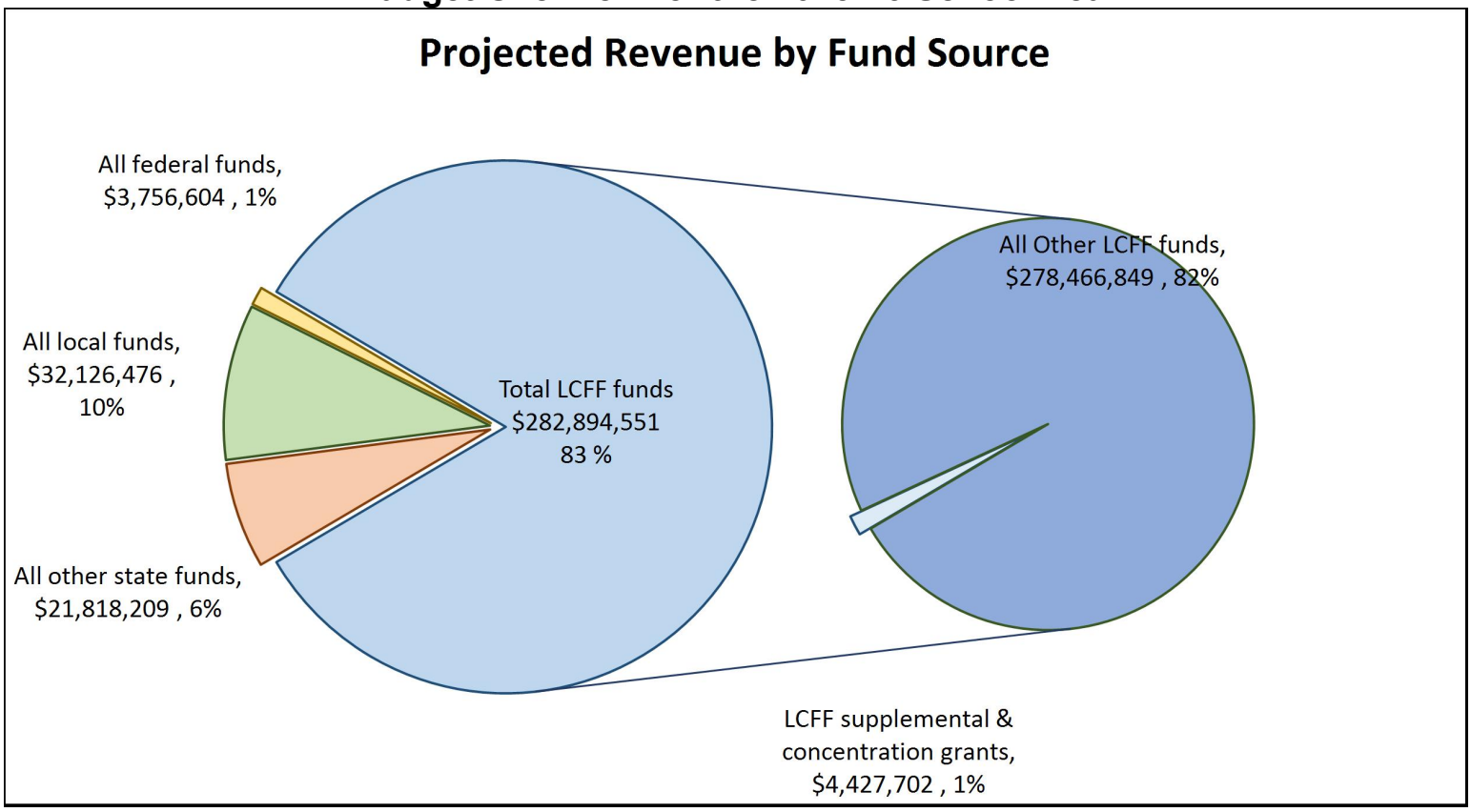
PALO ALTO UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Alto Unified School District
CDS Code: 43 69641 4335782
School Year: 2025-26
LEA contact information:
Donald Austin, Ed.D
Superintendent
daustin@pausd.org
(650) 329-3700

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 2025-26 School Year

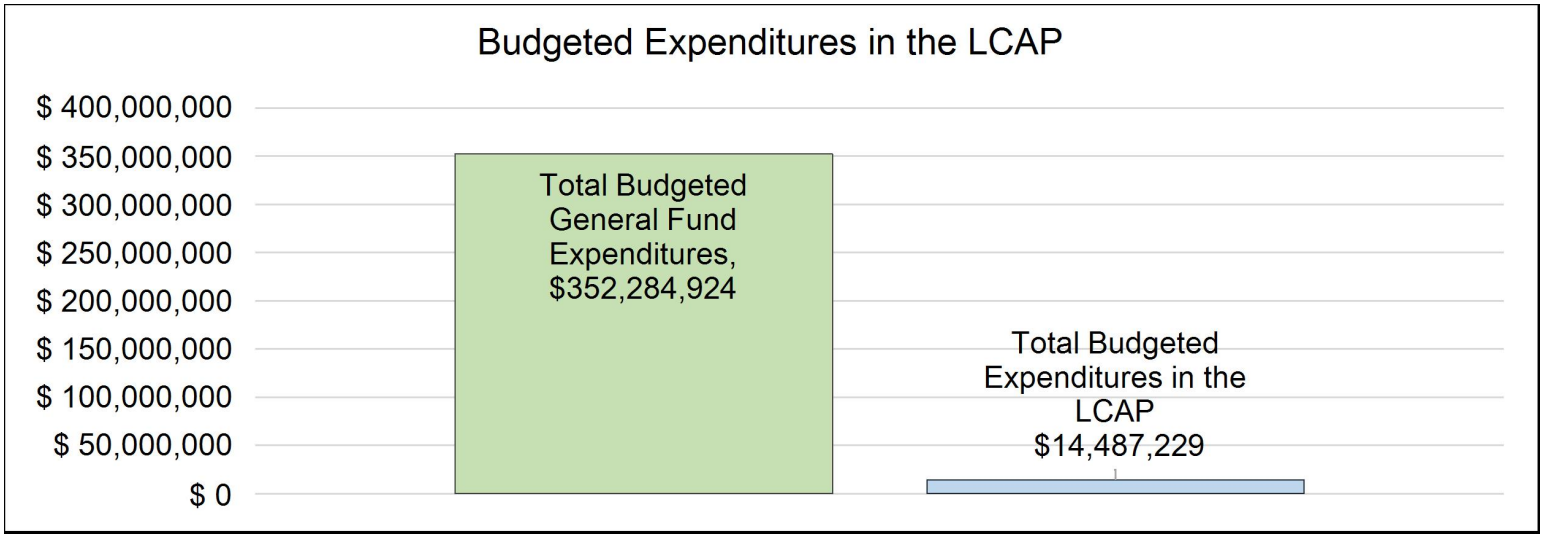


This chart shows the total general purpose revenue Palo Alto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Alto Unified School District is $340,595,840, of which $282,894,551 is Local Control Funding Formula (LCFF), $21,818,209 is other state funds, $32,126,476 is local funds, and $3,756,604 is federal funds. Of the $282,894,551 in LCFF Funds, $4,427,702 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palo Alto Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palo Alto Unified School District plans to spend $352,284,924 for the 2025-26 school year. Of that amount, $14,487,229 is tied to actions/services in the LCAP and $337,797,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

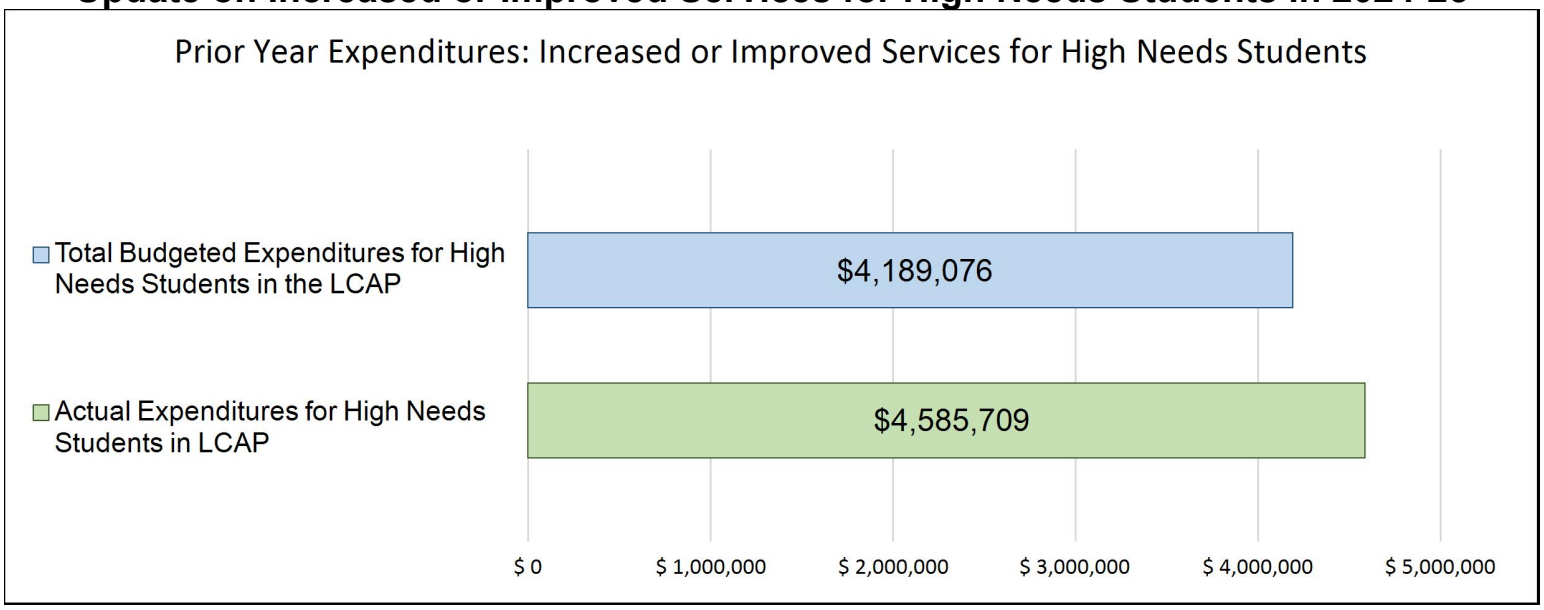
The General Fund Budget Expenditures for this school year that are not included in the LCAP include administrative costs, human resources, facility maintenance, and other administrative costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Palo Alto Unified School District is projecting it will receive $4,427,702 based on the enrollment of foster youth, English learner, and low-income students. Palo Alto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palo Alto Unified School District plans to spend $5,173,101 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 2024-25



This chart compares what Palo Alto Unified 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 Palo Alto Unified 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 2024-25, Palo Alto Unified School District's LCAP budgeted $4,189,076 for planned actions to increase or improve services for high needs students. Palo Alto Unified School District actually spent $4,585,709 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $396,633 had the following impact on Palo Alto Unified School District's ability to increase or improve services for high needs students:

Additional tutoring services were provided for high needs services. The increase also represents increases in staff costs, and shifts in expenditures to align services across school sites.

PALO ALTO UNIFIED SCHOOL DISTRICT

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palo Alto Unified School District	Donald Austin, Ed.D Superintendent	daustin@pausd.org (650) 329-3700

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Palo Alto Unified School District (PAUSD) serves a diverse group of students, with the goal of supporting all students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop students' knowledge, critical thinking, and problem-solving skills. We nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential." Our total student population is 10,318. There are 1173 students classified as low-income. Our Local Control Funding Formula (LCFF) unduplicated count is 1173. The English Learner (EL) student population is 1023, with the majority of the District's ELs speaking Mandarin and Spanish. Additional languages include Korean, Hebrew, Russian, Japanese, and French. PAUSD's student population is made up of many ethnicities, with 30% identifying as white, 40% as Asian, 15% as Hispanic/Latino, and 2% as African American. We serve approximately 10,318 students, Pre-K through Grade 12, at 19 sites: two comprehensive high schools, one middle college high school, three middle schools, 12 elementary schools, one preschool, and one adult education center. Palo Alto Unified is also part of the Tinsley Voluntary Transfer Program Settlement Order, a state desegregation program. The Tinsley Program encompasses eight districts in San Mateo and Santa Clara County that provide busing for minority students from the Ravenswood School District in East Palo Alto and East Menlo Park to one of the eight districts. PAUSD has approximately 642 students from the Ravenswood School District. Services provided as part of the state order include transportation and full residents' rights. Demographics include 66% on the California Universal Meals Program, 35% ELs, 10% SWD, and less than 1% McKinney-Vento Homeless Education Program participants.
We are a community of leaders who value the mental health and well-being of all members. We routinely engage individually and collectively in acts of service while prioritizing access and equity for everyone, both through continuous structural alignment and systems of support.

Reflections: Annual Performance

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

PAUSD continues to focus on increasing the literacy performance of historically underserved student groups through the Every Student Reads Initiative, the goal of all students reading at or above grade level by the end of third grade, as evidenced by state and local indicators. Some areas of progress are featured below.

Every Student Reads Initiative outcome highlights:

Progress Indicator 1
CAASPP/SBAC Reading:
Results for this goal are unavailable as student-level Smarter Balanced reading scores are no longer available.

Progress Indicator 2
CAASPP/SBAC English Language Arts: In Spring 2024, one of the six third-grade ESRI groups with scores met or exceeded the goal of a 5% increase established by the Board of Education. Students with disabilities increased by eight percentage points. All other groups saw a decrease in the percentage of third-grade students meeting or exceeding standard, with 28% to 58% of ESRI groups proficient in CAASPP/SBAC ELA. In analyzing the results, reading and writing are areas of focus for instructional improvement to increase student ELA proficiency.

Progress Indicator 3
i-Ready Diagnostic Reading Assessment: In Spring 2024, Pacific Islander students exceeded the 3% end-of-year goal increase established by the Board of Education. While all other ESRI groups remained stable, with 49% to 77% of students reading at or above the end-of-year grade level standards. The Spring i-Ready reading scores demonstrate that 71% of ESRI groups who scored below grade level in fall 2022 are reading at or above grade level as of May 2024.

K-3 Dyslexia Screener: Teachers have administered the i-Ready Diagnostic Reading Assessment, in which the Dyslexia Screener is a part, within the designated assessment window. PAUSD saw an increase in the number of students demonstrating markers for Dyslexia from winter 2024: 107 students to winter 2025: 203 students. Reading Specialists work with classroom teachers and Education Specialists to provide explicit, systematic, and multi-modal instruction to the identified students based on the assessment results.

ELA and Math Smarter Balanced ELA data from spring 2024 indicate improvements compared to 2023. The results display the percent standard met/exceeded in 2024, with the percent change from 2023 in parentheses.
Black/African American: ELA 58.44% (+4%) / Math 44.12%

English learners: ELA 48.33% (+9.35%)
SED: ELA 47.59%
Filipino: 88.82%

Hispanic: 55.92% ELA 41.85%
Native Hawaiian/Pacific Islander ELA 48.93% MATH 40.43 %
Two or More Races: 87.05%
White: 85.54%
Students with Disabilities: ELA 50.63% Still above the state level.
Homeless ELA 33.34% Still above the state level
All students: ELA 80.52% / Math 78.15% (similar)
Grade 3: ELA 78.24% / Math 83.44%
Grade 4: 81.16%
Grade 5: 80.64%
Grade 6: 82.08%
Grade 7: 81.95%
Grade 8: ELA 81.61%
Grade 11: ELA 77.93%; Math 73.89%

PAUSD met the following school-age target areas in the 2023-24 Targeted Review Data Indicator in the Annual Determination Letter (ADL).
Target Met Dashboard Graduation Rate.
Dropout Rate 3.82% =9 %
ELA Academic Performance Low > Very Low =Target Met
Dashboard Math Academic Performance Low > Very Low = Target Met
Dashboard Suspension Medium > Very Low
LRE Regular Class 80% or more 64.44% =62% = Target Met
5b LRE Regular Class less than 40% 4.78% = Target Met
5c LRE Separate School 1.88% = Target Met
6a LRE Regular Class 43.90% =43% = Target Met
Parent Involvement 100% 96% = Target Met
14a Higher Education 77.05% =56.0%

Strengthening Secondary Learning:
This report highlights the ongoing success of various initiatives designed to enhance secondary education. Our focus remains on providing teachers with the necessary support and resources to implement updated curriculum frameworks and best practices.
Science: NGSS Implementation: Continued support is provided through workshops on student learning assessment. Additionally, middle and high school science departments collaborate to achieve full NGSS integration. A dedicated team of high school teachers furthered their knowledge by attending the National Science Teachers Association conference.
Math: Reimagining Math Success: The "Reimagining Math" curriculum is fully implemented in grades 6-8. Mathematics teachers in higher grades continue to align teaching practices in Algebra and Geometry.
World Languages: Fulfilling the Framework: World language teachers received professional learning focused on the new California World Language Framework, ensuring they are equipped to deliver the updated curriculum.
Assessment and Grading: Evidence-Based Approach: The secondary leadership team participated in an Evidence-Based Grading workshop, fostering a shared understanding of effective assessment practices.

Student Voice: We value student feedback and conducted a Panorama survey to gather insights on homework loads.

Areas for Development: While significant progress has been made, we acknowledge that the redesign of the report card to reflect standards-based grading is not yet finalized. This will remain a priority for future years to ensure effective communication of student learning progress.

PAUSD will tackle absenteeism via an attendance tracking system for early intervention, mentorship programs, family engagement workshops, and attendance incentives. PAUSD will adopt restorative practices to reduce suspensions, including restorative circles, peer mediation, professional development for staff on de-escalation techniques, and alternative disciplinary measures such as community service and behavior improvement plans. To support students with disabilities in math, PAUSD will provide ongoing training in differentiated instruction, co-teaching models, assistive technology, and targeted interventions, and it will foster parent-teacher collaboration to develop individualized education plans. This multifaceted approach is creating a more inclusive, supportive, and effective educational environment, showing promising results and ensuring success for all middle school students.

2023-24 Reflection:
Work on attendance will be district-wide, with a focus on schools and groups in the "red" on the California Dashboard, as follows:
-District-wide: Chronic Absenteeism (HOM, SED, SWD, AA, HI, PI, MR)
By School-site:
-Addison: Chronic Absenteeism (All Students, EL, SED, SWD, HI)
-Barron Park: Chronic Absenteeism (All Students, WH)
-Duveneck: Chronic Absenteeism (All Students, EL, SED, SWD, HI, MR)
-El Carmelo: Suspension (SWD), Chronic Absenteeism (All students, SWD, HI, MR)
-Escondido: Suspension (SWD, HI), Chronic Absenteeism (SWD, HI, WH, MR)
-Fairmeadow: Chronic Absenteeism (SED, SWD)
-Nixon: Chronic Absenteeism (All students, HI)
-Ohlone: Chronic Absenteeism (All students, EL, SWD, HI)
-Palo Verde: Chronic Absenteeism (All students, SED, SWD, AS, WH)
-Walter Hays: Chronic Absenteeism (All students, EL, SED, SWD, HI)
-Greene: Math (SWD), Chronic Absenteeism (HI)
-Lathrop: Chronic Absenteeism (SED)

2024-25 Reflection:
According to the 2024 CA Dashboard, there have been improvements in chronic absenteeism rates for the following student groups:
All students -3.1%
African American -11.3%
Asian -1.7%
Hispanic -7.4%
Homeless -9.7%
Two or More Races -3.6%
Pacific Islander -0.7%
SED -3.8%

SWD -4.6%
English Learners -5.8%
White -2.5%

PAUSD does not have any unexpended LREBG funds at the end of 2024-25.

Reflections: Technical Assistance

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

Not applicable.

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
General Public, Students, Staff, and Families	Regular Board Meetings: August 20, 2024 September 10, 2024 October 8, 2024 November 12, 2024 December 17, 2024 January 21, 2025 February 11, 2025 March 11, 2025 April 22, 2025 May 13, 2025 June 3, 2025 June 17, 2025 At the February 11, 2025 meeting, parents were provided with an overview of how schools are funded through LCFF and the 2024-25 Local Control and Accountability Plan. They were also given a survey to capture their areas of importance and include them in the LCAP. During the June 3, 2025, meeting, parents will provide feedback on the draft LCAP before it is finalized and presented to the Board of Trustees during the second meeting in June.
District and Site Administrators	August 29, 2024 September 26, 2024 October 24, 2024

Educational Partner(s)	Process for Engagement
	November 21, 2024 December 12, 2024 January 9, 2025 February 20, 2025 March 20, 2025, Division Manager/Administration meetings April 3, 2025 May 22, 2025 These meetings were strategically planned to cover key items at specific intervals throughout the LCAP process, beginning with feedback sessions in September on items of importance that principals felt should be included in the LCAP. That feedback was reviewed and included with the other educational partner's engagement, which was also happening within that same interval. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners. February was an update on how those areas of importance are being identified in the draft LCAP.
District English Language Advisory Committee/District Advisory Committee	October 23, 2024 - DELAC and DAC December 11, 2024-DELAC and DAC February 19, 2025- DELAC and DAC April 23, 2025- DELAC and DAC The DELAC is comprised of parents and guardians of English language learners. The DistrictAdvisory Committee (DAC) is comprised of parents, students, teachers, and community members. These meetings included opportunities to view LCAP feedback, provide feedback.
Student Feedback Sessions	May 23, 2025, Class Presentations
Classified and Certificated staff members or bargaining unit members	February 11, 2025- LCAP Update Board meeting to provide feedback/input
Santa Clara County Office of Education - SELPA Consultation	May 20, 2025

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

Feedback from stakeholders during the 2024-25 school year revealed a shared priority: providing additional social-emotional learning (SEL) support for students. This focus reflects the ongoing transition back to in-person learning and student well-being needs. Staff prioritized their own well-being through requests for safety measures and additional student support in literacy. Educational partners echoed the need for ongoing equity efforts and unconscious bias training for staff. Feedback from DELAC/DAC meetings, surveys, and the 2024-25 Local Control and Accountability Plan (LCAP) process highlighted the continued importance of reducing disproportionate referrals of Latino and African American students to special education. Early intervention systems and collaboration between special education staff and English language specialists were identified as key strategies. In addition, it was recommended during the SELPA consultation that data from SIGDIS/CCEIS work be included, as well as the alignment between CCEIS Activities and LCAP actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Quality Teaching and Learning: Ensure that all education stakeholders are responsible for every learner having full access to quality education, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes. All students are challenged to reach high standards and are provided an experience capable of accelerating learning through pedagogical academic supports, unobstructed access to rigorous courses, and an unwavering belief that a quality education can positively impact the trajectory of each child.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The High Quality Teaching and Learning goal is designed to capture the metrics where PAUSD has demonstrated strong performance. These areas include access to a broad course of study that prepare students for college and career, access to instructional materials and safe, well-maintained school sites, and access to well-qualified and well-supported teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	P7.A Number of Career and Technical Education (CTE) pathways Source: High School SARCs	2022-23 15	2023-24 15		2025-2026 Maintain 15	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	P4.B Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Source: Dashboard UC/CSU & CTE	2023 Dashboard 89.6%	2024 Dashboard 89.7%		2025-26 Dashboard 89%	+0.1%
1.3	P4.C Percent of students that meet have successfully completed courses that satisfy requirements for CTE sequences or programs Source: Dashboard UC/CSU & CTE	2023 Dashboard 25.3%	2024 Dashboard 23.7%		2025-26 Dashboard Maintain 25.3%	-1.6%
1.4	P4.D Percentage of all students in the combined four- and five-year cohort graduation rate who met UC/CSU (a-g) requirements and completed at least one CTE Pathway Source: Dashboard UC/CSU & CTE	2022-23 24.9%	2023-24 23.0%		2025-26 25%	-1.9%
1.5	P4.G Percent of students who met the	2022-23	2023-24		2025-26 Maintain >79%	+2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College/Career Indicator criteria for Prepared based on a score of 3 or higher on two Advanced Placement Exams Source: CCI report	79.1% of prepared students	81.7% of all prepared students			
1.6	P5.E High school graduation rate Source: CDE graduation rate report	2022-23 97.2%	2023-24 95.0%		2025-26 Maintain >97%	-2.2%
1.7	P4.H Percentage of 11th grade students in the "Standard Exceeded" level on the Smarter Balanced Summative ELA and Math Assessments Source: CAASPP website	2022-23 ELA - 55.6% Math - 59.0%	2023-24 54.0% ELA 58.5% Math		2025-26 Maintain or increase ELA - 55.6% Math - 59.0%	-1.6% ELA -0.5% Math
1.8	P8.A Percentage of students graduating with the Seal of Civic Engagement Source: Local metric	2022-23 90%	2023-24 78%		2025-26 Maintain 90%	-12%
1.9	P1.A Percentage of teachers who are appropriately assigned (i.e., have an	2021-2022 90.5%	2022-23 90.6%		2024-25 Increase to 95%	+0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assignment monitoring outcome of “clear”) Source: Dataquest					
1.10	P1.B Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home Source: William's Complaints	2023-24 100%	2024-25 100%		2026-27 maintain 100%	0
1.11	P2.A Percentage of responses on the 23 CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainablity) Source: Local Indicators Academic Standards reflection	2023-24 22/23, 95.7%	2024-25 22/23, 95.7%		2026-27 Maintain 22/23, 95.7%	0
1.12	P1.C Percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair)	2023-24 100%	2024-25 100%		2026-27 100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: FIT Tool					

Goal Analysis [2024-25]

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.

All actions in this goal were fully implemented.
Action 1.1: Current systems of advising have been maintained. PAUSD continues to provide robust advising to students about CTE pathway opportunities, including classes that earn dual enrollment credit.

Action 1.2: Approximately 3,500 K-5 students participate in high-quality art, music, and physical education programs across all twelve elementary schools. These district-wide programs provide access to creative expression, physical fitness, and a well-rounded education. This year, the focus is on improving vertical alignment in these subjects across grades K-5. The district is reviewing the coherence of the curriculum and instruction to ensure smooth progression between grade levels. Investments have been made in new resources, including art supplies, instruments, and PE equipment, to support daily instruction. Additionally, professional development is being provided to enhance instructional practices, deepen teacher content knowledge, and support Social Emotional Learning.

Action 1.3: The PAUSD Induction Consortium is fully accredited and providing support to 31 teachers this year. The Teacher Support Program has been launched this year, and every teacher holding a permit or Intern credential has a dedicated mentor available for weekly support, including coaching conversations, support with planning, observation and feedback, and credential advising. This year, 10 teachers are receiving mentoring support through this new program to support progress toward a "clear" placement. Survey data will provide feedback about efficacy and next steps at the end of the academic year. PAUSD was recently awarded a Teacher Residency grant and a Classified Grant to support current classified employees in pursuing a credential in Special Education.

Action 1.4: Teachers on Special Assignment provide coaching support to individual teachers, work with teacher leaders (Steering Committees, Reading and English Learner Specialists, Artificial Intelligence Leads, etc). They also plan and facilitate professional learning, and lead adoptions processes for instructional materials.

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

No materials differences.

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

Action 1.1: Over 400 students primarily in Career Technical Education (CTE) courses are currently earning dual enrollment credit. The middle college counselor collaborates with all counselors and Foothill Community College to ensure the information is widely accessible. Student outcomes for graduation rate, UC/CSU eligibility, and college and career remain high.

Action 1.2: PAUSD continues to fund a robust art, music, and physical education program for all elementary students. Programs are fully staffed with credentialed teachers (music and P.E), and artists (Spectra Art program).

Action 1.3: The new Teacher Support Program, which expands mentoring support to teachers with Intern credentials and emergency permits is fully staffed. Preliminary reflections have surfaced the value of the program for providing "just in time" support for teachers, and a stronger connection between PAUSD and the credential programs. While mentors have appreciated the flexibility provided to them, they have also provided input that will inform the structure of the program for next year, that will allow for more intentional work toward mutually agreed upon goals. Input from mentors and participating teachers will be analyzed this summer and inform next steps. Next year, effectiveness will include participant survey results and rehire data to examine the extent to which this program improves retention and progress toward credentialing.

Action 1.4: TOSAs provide coaching and support to all teachers. At the secondary level, TOSA work has centered around fostering teacher leadership for all Instructional Leaders, and supporting initiatives within each department. At the elementary level, TOSA work focuses on literacy and mathematics, including individual, grade-level, site, and district-level support for teachers. TOSA work directly impacts the consistently high outcomes on the Academic Standards and Support for Teachers and Administrators section on the Local Indicators.

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.

The actions, goals, metrics, and target outcomes will continue in the coming year.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student advising and support	Action 1.1: Maintain systems of advising and monitoring student progress, including meeting college entrance requirements, and engaging in CTE options.	$5,226,959.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Other student outcomes	Action 1.2: Maintain support for elementary art, music, and physical education programs.	$285,431.00	No
1.3	Teacher credentialing and support	Action 1.3: Establish individualized plans with each teacher in the process of meeting the expectation of "clear", including a timeline and appropriate support to meet the "clear" criteria for their placement. PAUSD will continue to fund an Induction program for all teachers that qualify.	$91,605.00	No
1.4	Instructional materials	Action 1.4: Teachers on Special Assignment will provide instructional materials support, standards implementation, in alignment with the PAUSD Instructional Materials cycle.	$1,211,516.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Equity and Excellence: All students shall experience an environment characterized by high expectations, acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard. Excellence shall become the norm for all regardless of background or demographics. Our schools shall embrace uniqueness, strengths, and challenges with support, understanding, expectations, and encouragement to succeed.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 focuses on targeted area of focus aligned to the PAUSD Promise and the SWIFT Equity Plan. Metrics and actions are aligned to key district focus areas, including the Every Student Reads Initiative, supporting English Learners, and supporting Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	P4.A Percentage of third grade students in the following groups that meet or exceed standard on SBAC English Language Arts (ELA): English Learners, Hispanic, SED, Hispanic & SED, SWD	2022-23 English Learners: 48.3% Hispanic: 59% Hispanic & SED: 47.4% SED: 52.9% SWD: 43.1%	2023-2024 English Learners: 37.5% Hispanic: 44.4% Hispanic & SED: 27.8% SED: 39.1% SWD: 50.6%		2025-26 English Learners: 53% Hispanic: 64% Hispanic & SED: 52% SED: 58% SWD: 48%	English Learners: -10.8% Hispanic: -14.6% Hispanic & SED: -19.6% SED: -13.8% SWD: +7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP website					
2.2	P3.A Percentage of parents that agree or strongly agree with the following statement: "School actively seeks the input of parents before making important decisions." Source: CALSCHLS CSPS Survey	2023-24 57%	Not administered in 2024-25		2026-27 60%	N/A
2.3	P2.B-1 Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy Source: CAASPP website	2022-23 ELA: 79.9% Math:74.5%	2023-24 ELA: 79.3% Math: 72.4%		2025-26 ELA maintain at 79.9% Math maintain at 74.5%	ELA: -0.6% Math: -2.1%
2.4	P2.B-2 Long-Term English Learners (LTEL) as a percentage of the EL population. Source: Dataquest	2023-24 7.4%	2024-25 6.3%		2026-27 5.5%	-1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	P4.E The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 Source: CA School Dashboard English Learner Progress Indicator (ELPI)	2022-23 Dashboard 66%	2024 Dashboard 64.4%		2025-26 Dashboard 70%	-1.6%
2.6	P4.F Pecentage of English Learner students reclassified to Fluent English Proficient during the school year Source: Dataquest Enrollment by English Language Acquisition Status (ELAS) report	2022-23 15.5%	2023-24 14.7%		2025-26 15.5%	-0.8%
2.7	P7.B Percentage of middle school EL, RFEP, and SED students enrolled in AVID. Source: 2023-24 CALPADS	Fall 2023 EL or RFEP: 46% SED: 52%	Fall 2024 EL or RFEP: 57.4% SED: 57.4%		Fall 2026 Maintain EL or RFEP: 46% SED: 52%	EL or RFEP: +11.4% SED: +5.4%
2.8	P3.B Percentage of parents of English Learners that strongly agree that school promote parental participation.	2023-24 36%	2024-25 60.3%		2026-27 40%	+24.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CalSCHLS CSPS Survey					
2.9	P7.C Percentage of students with disabilities in general education 80% or more of the time. Source: SIRAS and annual compliance indicator	2023-24 66.9%	2024-25 68.8%		2026-27 70%	-1.2%
2.10	P3.C Percentage of parents that indicate the district facilitated parent involvement in the IEP process. Source: SIRAS	2023-24 98.7%	2024-25 99.5%		2026-27 Maintain 98.7% or greater	+0.8%
2.11	P4.A Percentage of students that meet or exceed standard on CAST. Source: CAASPP website	2022-23 68.7%	2023-24 72.1%		2025-26 75%	+3.4%

Goal Analysis [2024-25]

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.

Action 2.1: Panorama is now fully implemented across all PAUSD schools, enabling consistent and data-driven MTSS processes. Educators use the platform to track intervention outcomes, monitor student progress, and adjust supports effectively. Professional learning sessions and aligned templates have ensured consistency, while advanced features are being used to address student needs with greater nuance.

Schools report improved clarity, equity-focused interventions, and increased collaboration, driving student success district-wide. On-going steps include targeted professional development, mid-year feedback analysis, and sharing best practices.

Action 2.2: All elementary sites have provided mid-year curriculum-based assessment data to allow for analysis of progress. Results from iReady data demonstrated a need for an intense focus on vocabulary development to foster grade-level reading. The district-wide professional learning day in March 2025 focused on this topic. Based on principal walk-throughs, an additional ongoing area of focus will be oral language skills to support grade level reading. 100% of ESRI students reading two or more grade levels below on the fall i-Ready Reading Diagnostic will have an individualized progress monitoring plan implemented by classroom teachers from 2025 to 2027. Individualized progress monitoring plan may include i-Ready or one or more curriculum-based assessments by 2027.

Action 2.3: New curriculum, English 3D, was purchased summer 2024 for all of our Middle Schools to address the needs of Long Term English Learners, and teachers were provided professional development. Coaching is provided through the district English Learner Teacher on Special Assignment. Additionally, Long Term English Learners are monitored through monthly team meetings and site specific consults. We are currently reviewing the CA Dashboard data for Long Term ELs and the English Learner Teacher on Special Assignment is scheduling walk throughs and feedback planning with administrators.

Action 2.4: English Learner Specialists have analyzed AR-LTEL, LTEL, and ELPI outcomes. Additionally, English Learner Specialists have been coached by the English Learner Teacher on Special Assignment regarding Tier 2 interventions. Professional development is provided through monthly team meetings around choosing effective interventions for small groups.

Action 2.5: English Learner Specialists have delivered professional development on English Learner strategies offered on staff development days. Professional development has also been provided at staff meetings at site level (1-2x/year). Additional professional development has been delivered specific to understanding student progress reports. As an ongoing practice, English Learner Specialists have conducted site based observations and feedback to classroom teachers.

Action 2.6: During the summer of 2024, AVID teams from all five secondary schools participated in the AVID summer three day training. The teams consisted of AVID teachers, content teachers, administrators, and family engagement specialists. AVID elective courses are offered at all five of our secondary sites for 7th-12th grade students. AVID conference attendance will continue to be supported during summer 2025.

Action 2.7: Tutoring services are provided to our unduplicated students through three partner organizations; Dreamcatchers, Right at School, and Palo Alto Community Child Care. All PAUSD sites have been trained on Tier 1-3 strategies through MTSS and how to create intervention plans on the Panorama platform.

Action 2.8: All PAUSD sites have either one or teams of SaFE Specialists who have lists and websites of community partner organizations to refer families for a variety of needs including housing insecurity, food insecurity, or financial insecurity. Additionally, parent education is provided throughout the year to help families navigate online district platforms, parent-teacher conferences, etc. We have three language SaFEs- Mandarin, Spanish, and Tongan- along with access to translation services through our PAUSD interpreter list.

Action 2.9: Co-Teaching teams were provided workshop opportunities before the 2024-25 school year. These efforts are further supported by a Co-Teaching Professional Learning Community (PLC), where teachers collaborate regularly to refine their practices, share insights, and

implement effective co-teaching models to support diverse learners. These activities are part of our strategy to foster inclusive classrooms and improve student outcomes.

Action 2.10: Team teaching models are in place in all three middle schools, with a focus on supporting classes where student outcome data indicates high levels of need.

Action 2.11: A quarterly parent newsletter provides updates, resources, and key information regarding the IEP process, support services, and upcoming parent engagement opportunities. Multiple listening sessions with various stakeholder groups have been conducted to give parents a platform to share feedback, ask questions, and engage directly with SPED staff. The post-IEP meeting parent survey has been revised and will continue to be implemented to monitor parent satisfaction, engagement, and the effectiveness of the IEP process.

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.

Action 2.4: Spending was higher in this area due to changes in staffing that resulted in higher expenditures in salaries.

Action 2.7: Increased expenditures due to expanded after-school tutoring services offered.

Action 2.10: Spending was higher in this area due to an increase of staff allocation to support the team teaching model.

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

Action 2.1: A spring 2025 MTSS staff implementation survey indicates a 15 percentage point increase in questions related to leadership, teams and systems, and an 18 percentage point increase in questions related to instruction and intervention.

Action 2.2: Outcomes for third graders in the EL, Hispanic, SED, Hispanic and SED dropped from 2022-23 to 2023-24. In 2024-25 teachers received professional learning in target areas of need--oral language and vocabulary development. School sites are working toward the goal of all ESRI students reading two or more grade levels below on the fall i-Ready Reading Diagnostic having an individualized progress monitoring plan implemented by classroom teachers.

Action 2.3: Academic Language Development courses now have a common course description and defined key skills. Each AR-LTEL and LTEL student has defined services defined by areas of need and growth based on their student outcomes. Consistent professional learning including coaching, peer observation, and video evaluations has been implemented in support of student growth. The effectiveness of these strategies will be measured by local outcomes and the 2025 Dashboard indicated for LTELs.

Action 2.4: The goal has been effective. During monthly meetings, K-12 Specialists have documented the different interventions utilized this year for small group instruction. Team members have provided input on their areas of interests for PLC work around AR-LTELs and LTELs for next year. The English Learner Teacher on Special Assignment is working with county office English Learner representatives to further

develop action items related to diving deeper into CA Dashboard and ELPI specific data to guide next steps.The effectiveness of these strategies will be measured by local outcomes and the 2025 Dashboard indicated for LTELs.

Action 2.5: The goal has been effective. The English Learner Teacher on Special Assignment (EL TOSA) provided bi-weekly coaching meetings at elementary, middle, and high schools. The EL TOSA worked in conjunction with both English Learner Specialists and Reading Specialists to recommend strategies at elementary and middle schools. A next step will be to expand regular coaching sessions to more sites for all grade level spans.

Action 2.6: This goal has been effective. We continue to offer AVID elective courses at our five secondary sites. Additionally, we have a high percentage of AVID team members attending the summer training.

Action 2.7: Unduplicated students in TK-12th grade are offered a variety of tutoring services through our ELOP programs, Homework Habitat, and in-house tutorial programs. There are a variety of tutoring options in PAUSD, and students and families have reported that these programs have benefited student academic progress. Additionally, there is a substantial increase in the number of intervention programs being reported in Panorama, our MTSS platform.

Action 2.8: PAUSD has been able to secure translators at our parent engagement events. Additionally, our SaFE team shares both local and community parent engagement opportunities with each other so that the team can contact families about the opportunities. There is direct outreach from our SaFE specialists to families regarding resources, supports, and contact information so that families know who is their family liaison if needed.

Action 2.9: As part of our ongoing professional development efforts to enhance inclusive practices, 28 teachers across secondary sites have actively participated in peer observational rounds focused on co-teaching strategies. Additionally, 30 teachers engaged in co-teaching training earlier in the year to build foundational skills for collaborative instruction.

Action 2.10: The secondary math TOSA has supported team teaching teams this year to refine the use of data, instructional strategies, and inform next steps. The middle school math teaching teams have engaged in professional learning and collaboration to inform next steps in program design. CAASPP outcomes from the current academic year will be analyzed in the fall as an additional data point to monitor effectiveness and inform next steps.

Action 2.11: The PAUSD local IEP parent survey indicates a 94% satisfaction rate with the Special Education during the 2024-25 academic year.

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.

Metric 2.2: The CalSCHLs survey is administered every other year. Outcomes will be reported in 2025-26.

Metric 2.8: The CalSCHLs survey is administered every other year. To monitor this outcome for 2024-25, PAUSD administered a survey to gather similar information and monitor progress. The outcomes show an increase, though the outcomes should be interpreted with caution because of the change in survey.

Metric 2.9: Adjustment made to baseline reporting year. Correct year is 2023-24, adjustment made to outcome to reflect 2026-27.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS	Action 2.1: Utilizing PAUSD's Multi-tiered Systems of Support, track intervention outcomes, to ensure students have supports for success. Progress will be monitored by implentation process across all school sites, and increased consistency and nuanced use of tools within the platform.	$124,383.00	No
2.2	Literacy	Action 2.2: Monitor, calibrate, and analyze the progress of ESRI groups with TK-12 principals, including discussions regarding literacy leadership practices, guided classroom observations, and i-Ready Diagnostic Reading Assessment data conversations. Progress monitored by outcomes for ESRI groups in alignment with identified metric for SBAC third graders.	$359,703.00	No
2.3	Long term English Learners	Action 2.3: Review existing Academic Language Development courses at the middle school with the needs of Long Term English Learners in mind. Examine existing curriculum, structures, and professional learning to determine next steps to support LTELs. Monitor progress toward programmatic analysis and changes that will foster improved outcomes for LTELs.	$120,088.00	Yes
2.4	English Learners	Action 2.4: In addition to direct instruction for ELs, English Learner Specialists provide direct support to English Learners, with an emphasis on supporting students that have not made expected progress in the prior year.	$2,440,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Learning: EL support	Action 2.5: English Learner Specialists provide job-embedded professional learning to teachers as outlined in the EL Master Plan, including modeling and observe lessons, providing feedback to students and teachers, demonstrating how to use ELD strategies, incorporating ELD strategies within lessons, and collaborating on individual student needs.	$594,959.00	Yes
2.6	AVID	Action 2.6: Provide AVID courses at secondary sites, and ensure teachers have access to professional learning.	$417,955.00	Yes
2.7	Programs for unduplicated pupils	Action 2.7: Provide access to programs for unduplicated pupils, including tutoring services and access to the Ronald McDonald House school for eligible students. Progress will be monitored through the MTSS process, utilizing the Panorama tool.	$379,378.00	Yes
2.8	Parental participation--unduplicated pupils	Action 2.8: Utilizing SAFE Specialists, ensure families have access to information about parent engagement opportunities, including school resources and supports, translation resources, and contacts to answer questions.	$560,529.00	Yes
2.9	Co-teaching	Action 2.9: Enhance co-teaching models and collaborative planning frameworks to better support educators in diverse and inclusive classroom settings. Costs are included in the Special Education staffing budget.	$387,894.00	No
2.10	Middle school mathematics	Action 2.10: Utilize team teaching model in middle school mathematics courses to target the needs of strugging students, with a special focus on supporting students with disabilities, especially at Frank S. Greene Middle School.	$248,316.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Parent participation--SWD	Action 2.11: The Special education department will continue to prioritize engaging parents through the IEP process, hosting parent engagement opportunities, and monitoring partnerships and compliance through the SPED survey. Associated costs are included in the SPED staffing budget.	$183,531.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Attendance and Wellness: Provide for the social, emotional and physical health needs of students and cultivate positive, identity safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community. Decrease the rate of chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chronic absenteeism is the main area of focus for this goal. The approach to progress on improved outcomes is multi-faceted, including a focus on wellness, engagement, education, and connection. PAUSD is in the "red" for chronic absenteeism for the following groups: African American (24.8%), Hispanic (24.2%), Homeless (51.4%), Two or More Races, (11.6%), Pacific Islander (37.1%), SED (24.5%), & SWD (23.2%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	P5.A School attendance rates for all students, SED, and EL Source: 5 Labs "Overall attendance rate"	2023-24 (5/30/24) All 95.2% SED 92.9% EL 94.7%	2024-25 All- 95.1% SED- 93.2% ELL- 94.5%		2026-27 All >95% SED >95% EL >95%	All -0.1% SED +0.3% ELL -0.2%
3.2	P5.B Percentage of students that are chronically absent, for all students, and for the following groups: African America, Asian, Hispanic, Two or More	2022-23 All students 12.3% African American 24.8% Asian 6.8% Hispanic 24.2% Homeless 51.4%	2023-24 All students 9.2% African American 13.5% Asian 5.1% Hispanic 16.8% Homeless 41.7%		2025-26 All students 9% African American 18.5% Asian 5.1% Hispanic 18% Homeless 30%	All students -3.1% African American -11.3% Asian -1.7% Hispanic -7.4% Homeless -9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Races, SED, & SWD, Homeless, English Learners, and Pacific Islander Source: CA Dashboard	Two or More Races 11.6% Pacific Islander 37.1% SED 24.5% SWD 23.2% English Learners 17.5% White 12.1%	Two or More Races 8.0% Pacific Islander 36.4% SED 20.7% SWD 18.6% English Leaners 11.7% White 9.6%		Two or More Races 8.7% Pacific Islander 25% SED 18.4% SWD 17.4% English Learners 12.3% White 9.6%	Two or More Races -3.6% Pacific Islander -0.7% SED -3.8% SWD -4.6% English Learners -5.8% White -2.5%
3.3	P6.A Percent of students suspended one or more times Source: CA School Dashboard	2022-23 Dashboard Overall 1% SWD 3.8% Hispanic 2.5% SED 3.2% African American 3.9% English Leaners: 1.2% Asian: 0.6%	2024 Dashboard Overall 1.5% SWD 5.3% Hispanic 3.7% SED 4.0% African American 5.1% English Learner 2.3% Asian 1.1%		2026 Overall 1.0% or lower SWD 2.9% Hispanic 1.9% SED 2.4% African American 2.9% English Learners: 0.9% Asian: .5%	Overall +0.5% SWD +1.5% Hispanic +1.2% SED +0.8% African American +1.2% English Learners: +1% Asian: +0.5%
3.4	P6.C Percentage of students responding favorably to a question about a sense of belonging at school Source: Panorama grades 6-12 survey	2023-24 All students 46% SED 47% EL 50%	2024-25 All students 49.0% SED 49.0% EL 51.0%		2026-27 57% SED 59% EL 63%	All students +3.0% SED +2.0% EL +1.0%
3.5	P5.C Percentage of middle school dropouts Source: CALPADs	2022-23 zero	2023-24 zero		2025-26 zero	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	P5.D Percentage of high school school dropouts Source: CALPADs	2022-23 2.3%	2023-24 3.0%		2025-26 At or below 2%	+0.7%
3.7	P6.B Number of expulsions Source: Dataquest	2022-23 One expulsion	2023-24 Zero expulsions		2025-26 Zero expulsions	-1 expulsions

Goal Analysis [2024-25]

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.

3.1: The Director of Student Services monitors weekly attendance through the School Attend (formerly A2A) platform and updates attendance teams and administrators regularly on students of concern. Truancy letters are sent on a consistent basis and sites are reminded to hold School Attendance Review Team (SART) meetings for students who have received two truancy letters. If attendance doesn't improve and families receive a third truancy letter, students/ families may be referred to the School Attendance Review Board (SARB). The Director of Student Services holds quarterly attendance team meetings when data, trends, and disproportionality is shared so that sites can focus on family outreach.

3.2: The district behavior matrix was updated for the 2024-25 school year to highlight immediate communication regarding racial incidents and the inclusion of restorative practices. School sites have engaged in a variety of restorative practices professional development. Each month, the Director of Student Services runs a suspension report to analyze frequency and disproportionality and collaborate with school administrators when there is a concern.

3.3: The Wellness Centers are fully operational at all secondary school sites. Wellness staff are enhancing visibility through table events and providing more wellness activities during brunch and lunch. At the high schools, therapists are expanding their reach by offering opportunities to explore mental health topics during PRIME or other classes. The high school wellness teams are strengthening their online presence and engaging with students through diverse outreach efforts.

3.4: Students across all 12 elementary schools have participated in 2-3 sessions of social-emotional learning through the Productive Play program, which emphasizes cooperative play, team-building, and conflict resolution. This program is designed to provide students with a total of seven engaging lessons each year, equipping them with essential skills for collaboration and positive social interaction.

3.5: The Responsive Classroom workshop was offered to elementary teachers. The session included a one-day follow up workshop to support a site with ongoing implementation. Principals and teachers have access to a Customer Success representative from Responsive Classroom for individualized support and resources for ongoing learning, including individualized support and staff-wide ongoing learning resources.

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.

Action 3.4: Spending in this area was higher due to salary increases.

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

Action 3.1: Attendance team meetings were held quarterly during the 2024-25 school year, and meetings with the Student and Family Engagement Specialist team were held monthly to discuss and plan interventions. Currently, PAUSD is maintaining 95.3% positive attendance with decreases of chronic absenteeism in five target groups: Hispanic, Black, English Language Learner, Free and Reduced Lunch, and Special Education.

Action 3.2: As of late April, the suspension rate is 0.08% which is a reduction from the prior year. Restorative practices increased especially in response to hate speech.

3.3: At the high school level, Wellness Center visits have remained fairly consistent. Academic stress has increased significantly for high school students, with over 50% of referrals related to stress around school performance. Challenges at home and anxiety also remain prominent. These growing pressures highlight the need for additional support to help high school students manage academic stress while balancing other emotional challenges. High school wellness staff, counselors, and administrators have focused on increasing opportunities for student voice and learning what students need to better support their mental health. Collaborating with student leadership groups has been critical to understanding needs and improving communication with the student body.

3.4: Through the Panorama annual fall survey, the greatest gains for elementary students are evident in emotion regulation, jumping eight percentage points from last school year. In addition to the Productive Play program, sites have been focused on social-emotional learning and teaching self-regulation and communication strategies.

3.5: The Responsive Classroom workshop was filled to capacity with 30 teacher attending. 100% of attendees agreed that the workshop was a successful learning experience, and that they received useful tools for changing their practice.

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.

The goals and metrics will carry forward to next year. Action 3.1-3.4 will continue. PAUSD will not offer Responsive Classroom durning the summer of 2025 because the majority of teachers have been trained. As a result, Action 3.5 will be removed.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance & chronic absenteeism	Action 3.1: Continue to address chronic absenteeism with a focus on family engagement and education. Continue with family conferences and personal outreach to understand and address barriers to attendance, with a special focus on student groups currently in the "red" on the California Dashboard. Support school sites in implementing goals in their School Improvement Plans to address chronic absenteeism for all students, with an emphasis on student groups in the "red" including: Addison (all students, EL, SED, SWD, & HI); Barron Park (all, White); Duveneck (all, EL, SED, SWD, HI, MR); El Carmelo (all, SWD, HI, MR); Escondido (SWD, HI, WH, MR); Fairmeadow (SED, SWD); Nixon (all, HI); Ohlone (all, EL, SWD, HI); Palo Verde (All, SED, SWD, AS, WH); Hays (all, EL, SED, SWD, HI); Greene (HI); JLS (SED).	$618,396.00	Yes
3.2	Behavior & suspension	Action 3.2: Continue to develop the district behavior matrix and flow chart to provide protocols for responding to behavior and guard against bias. Explore options for integrating Restorative Practices at secondary school sites. Monitor dispropriationality and track suspension for subjective behaviors across the district, with a specific focus on El Carmelo (SWD) and Escondido (SWD, HI) student groups. Monitor progress toward decreased suspension rates, with the understanding that, due to the small group size, a slight change in number will drastically impact the outcomes.	$743,801.00	Yes
3.3	Wellness	Action 3.3: Continue to provide Wellness Centers at all secondary sites. Build on student expressed desires to have more connection and visibility of the wellness center staff.	$362,608.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Social Emotional Learning	Action 3.4: Continue to provide SEL support to elementary students through team building and play.	$129,414.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,427,702	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.871%	0.000%	$0.00	3.871%

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
2.6	**Action:** AVID **Need:** Students in the unduplicated group have a higher likelihood of being the first in their family to attend college. AVID provides key skills and supports for first generation students.	AVID courses provide academic support in preparation for college readiness. AVID is a course in the course catalog, so is considered to be provided to all students. The target group for AVID students is the unduplicated pupils group.	2.7: P7.B Percentage of middle school EL, RFEP, and SED students enrolled in AVID.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Attendance & chronic absenteeism **Need:** Students in the SED and Homeless group have very high rates of chronic absenteeism, compared to all students. The English Learner group also has a higher rate than all students. **Scope:** LEA-wide	The action is provided on an LEA-wide basis because the identified student groups attend all district schools.	3.2: P5.B Percentage of students that are chronically absent, for all students, and for the following groups: African America, Hispanic, Two or More Races, SED, EL & SWD, Homeless, and Pacific Islander 3.4: P6.C Percentage of students responding favorably to a question about a sense of belonging at school, monitored by Panorama survey data for sense of belonging for EL and SED student groups.
3.2	**Action:** Behavior & suspension **Need:** Students in unduplicated student groups are suspended at a higher rate than "all students" **Scope:** LEA-wide	The action focus on processes that guard against bias in disciplinary decisions, monitoring disproportionality, and increasing strategies that provide alternatives for suspension for unduplicated students.	3.3: P6.A Percent of students suspended one or more times in the SED and EL student groups.

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
2.3	**Action:** Long term English Learners **Need:** Long Term English Learner outcomes indicate additional support needs. **Scope:** Limited to Unduplicated Student Group(s)	Process will strengthen instruction, curriculum, and supports for Long-Term English Learners to foster growth in English language and academics.	2.4: P2.B-2 Long-Term English Learners (LTEL) as a percentage of the EL population. 2.5: P4.E The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 Source: CA School Dashboard English Learner Progress Indicator (ELPI)
2.4	**Action:** English Learners **Need:** Low SBAC scores for LTELs, percentage of students not making progress according to ELPI. **Scope:** Limited to Unduplicated Student Group(s)	English Learner specialists receive additional professional learning to provide specialized instruction and support to English Learners.	2.1 P4.A Percentage of third grade students in the following groups that meet or exceed standard on SBAC English Language Arts (ELA): English Learners 2.4: P2.B-2 Long-Term English Learners (LTEL) as a percentage of the EL population.
2.5	**Action:** Professional Learning: EL support	EL Specialists receive specialized training in strategies to support English Learners, both through ELD and integrating supports into Tier 1	2.1 P4.A Percentage of third grade students in the following groups that meet

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Disparities in outcomes for English Learners, especially LTELs and those not progressing on the ELPI. **Scope:** Limited to Unduplicated Student Group(s)	instruction. They collaborate with classroom teachers to identify and address student language learning needs.	or exceed standard on SBAC English Language Arts (ELA): English Learners 2.4: P2.B-2 Long-Term English Learners (LTEL) as a percentage of the EL population. 2.5 P4.E The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 Source: CA School Dashboard English Learner Progress Indicator
2.7	**Action:** Programs for unduplicated pupils **Need:** SED students in need of additional academic supports. Students temporarily in need of schooling due to medical needs in the family. **Scope:** Limited to Unduplicated Student Group(s)	Provide no-cost tutoring to middle school students to address academic need, provided primarily to SED students. Provide ongoing support to students temporarily away from their home school due to medical needs in the family.	Survey data from tutoring partner. In 2022-23, 97% of participants believe the program helps with school work in ways their families cannot. Maintain high levels of believe in the program, and monitor student progress through the MTSS process. At the Ronald McDonald House, 100% of students are provided individualized instruction, in collaboration with their home district.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Progress is monitored through the MTSS process.
2.8	**Action:** Parental participation--unduplicated pupils **Need:** Feedback from families about how to increase engagement and belonging at school for students and caregivers. **Scope:** Limited to Unduplicated Student Group(s)	Increase awareness of school supports, engagement opportunities, and sense of school as a safe and inclusive space for families in identified groups.	2.8: P3.B Percentage of parents of English Learners that strongly agree that school promote parental participation. Administer SAFE Survey to ensure families of the SED student group feel the program supports parental participation. Monitor the question, "How satisfied are you with the level of support you received from the SAFE Specialist this year?"

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2025-26 Total Planned 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	$114,377,056	$4,427,702	3.871%	0.000%	3.871%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,173,101.00	$565,275.00	$8,461,477.00	$287,376.00	$14,487,229.00	$14,141,046.00	$346,183.00

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	Student advising and support	All	No			All Schools	ongoing	$5,226,959.00	$0.00	$0.00	$0.00	$5,226,959.00	$0.00	$5,226,959.00	
1	1.2	Other student outcomes	All	No			K-5	ongoing	$285,431.00	$0.00	$0.00	$0.00	$285,431.00	$0.00	$285,431.00	
1	1.3	Teacher credentialing and support	All	No			All Schools	ongoing	$91,605.00	$0.00	$0.00	$0.00	$45,802.00	$45,803.00	$91,605.00	
1	1.4	Instructional materials	All	No			All Schools	ongoing	$1,211,516.00	$0.00	$0.00	$565,275.00	$646,241.00	$0.00	$1,211,516.00	
2	2.1	MTSS	All	No			All Schools	ongoing	$0.00	$124,383.00	$0.00	$0.00	$124,383.00	$0.00	$124,383.00	
2	2.2	Literacy	ESRI students: Hispanic, SED, SWD, struggling readers	No			Specific Schools: All elementary sites	ongoing	$359,703.00	$0.00	$0.00	$0.00	$359,703.00	$0.00	$359,703.00	
2	2.3	Long term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Greene and Fletcher Middle Schools	ongoing	$120,088.00	$0.00	$120,088.00	$0.00	$0.00	$0.00	$120,088.00	
2	2.4	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$2,440,763.00	$0.00	$2,080,486.00	$0.00	$118,704.00	$241,573.00	$2,440,763.00	

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
2	2.5	Professional Learning: EL support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$594,959.00	$0.00	$474,846.00	$0.00	$120,113.00	$0.00	$594,959.00	
2	2.6	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools	ongoing	$417,955.00	$0.00	$417,955.00	$0.00	$0.00	$0.00	$417,955.00	
2	2.7	Programs for unduplicated pupils	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All Middle Schools, Ronald McDonald House, LPCH Hospital School	ongoing	$222,378.00	$157,000.00	$157,000.00	$0.00	$222,378.00	$0.00	$379,378.00	
2	2.8	Parental participation--unduplicated pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$560,529.00	$0.00	$560,529.00	$0.00	$0.00	$0.00	$560,529.00	
2	2.9	Co-teaching	Students with Disabilities	No			Specific Schools: Secondary Schools	ongoing	$387,894.00	$0.00	$0.00	$0.00	$387,894.00	$0.00	$387,894.00	
2	2.10	Middle school mathematics	Students with Disabilities	No			Specific Schools: Middle Schools	ongoing	$248,316.00	$0.00	$0.00	$0.00	$248,316.00	$0.00	$248,316.00	
2	2.11	Parent participation--SWD	Students with Disabilities	No			All Schools	ongoing	$183,531.00	$0.00	$0.00	$0.00	$183,531.00	$0.00	$183,531.00	
3	3.1	Attendance & chronic absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$553,596.00	$64,800.00	$618,396.00	$0.00	$0.00	$0.00	$618,396.00	
3	3.2	Behavior & suspension	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$743,801.00	$0.00	$743,801.00	$0.00	$0.00	$0.00	$743,801.00	
3	3.3	Wellness	All	No			Specific Schools:	ongoing	$362,608.00	$0.00	$0.00	$0.00	$362,608.00	$0.00	$362,608.00	

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
							Secondary schools									
3	**3.4**	Social Emotional Learning	All	No			Specific Schools: Elementary schools	ongoing	$129,414.00	$0.00	$0.00	$0.00	$129,414.00	$0.00	$129,414.00	

2025-26 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
$114,377,056	$4,427,702	3.871%	0.000%	3.871%	$5,173,101.00	0.000%	4.523 %	**Total:**	$5,173,101.00
								LEA-wide Total:	$1,780,152.00
								Limited Total:	$3,392,949.00
								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 (%)
2	**2.3**	Long term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Greene and Fletcher Middle Schools	$120,088.00	
2	**2.4**	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,080,486.00	
2	**2.5**	Professional Learning: EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$474,846.00	
2	**2.6**	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools	$417,955.00	
2	**2.7**	Programs for unduplicated pupils	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All Middle Schools, Ronald McDonald House, LPCH Hospital School	$157,000.00	
2	**2.8**	Parental participation--unduplicated pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$560,529.00	

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 (%)
3	**3.1**	Attendance & chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$618,396.00	
3	**3.2**	Behavior & suspension	Yes	LEA-wide	Low Income	All Schools	$743,801.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,536,769.00	$14,022,081.92

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**	Student advising and support	No	$5,156,068.00	$5,105,561.76
1	**1.2**	Other student outcomes	No	$273,898.00	$274,731.01
1	**1.3**	Teacher credentialing and support	No	$85,873.00	$86,893.32
1	**1.4**	Instructional materials	No	$1,034,740.00	$1,095,858.61
2	**2.1**	MTSS	No	$124,383.00	$124,383.00
2	**2.2**	Literacy	No	$334,709.00	$355,508.18
2	**2.3**	Long term English Learners	Yes	$172,079.00	$174,250.00
2	**2.4**	English Learners	Yes	$2,345,369.00	$2,569,429.40
2	**2.5**	Professional Learning: EL support	Yes	$352,509.00	$378,958.88
2	**2.6**	AVID	Yes	$454,785.00	$449,408.06

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	**2.7**	Programs for unduplicated pupils	Yes	$407,562.00	$506,330
2	**2.8**	Parental participation--unduplicated pupils	Yes	$513,420.00	$512,285.66
2	**2.9**	Co-teaching	No	$373,303.00	$400,150.58
2	**2.10**	Middle school mathematics	No	$205,181.00	$241,494.76
2	**2.11**	Parent participation--SWD	No	$173,614.00	$174,597.39
3	**3.1**	Attendance & chronic absenteeism	Yes	$576,934.00	$578,563.51
3	**3.2**	Behavior & suspension	Yes	$471,620.00	$488,811.29
3	**3.3**	Wellness	No	$338,653.00	$351,883.71
3	**3.4**	Social Emotional Learning	No	$117,169.00	$128,082.80
3	**3.5**	Classroom culture	No	$24,900.00	$24,900

2024-25 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)
$4,149,825	$4,189,076.00	$4,585,709.00	($396,633.00)	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)
2	**2.3**	Long term English Learners	Yes	$172,079.00	$174,250.00		
2	**2.4**	English Learners	Yes	$2,345,369.00	$2,463,629.88		
2	**2.5**	Professional Learning: EL support	Yes	$352,509.00	$352,509.00		
2	**2.6**	AVID	Yes	$454,785.00	$449,408.06		
2	**2.7**	Programs for unduplicated pupils	Yes	$218,812.00	$150,000.00		
2	**2.8**	Parental participation--unduplicated pupils	Yes	$164,550.00	$392,916.77		
3	**3.1**	Attendance & chronic absenteeism	Yes	$9,352.00	$114,184.00		
3	**3.2**	Behavior & suspension	Yes	$471,620.00	$488,811.29		

2024-25 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)
$113,393,979	$4,149,825	0	3.660%	$4,585,709.00	0.000%	4.044%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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