade 33% 5th Grade 25% 6th Grade 28% 7th Grade 27% 8th Grade 23% LA -- 3rd Grade 41% 4th Grade 35% 5th Grade 32% 6th Grade 39%			Growth of 20% in all grade levels and content areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade 46% 8th Grade 40%				
1.2	2. ELPAC Test Scores, % of students moving between EL Levels.	Waiting for 23-24 school year ELPAC results			Minimum of 60% movement	
1.3	3. Use of formative assessments to guide instruction.	I-Ready will be implemented at all school sites			Formative Assessment given a minimum of 3 times per year in all grade levels.	
1.4	4. % of teachers assigned and credentialed appropriately.	100% correct			100% credentialed appropriately	
1.5	5. Students access to standard aligned materials.	All grade levels have access to standard align materials			All grade levels will have standard aligned materials	
1.6	6. Facilities in good repair	No Williams complaints.			No Williams complaints	
1.7	7. Implementation of CCSS for all students	All CCSS have been implemented at all grade levels.			All CCSS have been implemented at all grade levels.	
1.8	8. # of Long Term English Learners District Wide	16 Long Term English Language Learners			Fewer than 10 LTELS District Wide	
1.9	9. % of students that are college and career ready	NA			NA	
1.10	10. AP exams (Not for K-8 District)	NA			NA	
1.11	11. EAP (Not for K-8 District)	NA			NA	
1.12	12. Students have access to all required areas of study.	All students have access to the required course of study			All students have access to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					required course of study.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention/Enrichment teachers at all school sites and curriculum	These positions will provide small group and targeted assistance to help accelerate student learning including additional intervention curriculum.	\$1,696,775.00	Yes
1.2	Para Educators	Support students in small group instruction and to give additional instruction for struggling students to accelerate learning. This support will focus on our students in need of these services.	\$304,189.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Bi-Lingual Para Educators	Support EL students in the development of their English reading, writing and speaking skills.	\$113,912.00	Yes
1.4	Before and After School Academic Programs	Provide extended time for students to learn concepts they have not yet mastered	\$762,157.00	Yes
1.5	Technology Purchases	Refresh of student and teacher workstations for continued academic support/ Goal met in 21-22 school year.	\$0.00	No
1.6	Web-Based instructional Programs	Academic programs to help individualize instruction for students at their level of mastery.	\$0.00	No
1.7	EL Support	Certificated oversite and testing program	\$22,000.00	No
1.8	AVID	Educational support for and college experiences for future first generation college students.	\$25,000.00	Yes
1.9	Summer School	Extending the school year to meet the academic and social needs of our most vulnerable students.	\$127,421.00	No
1.10	Imagine Learning Web-Based Program/Professional Development Included	This program will focus on our Long Term English Learners to give them very individualized instruction on the skills they need to work on.	\$6,000.00	Yes
1.11	I-Ready Student Assessment/Intervention Program/Professional	This will provide ongoing formative assessments and individualized web-based instruction for all students.	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Development Included			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school, with additional support provided for students who have experienced trauma and/or mental health issues.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Over the past couple of years it has become apparent that the social emotional needs of students have suffered as much or more than the educational needs. For students to be successful in a school setting those needs need to be met. Students need to feel safe and engaged in the setting they are expected to learn. It is also extremely important for students to be connected to their school in way that makes them feel part of the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1. Attendance rate per site	District Wide -- 93.5% Sierra -- 94.2% Schnell -- 91.0% Markham -- 94.25%			96% for all sites	
2.2	2. Suspension and expulsion rates	Suspensions -- Sierra -- 19 Schnell -- 20 Markham -- 44			Less than 10 students suspended at each site.	
2.3	3. # of incidents of bullying reported by school site	59 Recorded incidents District Wide			Fewer than 40 recorded incidents district wide.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	4. CHKS % of students feeling safe on campus	Markham 72% Most or All the time Sierra 82% Most or All the time Schnell 92% Most or All the time			95% for all school sites	
2.5	CHKS % of students with a positive response to school connectedness.	Markham 69% Most or All the time Sierra 85% Most or all the time Schnell 73% Most or all the time			90% for all school sites	
2.6	6. % of students considered chronically absent	District Wide -- 17.5% Sierra -- 13.1% Schnell -- 26.5% Markham -- 13.9%			District Wide Chronic Absenteeism rate under 10%	
2.7	7. Middle School drop out rate	0% drop out rate			0% drop out rate	
2.8	8. High School drop out rate (Not for K-8 District)	NA			NA	
2.9	9. HS Graduation Rate (Not for K-8 District)	NA			NA	

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	Counselors at each school site	Provide individual, group and whole class support	\$315,947.00	No
2.2	Nursing Services	Provide for the health and safety of students	\$138,005.00	Yes
2.3	After School Enrichment Programs	Provide engaging activities for students to help build a connection to the school site and district	\$0.00	No
2.4	Science Camp	Overnight learning experiences for Middle School students	\$29,965.00	No
2.5	Facility Projects	Update and maintain buildings for energy efficiency and safety	\$897,285.00	No
2.6	Professional Development	Professional Development geared towards school culture and Socio-Emotional needs of students and staff	\$77,871.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Alternative Learning Center	Provide emotional/behavioral support to students	\$91,300.00	Yes
2.8	Behaviorist Services	Provide direct support, consulting and professional development to students, teachers and staff for student behavior needs.	\$175,044.00	Yes
2.9	Behavioral Support Para's	To provide individual and class wide support for students that are experiencing behavioral difficulties in the classroom.	\$43,297.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The importance of parent involvement in student success has been proven in multiple studies. As parents and families are engaged both academically and social with their child's school students will also feel that connectedness and importance of the academic environment. For families that are in need of extra support the school is a central place for that support to occur. Providing consistent communication helps the connection grow.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1. Increase the number of parent volunteers on each campus.	100 addition volunteers			150 additional volunteers added each year.	
3.2	2. Parent involvement on all District Committees from each school site.	2 Parents on each District Committee			2 parents per site on each District Committee	
3.3	3. % of parent responses on both the LCAP Parent Survey and the EL Parent Survey	EL -- Survey 50% Response Rate LCAP -- Survey closes on 5/17/24			66% response rate on both the LCAP and the EL survey	
3.4	4. %of parents that feel communication is adequate on the parent survey.	85%of parents Agreed or Strongly agreed that communication was effective			90% of parents rate communication as Agree or Strongly	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	6. Full functioning PTC at each campus.	Functioning PTC that includes Parents, Teachers, Admin on all campuses			Agree on the parent survey Functioning PTC that includes Parents, Teachers, Admin on all campuses	

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	Parent Volunteers	As parents are involved in the classroom and educational activities of students it has been shown to be a positive influence on the academic and social growth of the child.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family Activities	Engaging parents on to the school sites, inviting them to be part of the school community.	\$0.00	No
3.3	Parent Communication Tools	Utilization of multiple ways to communicate important information to families and solicit information from families.	\$0.00	No
3.4	Family Resource Center	Providing ongoing support for families in need that are struggling financially, emotionally or otherwise.	\$115,016.00	No
3.5	Parent Advisory Council	Provide ongoing two way communication with parents from all school sites.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,902,447	\$98,325

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.425%	0.000%	\$0.00	15.425%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Intervention/Enrichment teachers at all school sites and curriculum Need: For students that have fallen behind their peers academically it is important to have an opportunity to focus on specific skills that each student needs. The intervention instructors will be able to use the data provided to create	Providing these actions on a LEA-wide basis ensures that all students have an equitable access to the support and recourses they need to be successful. By centralizing support services and coordinating efforts across the school and district we streamline access, maximize efficiency and promote consistency.	1.1, 1.2, 1.8

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
	individual learning opportunities for these students. Scope: LEA-wide		
1.2	Action: Para Educators Need: For students that have fallen behind their peers academically it is important to provide small group instruction to be able to target individualized needs of the students. Scope: LEA-wide	Providing these actions on a LEA-wide basis ensures that all students have an equitable access to the support and recourses they need to be successful. By centralizing support services and coordinating efforts across the school and district we streamline access, maximize efficiency and promote consistency.	1.1, 1.2,
1.4	Action: Before and After School Academic Programs Need: If students are falling behind academically it is imperative that additional instructional time is offered. Before and After School along with Summer instruction is vital to shrinking the gap that these students are experiencing. Scope: LEA-wide	Providing these actions on a LEA-wide basis ensures that all students have an equitable access to the support and recourses they need to be successful. By centralizing support services and coordinating efforts across the school and district we streamline access, maximize efficiency and promote consistency.	1.1, 1.2
1.8	Action: AVID	To implement the AVID program with fidelity it is important to have consistency between classes and grade levels. With that fidelity we will be	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The vast majority of our students at both Schnell and Markham would be first generation college students. The skills and strategies that are taught through the AVID program help support students move towards and environment in which they have choices once they leave high school.</p> <p>Scope: Schoolwide</p>	maximizing efforts and streamlining consistency between classrooms.	
<p>2.2</p>	<p>Action: Nursing Services</p> <p>Need: There is a growing need for nursing services across the board. Additional support is needed to create a safe and healthy learning environment that students need to be successful.</p> <p>Scope: LEA-wide</p>	By providing a culture of health and safety throughout the District we create the best conditions for all students to be as successful as possible.	2.1, 2.4, 2.6
<p>2.7</p>	<p>Action: Alternative Learning Center</p> <p>Need: The need for connectiveness for students is growing on a yearly basis. The ALC provides that individual that gives students that are experiencing behavioral or anxiety issues an individual that will give the support, direction and connection the student needs.</p>	By providing this action on an LEA wide basis it ensures that all students have access to safe and supportive learning environments regardless of their background or circumstances. By fostering a culture of respect and belonging throughout the District we create the optimal condition for teaching and learning.	2.2, 2.3, 2.4

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		
2.8	Action: Behaviorist Services Need: With the increased behavioral issues that we are experiencing throughout all schools the need for expert support is growing. The trauma that many of our students have experienced over the past few years has made for a situation that direct support is needed.	By providing this action on an LEA wide basis it ensures that all students have access to safe and supportive learning environments regardless of their background or circumstances. By fostering a culture of respect and belonging throughout the District we create the optimal condition for teaching and learning.	2.2, 2.3, 2.4
	Scope: Schoolwide		

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
1.3	Action: Bi-Lingual Para Educators Need: We have a significant number of EL students and by providing the ongoing small group support that they need will allow them to move	This action is focused directly on our EL students. By doing this it will provide the additional support needed. For student to progress to meeting their ELD goals.	1.2, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	forward on their goals. Regular progress has been made using this action. Scope: Limited to Unduplicated Student Group(s)		
1.10	Action: Imagine Learning Web-Based Program/Professional Development Included Need: Additional individualized support is needed for our Long Term English Learners. Scope: Limited to Unduplicated Student Group(s)	Given the nature of our Long Term English Learners this program will target the skills that students needs to master and provide direct instruction for that individual. Regular and consistent practice will build the skills needed to help move the student forward and allow them to be reclassified.	1.2, 1.8

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.

Services are being increased through the increase of Para-Educators to provide small group instruction, intervention teachers to focus on both ELA and Math and through extending the learning time both during summer school as well as before and after school. The initial focus will be towards unduplicated students.

The student and family support being provided by our Family Resource center will help students be ready to learn when they are at school. The Social Emotional support that is needed will be provided by our Counselors along with the Professional Development provided to all staff.

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.

Staffing will be used to support student behavior and social emotional health of students. Behaviorist (2.8), behavior support paraprofessionals(1.2), additional wellness center time and professional development.

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	54.6/1	46.65/1
Staff-to-student ratio of certificated staff providing direct services to students	19.6/1	18.5/1

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 from Prior Year (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)											
Totals	12333279	1,902,447	15.425%	0.000%	15.425%											
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel									
Totals	\$3,027,897.00	\$1,616,234.00	\$0.00	\$362,053.00	\$5,006,184.00	\$3,395,134.00	\$1,611,050.00									
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention/Enrichment sites at all school		Yes	LEA-wide		All Schools	3 years	\$1,612,462.00	\$94,313.00	\$1,366,769.00	\$111,244.00	\$0.00	\$218,762.00	\$1,696,775.00	
1	1.2	Para Educators		Yes	LEA-wide		All Schools	3 years	\$304,189.00	\$0.00	\$152,998.00	\$134,446.00	\$0.00	\$16,745.00	\$304,189.00	
1	1.3	Bi-Lingual Para Educators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$113,912.00	\$0.00	\$73,221.00	\$16,760.00	\$0.00	\$21,931.00	\$113,912.00	
1	1.4	Before and After School Academic Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	\$56,875.00	\$703,282.00	\$1,700.00	\$756,291.00	\$0.00	\$4,166.00	\$762,157.00	
1	1.5	Technology Purchases	All	No			All Schools	2 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Web-Based Instructional Programs	All	No			All Schools	3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	EL Support	All	No			All Schools	3 years	\$0.00	\$22,000.00	\$22,000.00	\$0.00	\$0.00	\$0.00	\$22,000.00	
1	1.8	AVID	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Markham /Schnell	3 years	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
1	1.9	Summer School	Students with Disabilities EL, Low SES	No			All Schools	3 years	\$127,421.00	\$0.00	\$0.00	\$127,421.00	\$0.00	\$0.00	\$127,421.00	
1	1.10	Imagine Learning Web-Based Program/Professional Development Included	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: Markham 6,7,8	3 years	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
Group(s)																
1	1.11	I-Ready Student Assessment/Intervention Program/Professional Development included Counselors at each school site	All	No		All Schools			\$0.00	\$65,000.00		\$50,000.00		\$15,000.00	\$65,000.00	
2	2.1	Counselors at each school site	All	No		All Schools		3 years	\$315,947.00	\$0.00	\$91,534.00	\$224,413.00	\$0.00	\$0.00	\$315,947.00	
2	2.2	Nursing Services		Yes	LEA-wide	All Schools		3 years	\$138,005.00	\$0.00	\$68,619.00	\$69,386.00	\$0.00	\$0.00	\$138,005.00	
2	2.3	After School Enrichment Programs	All	No		All Schools		3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Science Camp	All	No		Specific Schools: Markham		3 years	\$0.00	\$29,965.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,965.00	
2	2.5	Facility Projects	All	No				3 years	\$261,772.00	\$635,613.00	\$897,285.00	\$0.00	\$0.00	\$0.00	\$997,285.00	
2	2.6	Professional Development	All	No		All Schools		3 years	\$42,121.00	\$35,750.00	\$0.00	\$77,871.00	\$0.00	\$0.00	\$77,871.00	
2	2.7	Alternative Learning Center		Yes	LEA-wide	All Schools		3 years	\$91,300.00	\$0.00	\$91,300.00	\$0.00	\$0.00	\$0.00	\$91,300.00	
2	2.8	Behaviorist Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		1 year	\$175,044.00	\$0.00	\$141,840.00	\$33,204.00			\$175,044.00	
2	2.9	Behavioral Support Parats	All	No		All Schools			\$43,297.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,297.00	\$43,297.00	
3	3.1	Parent Volunteers	All	No		All Schools			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Family Activities	All	No		All Schools		3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Parent Communication Tools	All	No				3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Family Resource Center	All	No				3 years	\$110,769.00	\$4,227.00	\$89,631.00	\$13,198.00	\$0.00	\$12,187.00	\$115,016.00	
3	3.5	Parent Advisory Council	All	No		All Schools		3 Years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12333279	1,902,447	15.425%	0.000%	15.425%	\$1,927,447.00	0.000%	15.628 %	Total:	\$1,927,447.00
LEA-wide Total:									\$1,681,386.00
Limited Total:									\$79,221.00
Schoolwide Total:									\$166,840.00
1	1.1	Intervention/Enrichment teachers at all school sites and curriculum	Yes	LEA-wide		All Schools	\$1,366,769.00		
1	1.2	Para Educators	Yes	LEA-wide		All Schools	\$152,998.00		
1	1.3	Bi-Lingual Para Educators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$73,221.00		
1	1.4	Before and After School Academic Programs	Yes	LEA-wide	English Learners	All Schools	\$1,700.00		
1	1.8	AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Markham/Schnell	\$25,000.00		
1	1.10	Imagine Learning Web-Based Program/Professional Development Included	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Markham	\$6,000.00		
2	2.2	Nursing Services	Yes	LEA-wide		All Schools	\$68,619.00		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Alternative Learning Center	Yes	LEA-wide		All Schools	\$91,300.00	
2	2.8	Behaviorist Services	Yes	Schoolwide	English Learners Foster Youth Low Income		\$141,840.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,063,033.00	\$6,104,664.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention/Enrichment teachers at all school sites and curriculum	Yes	\$1,640,228.00	1,817,227
1	1.2	Para Educators	Yes	\$243,200.00	290,865
1	1.3	Bi-Lingual Para Educators	Yes	\$86,190.00	115,513
1	1.4	Before and After School Academic Programs	Yes	\$1,100,835.00	1,000,459
1	1.5	Technology Purchases	No	\$0.00	0
1	1.6	Web-Based instructional Programs	No	\$0.00	0
1	1.7	EL Support	No	\$18,000.00	18,000
1	1.8	AVID	Yes	\$59,422.00	71,853
1	1.9	Summer School	No	\$87,961.00	129,616
1	1.10	Van driver	Yes	0	18,707
2	2.1	Counselors at each school site	No	\$294,954.00	309,456

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	2.2	Nursing Services	Yes	\$163,070.00	165,289
2	2.3	After School Enrichment Programs	No	\$0.00	0
2	2.4	Science Camp	No	\$30,000.00	35,359
2	2.5	Facility Projects	No	\$1,878,478.00	1,679,179
2	2.6	Professional Development	No	\$106,421.00	93,865
2	2.7	Alternative Learning Center	Yes	\$78,308.00	90,069
2	2.8	Behaviorist Services	Yes	\$131,619.00	128,672
3	3.1	Parent Liason	No	\$34,000.00	29,500
3	3.2	Family Activities	No	\$0.00	0
3	3.3	Parent Communication Tools	No	\$0.00	0
3	3.4	Family Resource Center	No	\$110,347.00	111,035

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
1,870,656	\$1,708,951.00	\$1,896,090.00	(\$187,139.00)	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention/Enrichment teachers at all school sites and curriculum	Yes	\$1,276,130.00	1,368,274		
1	1.2	Para Educators	Yes	\$109,502.00	142,657		
1	1.3	Bi-Lingual Para Educators	Yes	\$50,325.00	71,777		
1	1.4	Before and After School Academic Programs	Yes	\$1,700.00	3,800		
1	1.8	AVID	Yes	\$59,422.00	71,853		
1	1.10	Van driver	Yes	0	18,707		
2	2.2	Nursing Services	Yes	\$69,312.00	64,617		
2	2.7	Alternative Learning Center	Yes	\$78,308.00	90,069		
2	2.8	Behaviorist Services	Yes	\$64,252.00	64,336		

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)
12,337,661	1,870,656	0%	15.162%	\$1,896,090.00	0.000%	15.368%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s) Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 school site, 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 school site.

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 #	<ul style="list-style-type: none">• Enter the action number.
Title	<ul style="list-style-type: none">• Provide a short title for the action. This title will also appear in the action tables.
Description	<ul style="list-style-type: none">• 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 school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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