

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard School District

CDS Code: 43-696330000000

School Year: 2024-25

LEA contact information:

Dr. Jeff Bowman

Superintendent

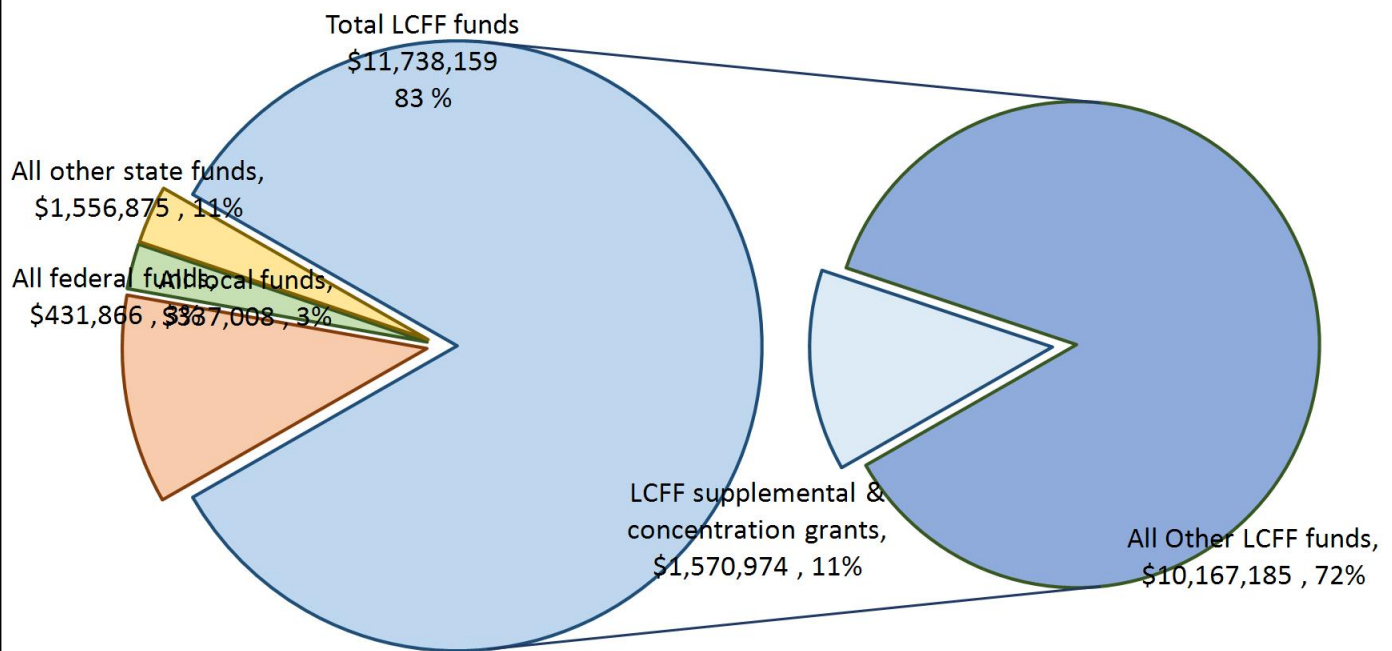
jbowman@orchardsd.org

(408) 944-0397

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

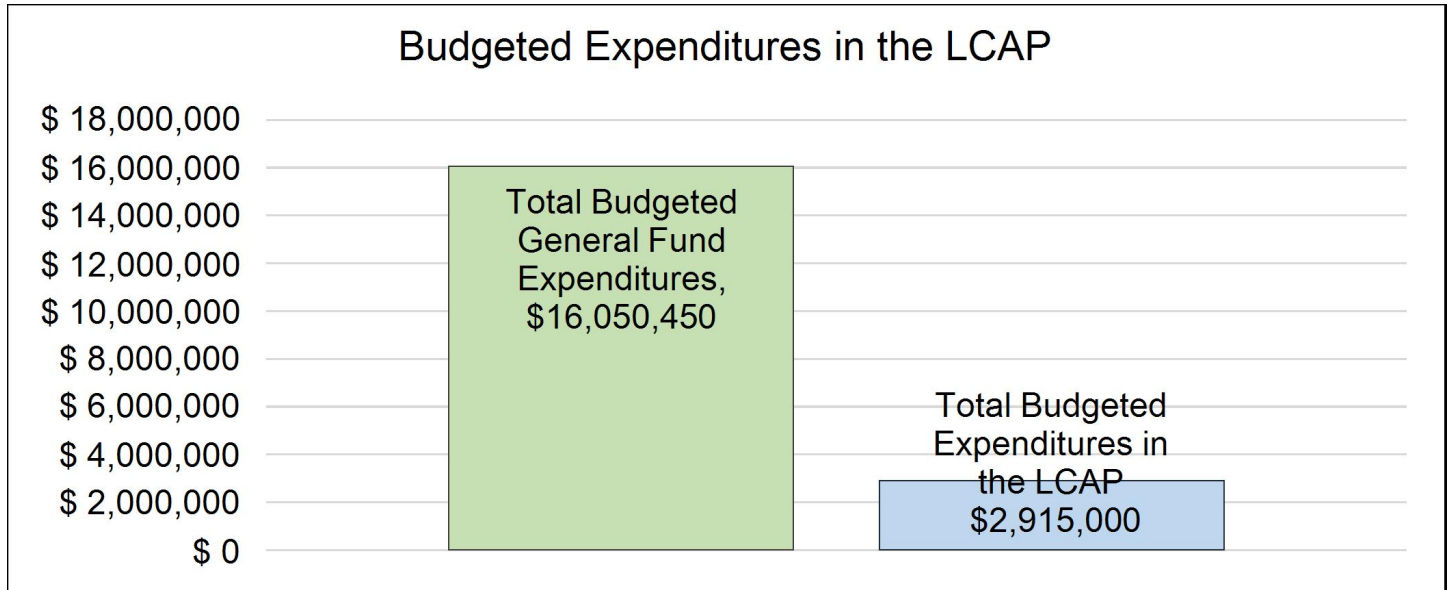


This chart shows the total general purpose revenue Orchard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard School District is \$14,063,908, of which \$11,738,159 is Local Control Funding Formula (LCFF), \$1,556,875 is other state funds, \$337,008 is local funds, and \$431,866 is federal funds. Of the \$11,738,159 in LCFF Funds, \$1,570,974 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 Orchard 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: Orchard School District plans to spend \$16,050,450 for the 2024-25 school year. Of that amount, \$2,915,000 is tied to actions/services in the LCAP and \$13,135,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures Not Included in the Local Control and Accountability Plan (LCAP):

While the Local Control and Accountability Plan (LCAP) outlines a significant portion of our planned expenditures, there are additional essential expenditures covered by the General Fund that are not explicitly detailed within the LCAP. These include:

- **Maintenance and Operations:** Routine maintenance of school facilities, including repairs, custodial services, and utility costs, which are crucial for ensuring a safe and functional learning environment.
- **Administrative Costs:** Salaries and benefits for administrative and support staff not directly involved in LCAP initiatives, as well as office supplies and administrative software.
- **Professional Development:** Additional training and professional development opportunities for staff that fall outside the specific focus areas of the LCAP but are necessary for overall staff improvement and compliance with state mandates.
- **Technology Upgrades:** Infrastructure improvements and non-LCAP-related technology purchases to support the operational efficiency of the school.

- Extracurricular Activities: Funding for extracurricular programs, clubs, and events that enhance the student experience but are not part of the LCAP goals.

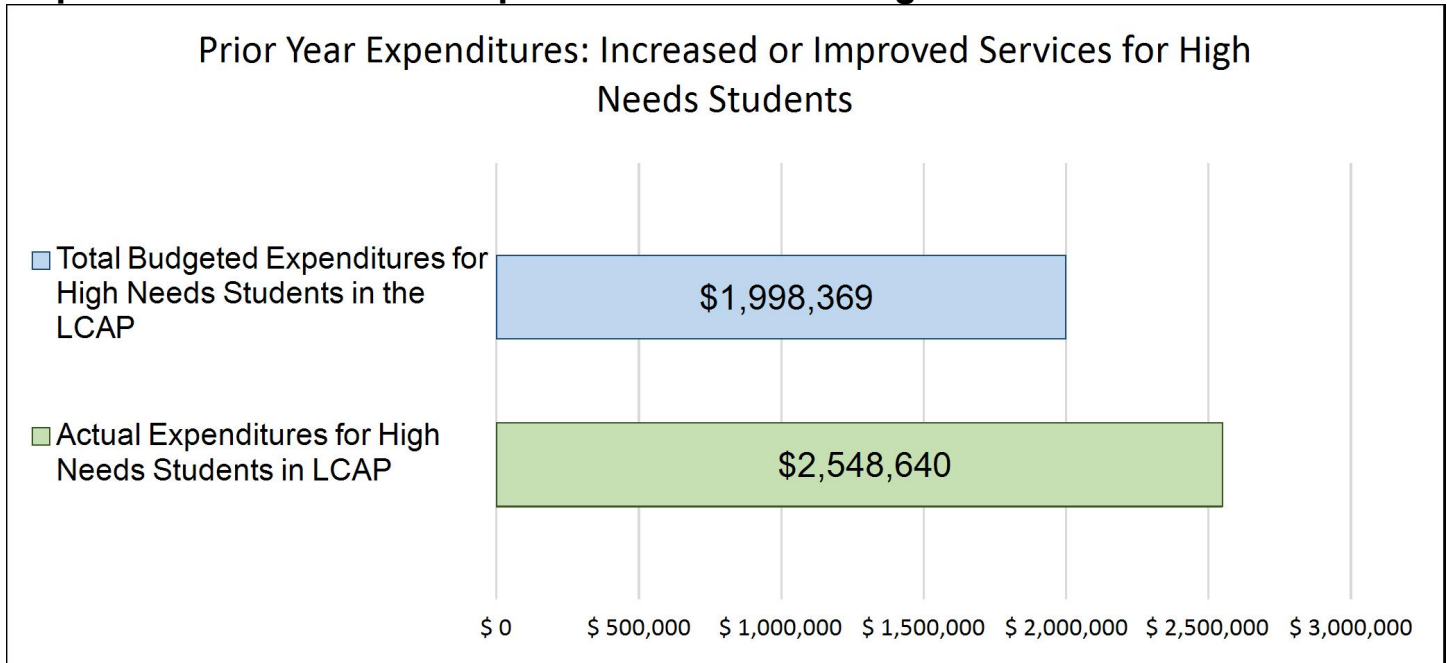
These expenditures are essential for the day-to-day operations and overall support of our school's educational environment, ensuring that we maintain a high standard of education and services for our students and staff.

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

In 2024-25, Orchard School District is projecting it will receive \$1,570,974 based on the enrollment of foster youth, English learner, and low-income students. Orchard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard School District plans to spend \$1,576,000 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 Orchard 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 Orchard 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, Orchard School District's LCAP budgeted \$1,998,369 for planned actions to increase or improve services for high needs students. Orchard School District actually spent \$2,548,640 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
Orchard School District	Dr. Jeff Bowman Superintendent	jbowman@orchardsd.org (408) 944-0397

Goals and Actions

Goal

Goal #	Description
1	<p>Board Priority: Ensure all students and staff have the supports and resources to be socially, emotionally and physically safe.</p> <p>Goal: OSD will reduce the percentage of students needing Tier 3 assistance (IEP or 504 plan) to 5% of the student total population by professional development, framework for MTSS/PBIS, and increasing the staff's knowledge of cultural differences and recognizing implicit bias.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions-State Priority 6	2.3% in 2019 Orange Tier	1.5% in 2021-2022 Yellow Tier	.5% in 2022-2023 green tier	.3% in 23 green tier	1.5% suspension rate Yellow Tier
Student Support Referrals	Average 38 per semester	Unable to track in 2021-2022 due to changes in systems and processes.	83 students referred to Coordination of Services Team (COST) in 22-23	1,076 referrals came into the system with ranging behaviors, 59 for the year went to additional Student Support Team Referrals in 23-24	Decrease of 20% in the number is students
SSTs held and PEPs created as Tier I interventions	Average 25 per semester SST	21 SSTs and 73 PEPs (the process prior to SST leading to 50 students in reading intervention) in 2021-2022.	16 SST were held and 51 PEPs were created in 22-23	13 SST were held and 86 PEPs were created in 23-24	Decrease of 5% in SST and a 5% increase of PEPs in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - State Priority 5	Chronic absenteeism 9.7% Orange Tier	1.1% increase due to COVID in 2021-2022, district wide is 10.8% chronic absenteeism. Orange Tier	Very High - 23.3% are chronically absent in 22-23 Red Tier	22.6% are chronically absent in 23-24 Red Tier	Chronic Absenteeism reduced by 10% Yellow Tier in 2023-24
Attendance rate	96.55%	90% attendance rate in 2021-2022 as a result of COVID.	92.74% attendance rate in 2022-2023	91.82 %attendance rate in 2023-24	Increase overall attendance rate to 95%
Expulsions -State Priority 6	Zero for past several years	Zero in 2021-2022	Zero in 2022-2023	Zero in 2023-24	Remain at zero expulsions in 2023-24
Parent engagement (State Priority 3)	Attendance at SSC and ELAC Meetings (Below ten)	Attendance at SSC and ELAC Meetings (Below ten)	Attendance at SSC and ELAC Meetings (Below ten)	Attendance at SSC and ELAC Meetings (Below ten)	Attendance at SSC and ELAC Meetings at least 25 per meeting.
	Parent survey response - below 50%	Parent Survey response was under 25% in 2021-2022	Parent Survey response was under 25% in 2022-2023	Parent survey response was 89 families (~27%) in 2023-24	Parent survey response - 65%
Middle school drop out rate (State Priority 5)	Zero drop outs	Zero drop outs in 2021-2022	Zero drop outs in 2022-2023	Zero drop outs in 2023-24	Maintain zero dropouts in 2023-24
Healthy Kids Survey (Local Measure, Priority Six)	No Baseline	No baseline created in 2021-2022	No baseline was created 2023-2023 due to implementations difficulty; however, 58% of students participated in a district created survey.	7th graders completing the Healthy Kids Survey over 90% of students completed in 23-24	85% of eligible students will complete Health Kids Survey in 2023-24

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.

No differences in planned actions, costs just changed or adjusted based on program and personnel.

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

The district being small, looks at material differences being greater than 20% We will continue to monitor and re-evaluate as needed.

1.1 Cost of staff were slightly different with salary increase and a leave for an employee

1.2 The Social and Emotional Support Program was successful with our students. Orchard provided increased services beyond the original scope by contracted additional counseling services.

1.4 Program cost estimates were lower than anticipated.

1.5 Additional equipment was needed to supply materials to the program.

1.6 Costs higher than expected based on student need

1.8 Received a grant for part of the program

1.10 Increased total cost to provide more parent engagement activities.

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

1.1 Counseling Services

Maintaining counselor staffing at 2 FTE has been highly effective in providing consistent support for students' academic, career, and social/emotional needs. The presence of counselors has contributed to early identification of issues, improved student well-being, and increased academic performance.

1.2 Social/Emotional Support Program

The support for the Responsive Classroom program has been effective in enhancing the social and emotional climate of the classrooms. Teachers report improved student behavior, better peer interactions, and a more positive learning environment. Ongoing professional development has ensured that staff are well-equipped to implement the program effectively.

1.3 Social/Emotional Curriculum

Purchasing the Responsive Classroom curriculum has been effective in standardizing the approach to social/emotional learning across the district. Students have benefited from a consistent framework that promotes their social and emotional development. We need to grow this implementation throughout the campus.

1.4 Positive Play at Elementary School

Hiring a vendor to develop a positive play program has been semi-effective . The program has reduced playground incidents and improved students' activities, but the utilization needs to increase.

1.5 Purchase Play Equipment for Elementary

The purchase of play equipment has been effective in providing students with the resources needed for engaging in positive play activities. This has contributed to better physical health and social interaction during recess and physical education.

1.6 Transportation

Providing transportation has been highly effective in ensuring that students who struggle to get to school have a reliable means of transportation.

1.7 Translation Services

Translation services have been effective in ensuring that non-English speaking parents and students have access to important information and can participate fully in school activities. This has enhanced parental engagement and student support.

1.8 Parent Education

Parent education programs have been effective in equipping parents with the skills and knowledge needed to support their children's social-emotional and academic needs. We need to have more parents participate to broaden the success of the program.

1.9 Registered Nurse

Hiring a school nurse has been effective in addressing students' health needs promptly and efficiently.

1.10 Parent Engagement

Parent engagement activities have been effective in leveraging a stronger connection between parents and the school.

Overall, the actions taken during the three-year LCAP cycle have been effective in making progress toward the goals of improving student support, enhancing social/emotional development, and increasing parental engagement. One of the key areas for future growth is to increase the overall attendance and the number of families and staff participating or utilizing each of the actions.

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.

All changes to the goals, metrics, and outcomes are focused squarely on the desire to increase services directly provided to students, staff, and families.

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	<p>Board Priority #2: Engage all students in their learning and provide necessary supports and resources to ensure all students are academically successful and challenged</p> <p>Goal: We will decrease the academic gaps between the subgroups, as measured by CAASPP, by 15% in ELA and 15% in Math</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA (State Priority 4)	<p>Asian 49 pts above standard White 14 pts above standard Low income 3 pts below standard ELs 63 pts below standard Hispanic 27 pts below standard St. w/disabilities 33 pts below standard</p> <p>Green Tier</p>	<p>State testing was not completed in 20-21 and results are not available for 21-22 at this time.</p>	<p>22-23 Data Points Asian 29.9 pts above standard White 11.6 pts below standard Low income 24.6 pts below standard ELs 38.2 pts below standard Hispanic 54.2 pts below standard St. w/disabilities 131.5 pts below standard</p> <p>Orange Tier</p>	<p>2023-2024 Data Points Asian 25.8 pts above standard White 19.7 pts above standard Low income 31.4 pts below standard ELs 51.8 pts below standard Hispanic 63.4 pts below standard St. w/disabilities 129.4 pts below standard</p> <p>Orange tier</p>	<p>15% reduction of gap between highest performing subgroup, Asian and all others. Example gap between Asian and ELs would be reduced from 86 pts to 73 pts</p> <p>Maintain Green Tier</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math (State Priority 4)	Asian 48 pts above standard White 10 pts above standard Low income 26 pts below standard ELs 74 pts below standard Hispanic 61 pts below standard St. w/disabilities 67 pts below standard Yellow Tier	State testing was not completed in 20-21 and results are not available for 21-22 at this time.	22-23 Date Points Asian 6.4 pts above standard White 11.6 pts below standard Low income 65.8 pts below standard ELs 57.1 pts below standard Hispanic 96.9 pts below standard St. w/disabilities 167.1 pts below standard Orange tier	2023-2024 Data Points Asian 8.6 pts above standard White 17.8 pts below standard Low income 65.4 pts below standard ELs 64.7 pts below standard Hispanic 95.8 pts below standard St. w/disabilities 161 pts below standard Orange tier	15% reduction of gap between highest performing subgroup, Asian and all others. Example gap between Asian and ELs would be reduced from 74 pts to 63 pts Move to Green Tier
Properly credentialed teachers (State Priority 1)	8.5% not properly credentialed (4 teachers)	3.5% not properly credentialed in 21-22 (2 teachers)	0% not properly credentialed in 22-23	0% not properly credentialed in 23-24	100% properly credentialed
Williams Act (State Priority 1, Priority 2)	100% Compliant each review	100% Compliant each review in 21-22	100% compliant each review in 22-23	100% compliant each review in 23-24	100% Compliant each review
English Learner Reclassification (State Priority 4)	Reclassification rate is 31% in 20-21	Reclassification rate is 22% in 21-22	Reclassification rate is 18.5% in 22-23	Reclassification was not available at the time of adoption in 23-24	Reclassification rate 35%
English Learners making progress (State Priority 4)	ELPAC 51.3% making progress in 21-22	ELPAC 51.3 % making progress in 21-22	ELPAC 53.4 making progress in 22-23	39.2 making progress in 23-24	ELPAC 60% making progress
Access to broad course of study	Elementary - all students have access	Elementary - all students have access	22-23	23-24	100% of middle school students have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Priority 7)	to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	100% of middle school students including special education students have a full course of study aligned to state standards, including core(standards aligned), physical education and enrichment(art, engineering, video, music) and ELD students have access to ELD standards Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	100% of middle school students including special education students have a full course of study aligned to state standards, including core(standards aligned), physical education and enrichment(art, engineering, video, music) and ELD students have access to ELD standards Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs students have access to ELD standards Science is not NGSS aligned	a full course of study aligned to state standards, including core(standards aligned), physical education and enrichment(art, engineering, video, music) and ELD students have access to ELD standards Elementary - all students have access to standards aligned ELA, math, social studies, physical education and ELs have access to ELD standards. Adopt and implement NGSS Science
NWEA Local Assessment Measure (Priority 2)	NWEA growth scores in ELA ranged between -24 and +5. In math the range was between -10 and +17	Baseline to be established in 2022	22-23 NWEA growth scores in ELA ranged between -28 and 39 points. NWEA growth scores in Math ranged	23-24 NWEA growth scores in ELA ranged between -26 and 41 points. NWEA growth scores in Math ranged	85% of students will show growth on NWEA Math and ELA between first assessment in the fall and the final assessment in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			between -26 and 36 points.	between -21 and 33 points.	spring for 2nd - 8th graders.
RTI (Priority 8)	No Baseline	No Baseline	22-23 Completed first round of teacher training	23-24 Teachers have been trained and are flex grouping based on assessment data and the students are receiving differentiated instruction.	Teacher training will assist in 100% of students in grades K-5 will be flexibly grouped based on assessment data and will participate in differentiated instruction
State Frameworks (Priority 8)	100% Implementation	100% Implementation	22-23 100% Implementation	23-24 100% Implementation	Continue with 100% implementation of state frameworks in all courses 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.

Goal 2: We will decrease the academic gaps between the subgroups, as measured by CAASPP, by 15% in ELA and 15% in Math. Unfortunately, we did not meet the desired outcome at this time. Our English Language Learners are currently 51.8 points below standard which is a 13.6 decline from 2022. Our Hispanic students are 63.4 points below standards which is a 9.2 point decline from 2022. Our socioeconomically disadvantaged students are 34.1 points below standards which is a decrease of 9.5 points. We did see a slight increase with our special education student progress. Our special education students are 129.4 points below standards which is an increase of 4.2 points from 2022. Our white population achievement increased and is 19.7 points above standard.

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

- 2.1 Cost for NWEA materials was less than anticipated.
- 2.2 Assessment cost went down as we had less students and less cost
- 2.4 Extended Learning Time was lower as a result of less student participation
- 2.6 Summer Program increased due to student need
- 2.7 Provide reading and math specialist support, position was vacant during parts of the year
- 2.8 Purchase curriculum for math and ELA was higher as we purchased more curriculum across more grade levels
- 2.9 Due to reduction plan for the District, we were unable to expand as many FTE positions as we expected.
- 2.11 The District was able to provide additional professional development throughout the year which increased total costs.
- 2.14 Classroom Supplies increased based on teacher need
- 2.15 Summer support materials decreased as we went with an outside contract

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

Orchard does now have 100% of properly credentialed teachers. We are also 100% compliance on Williams Act state priorities. We have established RTI and Tiered intervention supports and trained the teachers during the 2023-2024 first semester. Orchard offered multiple summer school programs and supports. We will be monitoring the students who participated in the program on this year's administration of SBAC.

English Language Arts: When examining our data our Asian students had a decline in points by 4.1. Our English Language Learners are currently 51.8 points below standard which is a 13.6 decline from 2022. Our Hispanic students are 63.4 points below standards which is a 9.2 point decline from 2022. Orchard's socioeconomically disadvantaged students are 34.1 points below standards which is a decrease of 9.5 points. We did see a slight increase with our special education student progress. Our special education students are 129.4 points below standards which is an increase of 4.2 points from 2022. Our white population achievement increased and is 19.7 points above standard. We also saw a decline in achievement with our socioeconomically disadvantaged children performing 34.1 points below standard.

Math: When examining our math score, our Asian students are performing 8.6 points above standard. Our white students are performing 17.8 points below standards which is a decline of 6.1 points. Students with disabilities did see an increase of 11.7 points which puts them performing at 161 points below standards. Our English Learners saw a decrease in achievement with a decline of 7.6 from 2022. Our socioeconomically disadvantaged children maintained their 65.4 points below standard.

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.

There have not been and changes to the goals, metrics, desired outcomes or actions, at this time. We will continue to monitor and re-evaluate regularly to ensure we are meeting our students' needs.

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	Board Priority: Maintain, upgrade & innovate facilities, including technology, to best support teaching & learning Goal: Students will be literate and fluent digital learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Digital literacy assessment	50% of 6th graders will participate in a digital literacy program.	Baseline to be established in 2022.	100% of 6th-grade students participated in a digital literacy program in 22-23	100% of 6th-grade students participated in a digital literacy program in 23-24.	All students will be literate and fluent digital learners
Maintain facilities (State Priority 1)	Facilities assessment - Well maintained Upgrades needed - classroom projectors shade structures play field	Facilities assessment - Well maintained in 21-22. Playground upgrade plans completed, work to be finished over the summer of 21-22.	The creation of shade structures is in progress. Increased routine maintenance on the playfield was implemented during the 2022-2023 school year. The broken playground structure is fixed and maintained. Overall-well maintained	Over-all maintained in 23-24.	Facilities assessment - Well maintained New classroom projectors Shade structures installed Play field design completed In 23-24

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.

Goal 3: Students will be literate and fluent digital learners. We continue to make progress on this goal. During 2022 and 2023, 100% of our 6th grade students participated in a digital literacy program. We continue to monitor our facilities. The shade structure is currently being bid on and will move forward in the Spring. As of Spring 2024, the shade structure was board approved. In addition, our field will be replaced with artificial turf by this fall.

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

- 3.1 The District was able to receive a discount through Canvas due to its small size. Less dollars were needed.
- 3.2, 3.7 and 3.8 we were able to maintain Canvas for our middle school students and staff at a lower cost. We were also able to maintain and replace student devices for below the estimated expenditures.
- 3.3 Purchased less equipment than expected due to lower funding.
- 3.4 we spent over the amount of estimated expenditures by \$2,000 in order to repair and upgrade our existing sound systems in our classrooms.
- 3.5 this is an area that we spent significantly less than we estimated by about \$62,000.

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

- The digital literacy action plan has been effective with 100% of our students participating in the program. We continue to make progress on our facilities plan.
- 3.1 We were able to maintain and continue the usage of Canvas for our middle school students and staff. It has been an efficient way for teachers to assign assignments and students are able to communicate with their teachers.
 - 3.2 We have been able to maintain a one to one ratio of Chromebooks for every student. Our students have been able to continue to utilize technology in order to meet their academic needs both inside and outside the classroom.
 - 3.3 We have been able to maintain our facilities
 - 3.4 We completed this work
 - 3.5 We were not able to complete this as planned
 - 3.6 Successful implementation of the tablets
 - 3.7 Successful implementation of the tablets and needed to increase to support higher number of students
 - 3.8 We have found a new MDM that we will implement in the future.

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.

There have not been and changes to the goals, metrics, desired outcomes or actions, at this time. We will continue to monitor and re-evaluate regularly to ensure we are meeting our students' needs. In reflecting, we have successfully maintained the digital needs for our students and maintained our facilities to provide a safe learning environment for all students and staff.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orchard School District	Dr. Jeff Bowman Superintendent	jbowman@orchardsd.org (408) 944-0397

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.

Orchard School District is a dynamic and inclusive educational community located in San Jose, California, serving about 780 students in a vibrant and diverse area. Founded in 1856 by the early pioneers of Santa Clara Valley, Orchard School District, which is single school district, was one of the first schools in San Jose and has a proud history spanning over 150 years. Established as a small school district dedicated to serving the needs of the community, the district has evolved from former fruit orchards and garden areas to a modern state-of-the-art facility nestled in the heart of Silicon Valley.

The district’s mission is to "meet you where you are and prepare you for where you are going," while its vision is to "inspire one student, one family, and one neighborhood at a time." Orchard School District provides a center for both school and community gatherings and is committed to fostering a safe, supportive, and enriching environment for all.

Our Values:

- Safety in mind, body, and spirit
- Building positive relationships
- Kindness, respect, acceptance
- Enthusiasm, creativity, commitment
- Resilience
- Unity

The district offers a before and after-school program for school-age children and a preschool program operated by Champions. Orchard has approximately 110 employees with 25 elementary, 14 middle school, and 7 special education teachers. The campus also hosts three Santa Clara County special education classes for students with special needs. The Board of Education is dedicated to fostering an educational environment that places students first, guided by Orchard’s mission and vision. The Board has also established a set of priorities that currently guide the district through continual improvement:

Strategic Focus:
Student Achievement
Social and Emotional Learning
Human Resources
Financial Stability and Sustainability
Safe and Maintained Facilities
Community Engagement

Recently, Orchard has been granted Community School funding and is currently implementing the focus school-wide. Full implementation of becoming a Community School will be Fall of 2025.

Reflections: Annual Performance

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

As part of Orchard School District's commitment to continuous improvement, we regularly reflect on our performance using both state indicators and local data. This reflection helps us celebrate our successes and identify areas for growth, ensuring that we remain focused on achieving our mission and vision.

Successes:

Orchard School District has made notable strides in several key areas:

Improved Attendance:

The district has successfully increased overall student attendance, indicating that our efforts to engage students and foster a positive learning environment are supporting growth.

Community Schools Grant Implementation:

The successful implementation of the Community Schools Grant has enabled us to focus on enhancing our holistic support for students.

Professional Development on UDL Strategies:

We have invested in district-wide focused professional development on Universal Design for Learning (UDL) strategies. This commitment to inclusive education ensures that we are meeting the diverse needs of all students.

Responsive Classroom Implementation and Training:

The implementation of the Responsive Classroom approach, coupled with relevant training, has fostered a positive and engaging classroom environment, enhancing both student behavior and academic engagement.

Increased Use of Evaluation Tools:

We have increased the implementation and utilization of key assessment tools, such as Literably and the Northwest Evaluation Association (NWEA) assessments:

Literably: Used by grades 2 through 7 to assess reading fluency and comprehension.

NWEA Reading and Math: Utilized by grades 2 through 8 to monitor student progress in these core areas.

STAR Reading: Continuously used by middle school students to inform teaching practices.

Challenges (Lowest Performance Groups):

Despite our successes, we recognize that challenges remain (red tier):

Chronic Absenteeism:

We need to continue reducing the number of chronically absent students district-wide. Improving attendance remains a key focus area.

Academic Performance and Attendance of Hispanic Students (Red Tier):

We are currently in differentiated assistance to address academic performance issues and attendance among our Hispanic students, particularly in math.

Growth for Students with Disabilities (Red Tier):

We need to focus on enhancing the academic growth of students with disabilities. Improving performance on state and local testing in both English Language Arts and math is a priority.

Attendance Improvement for Key Student Groups:

Based on our current data, we desire to improve attendance and decrease chronic absenteeism for students (red tier) with disabilities, White students, and Hispanic students.

By building on our successes and addressing these challenges, Orchard School District is committed to ensuring equitable educational outcomes for all students.

Reflections: Technical Assistance

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

Orchard School District is eligible for Technical Assistance based on the following indicators:

Hispanic student's chronic absenteeism rates

Hispanic student's achievement in mathematics

Orchard has established a well-rounded team of educators to investigate, identify, research, and ultimately pursue improvement to meet the needs of our Hispanic students.

We are unpacking the reasons for the lower attendance so that we may identify support for our Hispanic students. This has included increasing communication on the importance of attending school, increasing ride services, holding parent and student meetings, increasing translation support, and conducting empathy surveys.

The Orchard believes that increasing attendance is the first goal to improve academic achievement. In addition, team members meet with students to build relationships and grow the connection between the school and the students. Orchard has also utilized instructional coaches to provide small-group support.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (OTA)	Staff learning day, includes all admin and teachers (August, September, October, November, January, March, April, and May), Gallery walk (April 29), Instructional Leadership Team (ILT) (two times per month)
Classified (SEIU)	President weekly meeting
Students	Surveys and formal and informal meetings
Parent/Guardians	Surveys, Principal coffee (monthly), Committee Meetings (monthly)
PTA (all students, including Special Education)	Local Meetings (Monthly)
Board	Board Presentations to include LCAP updates and standing agenda on Teaching and Learning (Minimum of once per month in public Board meetings and every Friday in Board Briefings)
District English Learner Advisory Committee (DELAC)	Standing meetings (Monthly)
Community Partners	Passive (open survey/form on our website for anytime feedback) and Active meetings (Quarterly and Monthly meetings)
SELPA	Monthly meeting, plus direct meeting with SELPA Director (April 17th)

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

At Orchard School District, fostering strong partnerships with our educational community is essential for student success. Our efforts to engage with key educational partners, such as teachers, students, parents, parents with students with disabilities, other school personnel, and community partners, are integral to our strategic focus areas and aligned with our core mission.

Our engagement with teachers, represented by the Orchard Teachers Association (OTA), has been both meaningful and impactful.

ILT Committee Review: The Instructional Leadership Team (ILT) committee reviewed two key components of our strategic focus areas. This review was critical in shaping our priorities and ensuring that our initiatives align with the needs of our teaching staff.

Feedback Through Gallery Walk: We organized a gallery walk to gather feedback from our staff. This approach encouraged open communication and allowed teachers to share their thoughts on critical areas of our strategic plan and the direction of teaching and learning.

LCAP Feedback: Teachers played a significant role in providing feedback on our previous Local Control and Accountability Plan (LCAP). Their insights have been invaluable in refining our goals and actions.

Students are at the heart of everything we do. We have engaged with our students through various means to understand their needs and perspectives.

Empathy Surveys: We conducted empathy surveys to gauge the sentiments and needs of our students. This data has been crucial in informing our decisions and ensuring that our strategies are student-centered.

Students in grades 6-8 took a survey on middle school needs, including electives, bell schedules, and ways for Orchard to improve. As demonstrated by teachers desire to focus on professional development, small class sizes, and resources for teaching and learning.

Parental and community involvement is vital for a thriving educational environment.

PTA and DELAC: We have maintained open communication with the Parent Teacher Association (PTA) and the District English Learner Advisory Committee (DELAC). These partnerships have provided valuable insights and feedback on our educational initiatives, such as the positive play action.

Our engagement extends to other essential school personnel.

SEIU: We have collaborated closely with the Service Employees International Union (SEIU), representing many of our classified staff. Their feedback and involvement have been integral to our decision-making processes, such as the need for positive play, support staff for students, and more community events.

Finally, we have regularly updated the Board of Trustees to ensure that our strategic focus areas align with the district's overall vision and goals. Their oversight and guidance have been critical to our success.

Approaches to Engagement

At Orchard School District, we have employed both targeted and passive (informal) approaches to gather information, suggestions, and feedback from our educational partners.

Targeted Approach:

Surveys: We conducted targeted surveys with our students and community to gather focused feedback on key issues.

Staff Learning Day: We utilized a staff learning day to allow all teachers to weigh in on the successes, areas for improvement, and recommendations for change with our current LCAP goals and actions. This provided a structured environment for focused discussions.

Passive Approach:

Informal Feedback: We have also gathered informal feedback through ongoing conversations and informal settings, allowing us to capture insights that might not emerge in more formal environments.

Our engagement with educational partners has been robust and multi-faceted, ensuring that our strategies are inclusive, well-informed, and aligned with the needs of our community. By actively involving teachers, students, parents, and other partners, we have created a collaborative environment that fosters innovation, inclusivity, and continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Orchard School District will reduce the percentage of students needing Tier 3 assistance to 10% of the student total population by addressing Social Emotional Learning while providing professional development, utilizing a framework for Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention Systems (PBIS), and increasing the staff's knowledge of cultural differences, and recognizing implicit bias(es).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Orchard School District has set a goal to reduce the number of students requiring Tier 3 assistance (IEP, 504) to 10% of its total student population, recognizing that early and comprehensive intervention can significantly impact student success. This goal is rooted in the district's commitment to enhancing social-emotional learning (SEL), which helps students manage their emotions and interactions more effectively. By investing in professional development, the district ensures its educators are equipped with the latest educational strategies and knowledge. Implementing frameworks such as the Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention Systems (PBIS) will provide structured support to address student needs at various levels, preventing the escalation of issues requiring more intensive interventions. Additionally, increasing staff awareness of cultural differences and implicit biases aims to create a more inclusive and equitable educational environment, reducing the need for individualized intervention plans. This comprehensive approach underscores the district's proactive strategy to support all students by effectively building a foundation that addresses their educational and emotional needs.
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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	Project Cornerstone Survey	Baseline and target to be set in 2024-25 based on student responses for EL, SED, HL, and SWD.			Baseline and target to be set in 2024-25 based on student responses for EL, SED, HL, and SWD.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Parent attendance at school events	Baseline and target to be set in 2024-25 based on parent attendance			Baseline and target to be set in 2024-25 based on parent attendance	
1.3	Suspension Rates	2.5% in 2023-24			Student suspension rates below 3% in 2026-27	
1.4	Percentage of students who are chronically absent and percentage of total district attendance rate.	18.64% in 2023-24 overall, 35% Hispanic, 25% white, and 35.6% students with disabilities in 2023-24. EL rate is 20.93 and SED was 19.24. All student attendance rate in 2023-24 was 91.82%. EL rate is 20.93 and SED was 19.24.			12% in 2026-27, 20% Hispanic, 15% white, and 20% students with disabilities in 2026-27. EL target rate is 10% and SED is 10%. The target for all school attendance rate is 94%.	
1.5	Percentage of School facilities are maintained in good repair	75% of the facility is considered in good standing and 25% is considered fair (SARC) in 2023-24			Goal is to increase to 80% of the facility in good standing and 100% of the facility in fair or higher in 2026-27	
1.6	Middle school dropout rate	0% in 2023-24			Maintain 0% Middle School Drop out rate in 2026-27	
1.7	Number of students expelled as of May 31st	0% in 2023-24			Maintain 0% Middle School Expulsion rate in 2026-27	
1.8	Percentage of middle school students enrolled	Baseline and target to be set in 2024-25.			Baseline and target to be set in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in a Visual and Performing Arts Course				2024-25 based on student selection	
1.9	Number of meetings convened for Foster Youth and McKinney-Vento social workers	Baseline and target to be set in 2024-25.			Baseline and target to be set in 2024-25.	
1.10	Triennial Assessment Completion Rate	Baseline and target to be set in 2024-25.			Baseline and target to be set in 2024-25.	

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	Social-Emotional Learning Curriculum Training	Provide social-emotional learning curriculum and training to improve students' social interactions, emotional well-being, and academic achievement.	\$10,000.00	No
1.2	Implicit Bias/Cultural Differences training	Provide implicit bias and cultural difference training to foster a more inclusive and equitable learning environment for all students.	\$30,000.00	No
1.3	School events: health, wellness, and community events (aligned with DA work)	Provide events accessible to the community (staff, students, parents, and families) that address health, wellness, and community building to improve overall connection and relationships at Orchard. This action is included to address lowest performance level on the 2023 CA Dashboard specifically Chronic Absenteeism - for SWD, HI & Wt students.	\$10,000.00	No
1.4	Positive play during recess	Develop and implement positive play during recess (friendship groups, safe play, and activities)	\$45,000.00	No
1.5	Counseling services	Maintain counselor staffing for a total of 2 FTE	\$280,000.00	Yes
1.6	Transportation (aligned with DA work)	Provide transportation services for students facing challenges in commuting to and from school. Also, this action is included to address the lowest performance level on the 2023 CA Dashboard, Specifically Chronic Absenteeism - for SWD, HI & Wt students.	\$160,000.00	Yes
1.7	Support Services	Direct support to students.	\$280,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Also, this action is included to address the lowest performance level on the 2023 CA Dashboard, Specifically for academic support in math and language arts - for SWD, HI & Wt students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Orchard School District will reduce the academic gaps between subgroups while increasing overall student performance as measured by the California Assessment of Student Performance and Progress (CAASPP), local summative and formative assessments in English and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Orchard School District has established a goal to reduce academic disparities between various student subgroups, as measured by the California Assessment of Student Performance and Progress (CAASPP), along with local summative and formative assessments in English and Math. This objective stems from the district's dedication to equity in education, aiming to ensure that all students, regardless of their background or subgroup, have access to the support and resources needed to succeed academically. By focusing on narrowing these gaps, the district seeks to address systemic inequalities and enhance educational outcomes across all demographics. This will improve individual student performance and elevate the overall educational standard and cohesion within the community, ensuring that every student has the opportunity to reach their potential.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Hegerty summative assessment	Baseline to be established in 2024-25			Compare subgroups performance compared to baseline in 2024-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Literably Scores (3 times per year)	Compare the baseline score in 2024-25 for the winter testing windows.			Compare scores to the 2024-25 baseline winter testing window	
2.3	Implementation of state board adopted academic content and performance standards for all students	Baseline is 100% in 2023-24			Continue 100% compliance in 2026-27	
2.4	Total parent attendance counts at parent meetings that meet the needs of low income, English Learner and foster youth students.	Baseline to be established in 2024-25			Compare scores to the 2024-25 baseline.	
2.5	Percent of parents of students with a disability that indicated full participation in the IEP process	Baseline is 100% in 2024-25			Maintain 100% of parent participation in 2026-27	
2.6	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	(2022-23) All Students ELA: 44% Math: 33% Science: 28% EL: 16% in ELA and 13% in Math SED: 19% in ELA and 13% in Math			2025-2026, all student groups improve by 4%. ELA: 48% Math: 37% Science: 32% EL: 20% in ELA and 17% in Math SED: 23% in ELA and 17% in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HL: 22.2% in ELA and 0% in Math SWD: 6% in ELA and 0% in Math			HL: 26% in ELA and 4% in Math SWD: 10% in ELA and 4% in Math	
2.7	Percentage of English Learner students reclassified to Fluent English Proficient during the school year.	23-24: 4.8% reclassification rate, currently reviewing reclassification processes.			The goal is to have a reclassification rate of 12% 2026-27.	
2.8	Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining ELPI level 4.	2023-24: 51.4%			65% target in 2026-27.	
2.9	ELD level of implementation of ELD standards	Average rating in 23-24 is 4.6			Target growth is a 5 rating in 2026-27	

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	Student engagement and self regulation training	Provide all grades access to professional development (plan is for Doug Fisher in 24/25) to support pedagogical practices, including academic and social-emotional support.	\$70,000.00	No
2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Increase support and resources better to meet the needs of English learners, LTEL's and newcomers. This includes ELD professional development for all staff. This action also is intended to address the lowest performance level on the 2023 CA Dashboard, Specifically for reading and math - for SWD, HI & Wt students.	\$70,000.00	Yes
2.3	Small class sizes	Increase opportunities for staff and student connection to support differentiated instruction and behavioral management in the classroom.	\$690,000.00	No
2.4	Retain and hire qualified staff	Create a supportive and engaging work environment that values and retains qualified staff. This can include resources and opportunities for professional growth.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Utilize benchmark and formative assessments (NWEA, IABs, other)	Ensure consistent and effective assessment tools for grades TK-8 to monitor growth and inform instruction.	\$50,000.00	No
2.6	Support Staff	Provide support to staff by way of programs or personnel in regard to behavior and emotional support.	\$135,000.00	Yes
2.7	Expanded learning opportunities to support students	Utilize expanded learning opportunities, including after-school programs, tutoring services, during-school pull-out support, and other extracurricular programs. This action addresses the lowest performance level on the 2023 CA Dashboard, Specifically for academic support in math and language arts - for SWD, HI & Wt students.	\$260,000.00	Yes
2.8	Summer school	Provide a robust summer school offering. This action is included to address the lowest performance level on the 2023 CA Dashboard, Specifically for growth in reading and math - for SWD, HI & Wt students.	\$110,000.00	Yes
2.9	ELA and Math curriculum, resources and tools to support EL middle school and elementary programming in Kinder through 8th grade	All standards-aligned curriculum, including ELA, Math, and ELD will be provided in grades TK-8 to support teaching and learning.	\$14,000.00	No
2.10	Instructional Coach	Instructional Coach to Support Students and Teachers (2 FTE)	\$320,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Assure appropriate conditions for teaching and learning, including our facility and standards-based instruction alignment across TK-8th grade.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Orchard School District has developed a goal to ensure appropriate teaching and learning conditions that encompass maintaining high-quality facilities and aligning standards-based instruction from Transitional Kindergarten (TK) through 8th grade. This goal is fundamental in creating a conducive learning environment that effectively supports students and teachers. The district sets a physical foundation that complements academic goals by ensuring that educational facilities are well-maintained and conducive to learning. Simultaneously, aligning instruction across grades according to standards ensures that all students receive a consistent, high-quality education that builds from one grade to the next. This systematic approach enhances student engagement and achievement and facilitates smoother transitions between grades, promoting sustained academic progress throughout a student's early educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers at Orchard are appropriately assigned and credentialed.	100% in 2023-24			100% in 2026-27	
3.2	Every student at Orchard has sufficient access to the standards-aligned instructional materials in all subject areas including ELD.	100% in 2023-24			100% in 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students that are at or above standard on the mid-year math assessment.	37% of students in 2nd-5th and 32% of students in 6th-8th grade are at or above grade level in math in 2023-24 (NWEA).			3% increase in all student groups, 40% of students in 2nd-5th grade and 35% of students in 8th grade being at or above grade level in 2026-27 (NWEA).	
3.4	Percentage of students that are at or above standard on the mid-year reading assessment.	25% of students in 2nd-5th and 34% of students in 6th-8th grade are at or above grade level in math in 2023-24 (NWEA).			3% increase in all student groups, 28% students in 2nd-5th, and 37% of students in 8th grade being at or above grade level in 2026-27 (NWEA).	

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	Devices to support English Learners including newcomers (aligned with DA work)	Provide devices to support English Learners including newcomers in grades TK-8.	\$35,000.00	Yes
3.2	Translation Services to support Orchard families including LTEL students and their families.	Services for translation of written material and for interpreter services. By providing translation services, we are providing increased access to our EL families thus, improve communication and connection between school and home.	\$56,000.00	Yes
3.3	Upgrade staff hardware to support teaching and learning	Upgrade staff hardware to support teaching and learning	\$150,000.00	No
3.4	Upgrade and enhance flexible learning environments to support teaching and learning.	In recognizing the diverse learning needs of students, upgrade or enhance classrooms, pods, and other spaces' functionality to support teaching-learning.	\$100,000.00	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
\$1,570,974	\$127,999

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
18.302%	0.000%	\$0.00	18.302%

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
1.5	<p>Action: Counseling services</p> <p>Need: Post covid learning loss and support for students in TK-8th grade, in particular unduplicated students.</p> <p>Scope:</p>	While counselors support all students, they are primarily focused on providing the executive functioning support that our unduplicated students continue to need since the pandemic.	1.1 Project Cornerstone survey

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
	LEA-wide		
1.6	<p>Action: Transportation (aligned with DA work)</p> <p>Need: English learners and socio-economic disadvantaged experience high levels of chronic absenteeism due to transportation challenges.</p> <p>Scope: LEA-wide</p>	By providing transportation to EL and SED we seek to decrease their rate of chronic absenteeism. While transportation will be provided to any student who needs it, it is being offered to specifically address the transportation needs of these two unduplicated groups.	1.4 Chronically absent student percentage
1.7	<p>Action: Support Services</p> <p>Need: Academic needs for all students, in particular our unduplicated students as identified in the MTSS referral system.</p> <p>Scope: LEA-wide</p>	Unduplicated students (specifically English learners) require the additional support of instructional coaches and outside tutoring.	1.1 Project Cornerstone survey
2.2	<p>Action: EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.</p> <p>Need: The 2023 CA Dashboard indicates that our English Learners' performance in ELA was 51.8 points below standard and which was a decline of 13.6 points from 2022 Dashboard.</p>	By providing additional ELD training to all teachers, we will build the capacity of our faculty to provide effective ELD instruction to English Learners and LTEL's we will increase their English proficiency in spoken and written language.	2.7 and 2.8 reclassification of students

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>This indicates that our English Learner Students need to receive more effective instruction.</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Support Staff</p> <p>Need: Unduplicated need additional behavioral and emotional support as evidence by MTSS referral data.</p> <p>Scope: LEA-wide</p>	Providing certificated and classified staff with high-quality professional development will build their capacity to effectively address all students' social, emotional, and behavioral needs. This includes responsive classroom, TCI, Continuum of Learning, and ELD instructional methods.	Academic assessments (2.6)
2.7	<p>Action: Expanded learning opportunities to support students</p> <p>Need: The CA Dashboard and other local metrics indicate that the performance of our unduplicated students in math and ELA is below that of our "all" and significantly below that of "white student group."</p> <p>Scope: LEA-wide</p>	By providing before-school and after-school programming, along with summer support and intervention, we will decrease the gap between student groups.	2.6, 2.7, and 2.8 will all be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	<p>Action: Summer school</p> <p>Need: Unduplicated students are performing below All Students in ELA and Math, and the CA Dashboard indicates that their performance has declined.</p> <p>Scope: LEA-wide</p>	By providing additional instruction over the summer to students, we seek to minimize the regression of progress and reinforce grade-level standards. The summer school will be provided to all students in need; it is designed to address the specific needs of unduplicated students.	2.6 percentage of students scoring at or above standard
2.10	<p>Action: Instructional Coach</p> <p>Need: EL students' performance ELPI indicate a decline in performance and an increase in the number of newcomers.</p> <p>Scope: LEA-wide</p>	While our EL students (including newcomers and LTELs) benefit from ELD Instruction and SDAIE strategies, providing 1:1 devices with translation apps will increase students' ability to translate in both academic and social situations on demand. Also, this will include data tracking and direct support to EL students.	2.7 and 2.8 cover reclassification and progress made toward English language proficiency.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>Action:</p>	While our EL students (newcomers) benefit from ELD Instruction and SDAIE strategies, providing	2.7 and 2.8 cover reclassification and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Devices to support English Learners including newcomers (aligned with DA work)</p> <p>Need: EL students need improved methods for communication so they can participate more fully academically and socially. Thus, improving academic performance and decreasing behavioral and mental health referrals.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>1:1 devices with (translation apps) will significantly increase their ability to translate in both academic and social situations on demand. This elevates their ability to clearly communicate and builds their independence and their English language communication skills.</p>	<p>progress made toward English language proficiency.</p>
3.2	<p>Action: Translation Services to support Orchard families including LTEL students and their families.</p> <p>Need: EL students need improved methods for communication so they can participate more fully academically and socially. Thus, improving academic performance and decreasing behavioral and mental health referrals.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By providing translation services, we are providing increased access to our EL families, thus improving communication and connection between home and school.</p>	<p>1.2 and 2.4 attendance of parents at events</p>

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

NA

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.

Orchard receives concentration grant funding for foster youth, English learners, or low-income students above 55%. Staff were hired to provide direct and indirect services to these groups. This staff includes Counselors (Goal 1, 1.5), Support services (Goal 1, 1.7), ELD teacher (Goal 2, 2.2), Teachers (Goal 2, 2.3), Qualified staff (Goal 2, 2.4), and Instructional coaches (Goal 2, 2.10).

Concentration funds are tracked internally by using manager code 502. Data for concentration funding is based on CALPADS data from Census Day, October 4, 2023.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 Staff: 22.84 Students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 Teacher: 12.34 Students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,583,460	1,570,974	18.302%	0.000%	18.302%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,670,000.00	\$165,000.00	\$0.00	\$80,000.00	\$2,915,000.00	\$1,895,000.00	\$1,020,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social-Emotional Learning Curriculum Training	All	No			All Schools	1 year	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	0
1	1.2	Implicit Bias/Cultural Differences training	All	No			All Schools	1 year	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	0
1	1.3	School events: health, wellness, and community events (aligned with DA work)	All	No			All Schools	1 year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
1	1.4	Positive play during recess	All	No			All Schools	1 year	\$0.00	\$45,000.00		\$45,000.00			\$45,000.00	0
1	1.5	Counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	\$280,000.00	\$0.00	\$230,000.00	\$50,000.00			\$280,000.00	0
1	1.6	Transportation (aligned with DA work)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	One Year (2024-25)	\$0.00	\$160,000.00	\$110,000.00			\$50,000.00	\$160,000.00	
1	1.7	Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	\$280,000.00	\$0.00	\$280,000.00				\$280,000.00	
2	2.1	Student engagement and self regulation training	All	No			All Schools	2 years	\$0.00	\$70,000.00	\$40,000.00			\$30,000.00	\$70,000.00	0
2	2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3	\$40,000.00	\$30,000.00	\$70,000.00				\$70,000.00	0
2	2.3	Small class sizes	All	No			All Schools	3 years of \$690,000	\$690,000.00	\$0.00	\$690,000.00				\$690,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Retain and hire qualified staff	All	No			All Schools	1 Year	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	0
2	2.5	Utilize benchmark and formative assessments (NWEA, IABs, other)	All	No			All Schools	3 years	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0
2	2.6	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	\$105,000.00	\$30,000.00	\$135,000.00				\$135,000.00	0
2	2.7	Expanded learning opportunities to support students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	\$100,000.00	\$160,000.00	\$260,000.00				\$260,000.00	0
2	2.8	Summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	One Year (2024-25)	\$80,000.00	\$30,000.00	\$80,000.00	\$30,000.00			\$110,000.00	0
2	2.9	ELA and Math curriculum, resources and tools to support EL middle school and elementary programming in Kinder through 8th grade	All	No			All Schools	1 Year	\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	0
2	2.10	Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	\$320,000.00	\$0.00	\$320,000.00				\$320,000.00	
3	3.1	Devices to support English Learners including newcomers (aligned with DA work)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 Year	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	0
3	3.2	Translation Services to support Orchard families including LTEL students and their families.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 Year	\$0.00	\$56,000.00	\$56,000.00				\$56,000.00	0
3	3.3	Upgrade staff hardware to support teaching and learning	All	No			All Schools	1 Year	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	0
3	3.4	Upgrade and enhance flexible learning	All	No			All Schools	1 Year	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	0

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
		environments to support teaching and learning.														

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
8,583,460	1,570,974	18.302%	0.000%	18.302%	\$1,576,000.00	0.000%	18.361 %	Total:	\$1,576,000.00
								LEA-wide Total:	\$1,485,000.00
								Limited Total:	\$91,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	0
1	1.6	Transportation (aligned with DA work)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$110,000.00	
1	1.7	Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,000.00	
2	2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Yes	LEA-wide	English Learners Low Income	All Schools	\$70,000.00	0
2	2.6	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	0
2	2.7	Expanded learning opportunities to support students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	0
2	2.8	Summer school	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$80,000.00	0

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	2.10	Instructional Coach	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$320,000.00	
3	3.1	Devices to support English Learners including newcomers (aligned with DA work)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	0
3	3.2	Translation Services to support Orchard families including LTEL students and their families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$56,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,972,768.00	\$3,324,832.00

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	Counseling services	Yes	\$401,890.00	\$484,575.00
1	1.2	Social/Emotional Support Program	Yes	\$125,000.00	\$502,522.00
1	1.3	Social/emotional Curriculum	Yes	\$50,000.00	\$49,504.00
1	1.4	Positive play at elementary school	Yes	\$75,000.00	\$38,561.00
1	1.5	Purchase play equipment for elementary	Yes	\$5,000.00	\$7,519.00
1	1.6	Transportation	Yes	\$112,384.00	\$272,367.00
1	1.7	Translation services	Yes	\$41,500.00	\$40,000.00
1	1.8	Parent Education	Yes	\$15,000.00	\$6,055.00
1	1.9	Registered Nurse	Yes	\$65,494.00	\$66,282.00
1	1.10	Parent engagement	Yes	\$5,000.00	\$15,075.00
2	2.1	NWEA Assessment	Yes	\$20,000.00	\$14,413.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Assessment	Yes	\$20,000.00	\$4,276.00
2	2.3	Provide SDAIE/ELD class for middle school students	No	\$123,000.00	\$123,669.00
2	2.4	Extended Learning Time	Yes	\$50,000.00	\$9,550.00
2	2.5	Provide leveled reading materials for TK-8th grades.	No	\$0.00	\$0.00
2	2.6	Summer Program	Yes	\$360,000.00	\$457,385.00
2	2.7	Provide reading and math specialist support	Yes	\$460,000.00	\$384,578.00
2	2.8	Purchase curriculum for math and ELA	Yes	\$10,000.00	\$55,948.00
2	2.9	Smaller class sizes	Yes	\$700,000.00	\$600,705.00
2	2.10	Additional instruction time for 2021-22 first and second graders	No	\$0.00	\$0.00
2	2.11	Professional Development from staff	Yes	\$20,000.00	\$26,710.00
2	2.12	Provide option for families not ready to return physically	No	\$0.00	\$0.00
2	2.13	Instructional Leadership Team Stipends	Yes	\$15,000.00	\$15,000.00
2	2.14	Classroom Supplies	Yes	\$5,000.00	\$14,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	Summer support materials	Yes	\$27,500.00	\$5,000.00
3	3.1	Maintain Canvas	Yes	\$5,000.00	\$1,416.00
3	3.2	Upgrade/replace Chromebooks	Yes	\$50,000.00	\$27,991.00
3	3.3	Upgrade classroom projectors	Yes	\$55,000.00	\$13,914.00
3	3.4	Upgrade/repair existing sound systems in classrooms	Yes	\$5,000.00	\$7,042.00
3	3.5	Wifi Hotspots, resources & licenses for technology programs	Yes	\$75,000.00	\$12,941.00
3	3.6	TK and Kinder Tablets	Yes	\$50,000.00	\$48,834.00
3	3.7	ELD support with tablets	Yes	\$6,000.00	\$2,300.00
3	3.8	Mobile Device Management for tablets	Yes	\$20,000.00	\$16,300.00

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)
\$1,459,029	\$1,998,369.00	\$2,548,640.00	(\$550,271.00)	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	Counseling services	Yes	\$200,945.00	484,575.00		
1	1.2	Social/Emotional Support Program	Yes	\$125,000.00	477,622.00		
1	1.3	Social/emotional Curriculum	Yes	\$50,000.00	49,504.00		
1	1.4	Positive play at elementary school	Yes	\$75,000.00	0.00		
1	1.5	Purchase play equipment for elementary	Yes	\$5,000.00	7,519.00		
1	1.6	Transportation	Yes	\$112,384.00	204,369.00		
1	1.7	Translation services	Yes	\$27,000.00	40,000.00		
1	1.8	Parent Education	Yes	\$15,000.00	6,055.00		
1	1.9	Registered Nurse	Yes	\$41,040.00	66,282.00		
1	1.10	Parent engagement	Yes	\$5,000.00	15,075.00		
2	2.1	NWEA Assessment	Yes	\$5,000.00	14,413.00		
2	2.2	Assessment	Yes	\$20,000.00	4,276.00		
2	2.4	Extended Learning Time	Yes	\$5,000.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Summer Program	Yes	\$10,000.00	10,000.00		
2	2.7	Provide reading and math specialist support	Yes	\$345,000.00	384,578.00		
2	2.8	Purchase curriculum for math and ELA	Yes	\$10,000.00	13,979.00		
2	2.9	Smaller class sizes	Yes	\$700,000.00	600,705.00		
2	2.11	Professional Development from staff	Yes	\$20,000.00	22,450.00		
2	2.13	Instructional Leadership Team Stipends	Yes	\$15,000.00	15,000.00		
2	2.14	Classroom Supplies	Yes	500.00	1,000.00		
2	2.15	Summer support materials	Yes	\$500.00	500.00		
3	3.1	Maintain Canvas	Yes	\$5,000.00	1,416.00		
3	3.2	Upgrade/replace Chromebooks	Yes	\$25,000.00	27,991.00		
3	3.3	Upgrade classroom projectors	Yes	\$30,000.00	13,914.00		
3	3.4	Upgrade/repair existing sound systems in classrooms	Yes	\$5,000.00	7,042.00		
3	3.5	Wifi Hotspots, resources & licenses for technology programs	Yes	\$75,000.00	12,941.00		
3	3.6	TK and Kinder Tablets	Yes	\$50,000.00	48,834.00		
3	3.7	ELD support with tablets	Yes	\$1,000.00	2,300.00		
3	3.8	Mobile Device Management for tablets	Yes	\$20,000.00	16,300.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$8,784,479	\$1,459,029	6.75%	23.359%	\$2,548,640.00	0.000%	29.013%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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