



# 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
Harmony Union School District & Salmon Creek School A Charter	Matthew Morgan Superintendent/Principal	mmorgan@harmonyusd.org 707-874-1205

## Plan Summary [2024-25]

### General Information

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

The Harmony Union School District serves a large geographic area of rural Sonoma County west of the town of Sebastopol. The area is notable for its ecological diversity, redwood forests, coastal ridges and valleys, and small village communities. The primary industries are tourism and agriculture. In recent decades, the region has experienced an economic/demographic shift that reduced the number of families with school age children residing in the district. This resulted in a decline of enrollment from a peak above 500 in the late 90’s to 200 students in 2022-2023. Though down from the heights at the turn of the millennia, the enrollment is increasing off the low during the pandemic of 180 with a projected enrollment for 2023-2024 of 220 students.

In the 1980’s Harmony was a consolidated K-8 program in downtown Occidental. With the increase in student population in the late 80’s, and its existing site too small to accommodate an expansion, the district purchased a 55 acre site south of Occidental to build a middle school, thus splitting the campuses into a K-5 elementary (Harmony Elementary) that remained at the original site and a 6-8 middle school (Salmon Creek) at the new property a few miles south near Freestone.

However, a rapid reversal of enrollment in the late 90’s presented significant budget challenges ultimately leading the district to close and sell the aged downtown Harmony elementary site and consolidating all grades (Kinder through 8th) on the new Salmon Creek campus in 2005.

The reconsolidated school site underwent several stages of expansion to accommodate the elementary program. Today the unified campus houses both Harmony Elementary School for grades TK-1 and the Salmon Creek Charter School for grades 2-8. Current enrollment sustains a grade configuration of one class per grade, though combination classes are occasionally experienced due to fluctuations in enrollment.

Though the school consists of two distinct grade range programs, the campus functions as a common school with seamless matriculation from Harmony Elementary’s primary TK-1 grades to the district managed dependent charter Salmon Creek for grades 2-8.

Given that staffing, curriculum, academic support programs, policies, parent initiatives, SEL and cultural events are fully integrated between the programs, Harmony Union School District files a consolidated LCAP for both programs as permitted by the Sonoma County Office of Education.

The district's student population is characterized by broad economic diversity, approximately 25% of the population is FRP eligible/socioeconomically disadvantaged. The demographic profile in 2023-2024 includes 14.6% Hispanic or Latino, 72.1% White, 12.4% Multi-ethnic, 0.5% Asian/Pacific Islander, and 0.5% Black. Additionally, 13.3% of students have IEPs, 3% have 504 plans, and 1% of students are active ELL. 75% of students have a parent with a college degree or higher. The small size of the school population relative to the level of basic aid community funding is reflected in elevated revenue per pupil, affording the district the ability to provide a supportive program for students.

District enrollment was 263 in May 2018. In Fall of 2019 enrollment was 241. 1 year later, during the COVID closure, enrollment in the district decreased to 182 in fall of 2020. Since return to in person instruction, the district has seen a return to pre-COVID enrollment, including a 20% increase in 2023-2024. Enrollment in spring 2024 was 239. Out of district enrollment, as a proportion of total enrollment has declined in recent years as residency in district has climbed. In 2017-2018 40% of enrolled students were not resident in district, by 2023-2024, 25% of enrolled students were not resident in district.

The unique elements of the school site, with 40 acres of coastal redwood forest, a wetland, active spawning creek, waterfall and 1.5-acre farm garden, supports Harmony Union School District's emphasis on Place Based Learning as the thematic and interdisciplinary foundation for much of the instruction and extension opportunities for students. The farm garden provides organic produce to the full site produced food service program as well as culinary classes for students. The natural history of the region is explored in social studies and language arts classes, science and math include a large component of field study and research. Student well-being is centermost, with articulated social emotional learning curriculum, embedded restorative practices, and active community engagement.

HUSD completed a \$9 million bond project modernizing a portion of the facilities in 2023 which targeted new roofing and HVAC for a portion of the facility, as well as bathroom remodels, campus ADA accessibility, and a new sports field. A collaborative project with the Fish and Wildlife department constructed a 540,000 gallon rainwater catchment system to provide year round irrigation to the new natural turf field and drought tolerant landscaping.

The district has identified the need for further improvements to convert the remaining HVAC systems to efficient electric heat pumps, install a comprehensive emergency power supply to keep the school open during frequent regional power outages, strengthen facility security, and modernize/replace roofs, siding, and interiors for the portion of the campus facilities not served by the previous bond. A new bond was approved by voters in Spring 2024 targeting these projects as well as the construction of additional classrooms.

## Reflections: Annual Performance

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

Harmony Elementary (Tk-1) and Salmon Creek (2-8) have separate dashboards described below. 2022 data and Pre-COVID data from 2019 is included for comparison

- --- DATA ----

HARMONY ELEMENTARY (Grades TK-1)  
Chronic Absenteeism  
2023: VERY HIGH – Red

2022: VERY HIGH  
2019: LOW – Orange

Suspension RATE  
2023: VERY LOW – Blue  
2022: VERY LOW  
2019: VERY LOW – Blue

SALMON CREEK CHARTER (Grades 2-8)  
Chronic Absenteeism  
2023: MEDIUM – Yellow  
2022: VERY HIGH  
2019: MEDIUM – Yellow

Suspension Rate  
2023: VERY HIGH – Blue  
2022: LOW  
2019: HIGH – Green

English Language Arts Performance Level  
2023: HIGH – Green  
2022: HIGH  
2019: VERY HIGH – Blue

Math Performance Level  
2023: MEDIUM – Yellow  
2022: HIGH  
2019: HIGH – Green

Local Standards (Met and Not Met<sup>\*\*\*</sup>)

\*\*Note that much of Harmony's demographic subgroups are so small ( $n < 30$  in most cases) Dashboard indicators ARE NOT provided for subgroups, including ELL.

Harmony Union School District (Consolidated data, TK-8)

Chronic Absenteeism  
2023: VERY HIGH – Red  
2022: VERY HIGH  
2019: HIGH – Orange

### Suspension Rate

2023: VERY LOW – Blue

2022: MEDIUM

2019: VERY LOW – Blue

### English Language Arts Performance Level

2023: No Performance Level

2022: No Performance Level

2019: No Performance Level

### Math Performance Level

2023: No performance Level

2022: No performance Level

2019: No performance Level

- --- Analysis ----

### ABSENTEEISM

Chronic absenteeism continues to haunt the district. Pre-pandemic, the school's attendance rate was already below average for the county which reflects a cultural approach to school attendance for subsets of the demographic that require greater levels of parent engagement and staff stewardship to improve. Post COVID, absence rates worsened, pushing the school into CSI. Eligibility was based on 1st grade attendance.

The school entered CSI for 2023-2024 and developed additional interventions and programs including staffing to address school avoidance issues, school connectedness, and emotional regulation. A new wellness room was also organized to provide drop in social/emotional support throughout the day. Though attendance rates are still below target, there have been improvements. Attendance data comparison for the past three years is below:

#### Schoolwide (TK-8)

2023-2024: 93.5% IMPROVED

2022-2023: 91.7

#### 1st Grade (CSI Target)

2023-2024: 95.28% IMPROVED

2022-2023: 89.35%

### SUSPENSION RATE

2023-2024 Data indicate increased suspensions year over year. HUSD anticipates the dashboard to drop from blue (VERY LOW suspension rate) to Yellow (MEDIUM suspension rate). Behavioral intervention and reports of dysregulation increased. It is essential to note that the shift

in data was a massive 26% change in the student population year over year, due to both a 20% overall increase in the student population as well as matriculations and transfers in and out of the program. Only 74% of students present in 2023-2024 were part of the campus in 2022-2023. Given the very small campus size, 1 or 2 students experiencing 1 or 1 suspensions each can change the suspension rate 3-4% year over year. Progress monitoring is challenging with small populations.

## ACADEMICS

Harmony demonstrated a decrease in school wide measures for ELA and Math overall. Longitudinal analysis at individual student level showed some decline, but the change in demographic profile likely had an outsized impact on overall measures. For example, the total change in population from one year to the next for Salmon creek was over 20%, which means the population measured in two years are significantly dissimilar to each other, enough so that the validity of comparisons of aggregate data year over year is compromised. This impacts efficacy of progress monitoring.

Specific to sub-group data, Harmony's socio-economically disadvantaged students continue to underperform peers in both Math and ELA. No other sub-group data was available due to no statistically significant subgroup population  $N < 30$ , for most groups.

Local data from the Academic Coaching Team program indicated 90% of grade level proficiency in grades 1 and 2. The Academic Coaching Team model was expanded to include a 2nd grade pilot in Math, which also showed benefits, both for advanced and struggling students.

## SCHOOL CLIMATE

In the climate survey student connectedness dropped from the 2022-2023 school year. 2023-2024 had exceedingly high levels of behavioral challenges that impacted social relationships. Student reported experiences of bullying/social aggression and measures of social isolation increased year over year. Interestingly, even though initiatives for 2023-2024 focused on increasing sense of student connectedness, the data showed a drop in performance. The reason for this drop could again be the issue of such a huge change in student population year over year. Almost 30% of respondents on the survey were not enrolled in the district 4 months prior, so sentiments on school connectedness and social isolation could be reflective of a different population answering the survey relative to the previous year.

Parent responses to the survey included a much higher rating for perceptions of school safety, school culture, student behavior and academics than that rated by students.

Several initiatives including the Rainbow wellness room, third party therapy services, paws for reading program and special services staff members were noted as positively impactful by parents in the survey. Last year, the Aftercare program received high marks as a new program, due to changes in costs for non ELOP eligible families, aftercare use rate decreased from 20% of the students in the district to 16%, but the program was similarly noted as a positive for families in the district.

Student leadership was initiated this year including student council and a host of student requested clubs.

## SPECIAL FACTORS

The reversal of the trend of declining enrollment may provide some promise for increased funding, but conversely it means there is an increase in students needing services. In particular, the year 2023-2024 was marked by continued growth in child find and initial eligibility determinations. The previous year, 2022-2023, revealed the start of an uptick in initial eligibility determinations that was attributed to under identification of eligibility in previous years due to the pandemic closures. The massive 20% increase in student population included many

students who arrived that were IEP eligible but had NOT been identified by previous districts/schools. This placed a significant burden on HUSD to fulfill the ethical and legal requirements of child find.

Salmon Creek, as a charter school of choice, has been a primary recipient of students leaving surrounding schools and a disproportionate portion of out of district enrollments are arriving with un-identified qualifying students. The massive 20% increase in student population included many students who arrived that were IEP eligible but had NOT been identified by previous districts/schools. This placed a significant burden on HUSD to fulfill the ethical and legal requirements of child find.

In result, Harmony continues a trend of year over year increases in Special Education services and costs. In HUSD's 2023 LCAP it anticipated this trend. The 2023 LCAP noted "This will impact general fund significantly which will create a challenging environment for budget stability." That prediction came to pass with special education costs increasing 27% year over year (\$667k-22/23, \$850k-23/24)! This kind of increase significantly impacts general fund and the ability to provide educational services to both IEP and non-IEP students.

## Reflections: Technical Assistance

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

### ABSENTEEISM

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The school entered CSI for 2023-2024 and developed additional interventions and programs including staffing to address school avoidance issues, school connectedness, and emotional regulation. A new wellness room was also organized to provide drop in social/emotional support throughout the day. Though attendance rates are still below target, there have been improvements. Attendance data comparison for the past three years is below:

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1st Grade (CSI Target)

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2022-2023: 89.35%

# 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.

Harmony Elementary

## **Support for Identified Schools**

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

HUSD has allocated funding to provide targeted supports to improve student attendance. The target grade that impacted eligibility was 1st grade for 2021-2022 and 2022-2023. Services provided included targeted staffing to address school avoidance issues, school connectedness, and emotional regulation. A new wellness room was also organized to provide drop in social/emotional support throughout the day.

## **Monitoring and Evaluating Effectiveness**

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

Attendance data tracking provided by school counselor and administrator. Team meetings organized through MTSS and support from district SARB coordinator. Monthly presentation on attendance and enrollment at board meetings.

Data from 2023-2024 indicate the following:

Schoolwide (TK-8)  
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2022-2023: 91.7

1st Grade (CSI Target)  
2023-2024: 95.28% IMPROVED  
2022-2023: 89.35%



# 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
Administration/Confidential Staff	Weekly consultation in budget development and team meetings. Leadership Committee weeks weekly digesting school developments and engaging in strategic planning for current and future years.
Certificated Staff	Leadership Committee includes 3 Certificated staff members, Site Council Includes 2 Certificated staff members. Faculty meetings are held weekly for 1.5 hours including committee and plenary work focussed specifically on program improvement, curriculum development, analysis of data, student performance, MTSS case studies and development of new initiatives for inclusion in the LCAP. Certificated staff are surveyed as part of the Youth Truth survey to provide data driving LCAP development, and data is then shared with staff and proposal are generated to address indications from the data.
Classified Staff	Leadership Committee includes 2 classified staff members, Site Council Includes 1 classified staff members. Faculty meetings are held weekly for 1.5 hours including committee and plenary work focussed specifically on program improvement, curriculum development, analysis of data, student performance, MTSS case studies and development of new initiatives for inclusion in the LCAP. Classified staff are surveyed as part of the Youth Truth survey to provide data driving LCAP development, and data is then shared with staff and proposal are generated to address indications from the data.
Parents	Parents are surveyed as part of the Youth Truth data collection in January. Parents serve on the Site Council and SHARK education foundation, both groups are consulted on program development needs for the following year. Parents provide public comment at



Educational Partner(s)	Process for Engagement
	board meetings and a community forum is held in the spring for the purposes of LCAP goal and action development.
Harmony Union Teacher Association (Bargaining Unit)	The HUTA bargaining unit meets monthly as a team and twice monthly the unit president and administration meet to update on needs and issue impacting faculty. Consultation with faculty as a group generally occurs during faculty meetings held weekly.
CSEA HUSD Local (Bargaining Unit)	The HUTA bargaining unit leadership is consulted and engaged in negotiations to adjust and create new job descriptions for positions impacted by LCAP proposals including the development of specific targeted roles for staff associated with activities identified in the goals section.
Students	Students complete several surveys throughout the year including the Youth Truth survey in January. In addition, debrief focus groups were held with middle grades students to discuss results and solicit additional information to advise development of programs and strategies to address deficiencies identified in the Youth Truth data.
Student Council	Student council was consulted in the spring on initiatives to improve student culture as it relates to LCAP goals and activities
Leadership Committee	The Leadership committee is composed of a collaborative team of 3 Admin, 3 Certificated Teachers and 2 Classified Staff. The Leadership team meets weekly, planning short term projects as well as longer term initiatives, analyzing school trends and identifying activities related to goals in the LCAP including staff, funding and objective development.
Site Council	The Site Council includes 1 classified, 2 certificated, 1 admin, and 2 parents, The team meets quarterly and host a review of the LCAP and brainstorm session on activities and goals for the following year in April.
Budget Committee	The Budget Committee includes 2 Certificated Bargaining Members, 2 Classified Bargaining Members and 2 Administrators. The meetings are held quarterly and review revenue and expenditures as it relates to program development and goals.
SHARK Education Foundation	The SHARK foundation provides feedback on program implementation and brainstorm on project changes for the following year, shared via discussions between SHARK executive officers and administration.

Educational Partner(s)	Process for Engagement
SELPA	LCAP Guide Consulted spring 2024

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

Harmony Union implemented multiple engagement opportunities with stakeholders during the school year. These discussions focused on areas of strength in the academic and support programs at HUSD as well as areas for improvement. These conversations also provided key conversations generating new ideas and initiatives that informed the development of the LCAP. Certificated and classified staff were consulted throughout the year in weekly staff meetings working both at committee and plenary meetings to develop strategies, refine monitoring and goals, and develop new directions for development. Parent and board meetings similar continued visioning and monitoring activities. And outline of stakeholder meetings with staff and parents are noted below:

Weekly

- Student Resource Team: RSP Teacher, Intervention Teacher, Assistant Principal, Counselor, Principal Superintendent, Family Counselor and Restorative Practices Mentor August 16, 2023-June 6, 2024, 35 Sessions
- Faculty Meeting: All School/District staff, August 16, 2023-June 6, 2024, 35 Sessions
- Leadership Circle: 3 certificated staff, 2 classified staff, 3 admin staff, August 15, 2021-June 7, 2023, 35 Sessions

Monthly

- Board of Education meetings; (improved attendance with zoom...5-10 community/staff participants)
- PBL Committee: Certificated, Classified and Parent
- Curriculum Committee: Certificated, Classified and Admin Staff
- Wellness/Farm to Cafeteria Committee: Certificated and Classified Staff including food service and garden staff
- School Culture Committee: Certificated, Classified and Admin Staff
- Community Connection Committee: Certificated, Classified and Admin Staff

Periodic

- Budget Committee: 2 certificated staff, 2 classified staff, 2 admin staff, March 6, 2024
- Site Council: faculty, staff and parent representative

Student Council Consultation: April 12, 2024

SELPA Consultation Guide reviewed May/June 2024

LCAP Parent Forum: May 29, 2024. Discussed current goals and solicited feedback on existing and proposed projects.

Site Council Meeting: May 29, 2024 LCAP was discussed with the Site Council on May 31, 2023. Suggestions were generated for inclusion in the LCAP

Regular Public Board Meeting wherein LCAP was heard: June 13, 2023

Special Public Board Meeting wherein LCAP was adopted by the board: June 14, 2023

Faculty, Staff and Admin made multiple recommendations including:

- Continuing Rainbow room wellness space
- Additional support for behavior/discipline intervention
- Improvements to SEL/PBIS supports school wide
- Improving Math differentiation
- Reading and Writing curriculum adoptions
- Math curriculum adoption providing better differentiated instruction
- Improved PBL implementation
- Enhancing Middle School Enrichment program
- Pursue emergency power supply solution
- Improve campus security

Parents and Board shared interest in the following:

- Increased admin support via Assistant Principal to support PBIS and responsiveness to student behavioral needs
- Improving math support and intervention particularly differentiated instruction K-8
- Improve social environment for students (behavior supports)
- SEL program additions including more content on Equity, Diversity, and Inclusion
- Place Based Learning/Environmental Education programming and/or clubs
- Parent education support
- Social media/Cybercivics and Internet safety programs for students and parents
- AI education
- Continuing after school care
- inclusion of foreign language opportunities
- Power supply to prevent closures
- Improving school security
- Stable budget and planning for long term supports when one time funding ends

Students shared interest in the following:

- Improved enrichment program
- Enhanced field trips
- Improvements to recess activities
- More spirit days and student recognition

SELPA Consultation Guide outlined specific targeted areas including:

- Students with Disabilities access to credentialed staff, aligned materials and appropriate facilities
- Standards based instruction and access to standards including learning foundations and ELD standards
- Providing appropriate interventions
- Encouraging parents of students with disabilities engagement in campus advisement and LCAP development
- Addressing absenteeism, school engagement and sense of connection and belonging in school
- Proactive, ongoing SEL development for all students to build safe learning environments for students with special needs.

Goal 1 includes specific actions to support parent education activities to improve engagement and support school to home collaboration. Facilities improvements including security improvements and engineering investigation for emergency backup power.

Goal 2 incorporated expansion of ACT program with certificated staff, professional development for workshop instructional models and student behavior support, adoption of computer adaptive Math curriculum in middle grades. Improvement of articulation for after school care and homework club.

Goal 3 incorporated actions including FTE for middle school enrichment including Drama, Music, Robotics, Garden, Culinary arts, CTE and Art.

Goal 4 incorporated recommendations CSI Student Success Coordinator, SEL/PBIS program enhancement, school culture activities

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	EQUITY IN OPPORTUNITY AND ACCESS Provide an exceptional education for our students through a highly skilled faculty and staff, rich curriculum, exemplary facilities, and active community stakeholder engagement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>This is a broad goal that sustains the foundational commitment to educational equity via a high quality instructional program, materials, facilities and stakeholder collaborative planning. Without all of these components, obstacles are introduced in the system that can exacerbate obstacles already present for some students. Ensuring there is universal access to quality foundations is essential for student well being and academic success.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Staff teaching according to credential designation [Priority 2 Implementation of State Standards]	100%			100%	
1.2	Williams inventory report [Priority 1 Student Access to Instructional Materials]	100%			100%	
1.3	Annual FIT Survey [Priority 1 Student]	Good in all areas			Good in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access to Instructional Materials]					
1.4	Average score for YouthTruth Survey Family Engagement Question: Describing the degree to which families are engaged in their school and empowered to influence decision making including families of students with exceptional needs and families of unduplicated students [Priority 3 Parent Involvement]	3.81			>4.00	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Hire and support the professional development and collaboration of experienced, skilled and properly assigned staff	\$2,500,340.00	No
1.2	Universal and ready access to equipment and materials	Provide quality, CCSS articulated curriculum materials, seamless technology integration and appropriate equipment/materials for staff/students	\$100,600.00	No
1.3	Library Access	Provide ready access to well equipped and staffed school Library	\$35,000.00	No
1.4	School Facility Maintenance and Improvements	Maintain facility at high level of function, invest funding for facilities improvements with specific emphasis on preserving and expanding accessibility for all community members	\$181,500.00	No
1.5	Parent and Stakeholder Engagement	Facilitate remote access to important community meetings for parents/community member unable to attend in person, provision of teleconference software and equipment, implement advanced notification system/website/school app, childcare for parent conferences and parent meetings	\$9,500.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	ACADEMIC PROFICIENCY FOR ALL STUDENTS Provide cohesive, responsive and effective supports for students to reach proficiency in reading, writing, math and other foundational disciplines. [Focus Goal]	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Though Harmony has demonstrated strong CAASSP results, there is room for growth. Our socio-economically disadvantaged students underperform peers. Math too, languishes compared to ELA performance. Important to the community is increasing the granularity of instruction in the classroom environment, thus a workshop model with additional academic coaching staff (intervention teacher and paraprofessional) are believed to be able to provide improvements in academic growth for students. In addition, refinement of vertical grade level articulation is believed to also improve instructional cohesion year over year, ensuring that gaps do not develop instructionally as students move from teacher to teacher. Finally, the great success experiencing during the pandemic with the MTSS team having been reformed into a wrap around Student Resources Team, leads HUSD to believe maintaining this structure even after the pandemic could yield similar results in improved student performance and support.

Goal 2 is a Focus Goal Addressing Priority 4: Student Achievement and Priority 8 Student Outcomes

Priority 4: Student Achievement is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through Metrics: "Youth Truth academic challenge and resources measure", "CAASPP performance data in ELA & Math" and "F&P Longitudinal Reading Proficiency Data"

Priority 8 Student Outcomes is addressed through all actions 2.1, 2.2, 2.3, 2.4, 2.5 and monitored through all Goal 2 metrics.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	YouthTruth Student Academic Challenge Summary Measure	3.50 (grades 6-8), 2.25 (Grades 3-5)			All grade ranges >3.75	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	YouthTruth Family Resources Summary Measures	3.96 (Grades 6-8), 3.73 (Grades 2-5), 4.05 (Grades TK-1)			All grade ranges >4.25	
2.3	Longitudinal Reading Proficiency Data, Percent of students at grade level	85% at grade level for grades 1-4			100%	
2.4	CAASPP performance in ELA CDE Dashboard	Green Performance, 40 pts above standard			Blue Performance	
2.5	Longitudinal Math Proficiency Data, Percent of students at grade level	45% at grade level for grades 1-8			75%	
2.6	CAASPP performance in Math CDE Dashboard	CDE Dashboard: Yellow Performance, 1.5 pts above standard school wide			Blue Performance	
2.7	CAASPP performance in Math CDE Dashboard, Low Socio-Economic Group	1.5 pts above standard school wide, 30 pts below for low socio-economic			Subgroup at parity	
2.8	Suspension Rate	1.5% of students suspended In current year			<0.5% of students suspended in current year	
2.9	% of English learners making progress towards English proficiency	Based on 2018-2019 data: 100% of students made progress as measured by ELPAC testing			100%	
2.10	Reclassification rate	33%			50%	
2.11	Middle School Dropout Rate	0%			0%NA	
2.12	% of Students A-G	NA			NA	
2.13	% of Students in CTE Completion	NA			NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	% of Students either A-G or CTE Completion	NA			NA	
2.15	% of Students demonstrating college preparedness	NA			NA	
2.16	% of Students passed an AP exam	NA			NA	
2.17	High School Graduation Rate	NA			NA	
2.18	High School Dropout Rate	NA			NA	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Articulation	Facilitate collaboration time for teachers to review curriculum implementations for ELA, Math, Science, Social Science, PBL, Music, and PE. Publish articulation guides at completion.	\$100,000.00	No
2.2	Academic Coaching Teams MTSS Tier 1	Implement in-class push in supports via workshop model, additional paraprofessional staff, curriculum materials, training, and master schedule articulation.	\$153,500.00	Yes
2.3	Targeted Intervention MTSS Tier 2	Intervention Teacher and Paraprofessional team supporting 1:1 and small group pull outs to supplement push in supports in tier 1.5 for ELA/Math	\$67,000.00	Yes
2.4	After School Tutoring	Provide 1 hours daily after school tutorial services via homework club and aftercare for grades 4-8 students. Additional staffing to support increased group sizes	\$12,500.00	Yes
2.5	MTSS Student Resource Team	Staff time dedicated to constant identification, monitoring and provision of wrap around services to ensure all students experiencing academic, social/emotional or personal struggle are provided support. Staff include Counselor, Admin, Intervention Team, CSI Support is integrated in the MTSS resource team.	\$41,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	EXPANSIVE LIBERAL ARTS EDUCATION Provide a diverse, practical, inspiring, and balanced educational experience for lifelong personal fulfillment, curiosity, empowerment and leadership in their community [Broad Goal]	Broad Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

Harmony Union School District is committed to an expanded curriculum that ensures students have access to high quality enrichment instruction in Agro-ecology, environmental science, music, arts and drama. Improvement to student engagement, fulfillment, connection to school, and success in core subjects are observed benefits of broad liberal arts programs.

Goal 3 is a Broad Goal Addressing Priority 7: Access to a Broad Course of Study

Priority 5: Pupil Engagement is addressed through provision of relevant enrichment programming and interdisciplinary locally designed curriculum well integrated with school pedagogy.

Priority 7: Expansive Liberal Arts Education is addressed through all actions 3.1 & 3.2 and monitored through Metrics: "Youth Truth Survey", "Percent IEP with enrichment schedules" and "Concert and drama productions per grade"

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Enrichment (Music, Drama, Art, PBL) instruction minutes per week per grade	135 Minutes			135 Minutes	
3.2	Youth Truth Student Engagement Summary Measure Median	3.32 (grades 6-8) 2.71 (grades 3-5) (3.00 average)			All grade ranges >3.75	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percent of IEP students schedules that include general education enrichment courses	100%			100%	
3.4	Concert and Drama production performances per grade per year (average for each grade)	2			5	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Place Based Learning Program	PBL professional development for teachers including common planning time for curriculum development and strategic scope and sequence.	\$35,125.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Specialized PBL programming for students including courses/units on gardening and farming, environmental stewardship, natural history, and community service.</p> <p>Field Trips and Special presentations on PBL topics/activities</p> <p>PBL club for students and families to extend learning and community engagement in program elements</p> <p>Interpretive and artistic installations advancing PBL goals</p>		
<b>3.2</b>	Music & Arts Program	Provision of comprehensive music education for all students K-8. Art activities and courses for grades K-8. . Instruments, equipment & materials purchases, FTE Staffing	\$95,200.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<b>WELL-BEING OF STUDENTS AND COMMUNITY</b> Provide a safe, welcoming, healthy, and vibrant environment for students, staff and families that supports and sustains their personal growth, collaboration and contribution. [Focus Goal]	

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Positive and healthy school culture has extensive benefits for students. Learning is severely impacted when students do not feel safe or accepted at school. Vibrant school culture that supports each student's emotional well being, affirming their unique identity, and integrating them in healthy social relationships is a major protective factor for students and families and greatly improves student outcomes both academic and social-emotional. Such an environment is an essential proactive component of mental health and suicide prevention goals. Building understanding for school norms, expectations for positive behavior and interactions. A healthy food service program is essential to the development of long term beneficial habits for students.

Goal 4 is a Broad Goal Addressing Priority 4: Pupil Engagement and Priority 3: Parent Engagement

Priority 3: Parent Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey FAMILY", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Priority 4: Pupil Engagement is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey STUDENT", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

Priority 8: other Pupil outcomes is addressed through all actions 4.1, 4.2, 4.3 and 4.4 and monitored through Metrics: "Youth Truth Survey STUDENT", "Food Service Menus", "Suspension/Expulsion Data", "MTSS Data", "Student Attendance Data", and "Chronic Absenteeism Data"

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Youth Truth Survey Student Engagement Summary Measure (mean score)	3.32 (grades 6-8) 2.71 (grades 3-5) (3.00 average)			All Grades Average > 3.75	
4.2	Youth Truth Survey Student Culture Summary Measure (mean score)	3.3 (Grades 6-8) 2.37 (Grades 3-5)			All Grades Average > 3.75	
4.3	Youth Truth Survey Student Belonging and Peer Collaboration Summary Measure (mean score)	3.64 (Grades 6-8) 2.38 (Grades 3-5)			All Grades Average > 3.75	
4.4	Youth Truth Survey Student Relationships Summary Measure (mean score)	3.52 (Grades 6-8) 2.50 (Grades 3-5)			All Grades Average > 3.75	
4.5	Food Service Percent Participation	75%			85%	
4.6	Suspension Rate	1.5			<0.5	
4.8	Youth Truth Survey Family Engagement Summary Measure (median score)	3.9 (Grades 6-8) 3.68 (Grades 2-5), 3.92 (Grades TK-1)			All Grades Average > 4	
4.9	Youth Truth Survey Family Relationships Summary Measure (mean score)	4.52 (Grades 6-8) 4.35 (Grades 2-5), 4.59 (Grades TK-1)			All Grades Average > 4.75	
4.10	Youth Truth Survey Family Culture Summary Measure (mean score)	4.29 (Grades 6-8) 4.09 (Grades 2-5), 4.29 (Grades TK-1)			All Grades Average > 4.75	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Youth Truth Survey Family Communications Summary Measure (mean score)	3.71 (Grades 6-8) 3.64 (Grades 2-5), 4 (Grades TK-1)			All Grades Average > 4.25	
4.12	Youth Truth Survey Family School Safety Summary Measure (mean score)	3.94 (Grades 6-8) 3.46 (Grades 2-5), 3.94 (Grades TK-1)			All Grades Average > 4.25	
4.13	Student Attendance Rate	93.5%			96%	
4.14	Chronic Absenteeism Rate	3%			0%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Schoolwide SEL and PBIS system	Provide comprehensive SEL program including components for self regulation, executive function, conflict resolution, diversity, inclusion, restorative practices and anti-bullying. Instruction by teachers and counselors in class. Curriculum including Second Step, Welcoming Schools and Safe School Ambassadors Paraprofessional/Admin support for program during supervision. Assistant Principal for behavior management, PBIS administration Schoolwide PBIS elements including assemblies and honor program. CSI program targeting attendance and student well-being.	\$200,000.00	Yes
4.2	Extracurricular Activities	Extracurricular and student leadership activities provided at lunch or after school including student council, special interest clubs, and competitive league play athletics	\$41,500.00	Yes
4.3	Community Engagement Program	Curate a cohesive, articulated, multi-event community engagement program including major community gathering events throughout the seasonal calendar. Parent education opportunities to support families in the home.	\$15,000.00	Yes
4.4	Farm to Kitchen Program	Provide locally sourced and produced healthy food service program for students Adequate staffing and resourcing for production and instructional garden	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Gardening and Culinary arts units for students		
<b>4.5</b>	Social Media, Cybersafety, Disinformation and Artificial Intelligence Education.	Program development including cybercivis/social media and internet safety program for grades 4-8. Development of curriculum on critical thinking and protective analysis posed by developments in mass disinformation and artificial intelligence for grades TK-8	\$47,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$105,368	\$15,805.20

## 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
4.510%	0.000%	\$0.00	4.510%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p><b>Action:</b> Parent and Stakeholder Engagement</p> <p><b>Need:</b> Childcare for families to attend parent conferences, parent education and community evening events. Teleconferencing to allow families with limitations to coming on site for meetings</p>	This action reduces or eliminates obstacles for family participation in	1.4 Youth Truth Survey Parent Engagement Metric

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide Schoolwide</p>		
2.2	<p><b>Action:</b> Academic Coaching Teams MTSS Tier 1</p> <p><b>Need:</b> Targeted, differentiated support in ELA/Math via small homogenous proficiency group instruction</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Differentiated, targeted instruction in small groups is demonstrated to accelerate learning, more rapidly closing gaps for students at all proficiency levels, ensuring greater equity and access for progress. Provided LEA wide as all students demonstrating at risk factors (whether defined by unduplicated standards or not) are supported.	2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10
2.3	<p><b>Action:</b> Targeted Intervention MTSS Tier 2</p> <p><b>Need:</b> Gap in performance in core academic areas by unduplicated students</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Unduplicated students frequently demonstrate lower baseline performance in academic core subjects, requiring additional support from schools to accelerate learning to close gaps between impact group performance and general population. Provided LEA wide as all students demonstrating at risk factors (whether defined by unduplicated standards or not) are supported.	2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10
2.4	<p><b>Action:</b> After School Tutoring</p> <p><b>Need:</b> Potential low availability of parental support in home for homework/project completion.</p>	Unduplicated students frequently demonstrate lower baseline performance in academic core subjects, requiring additional support from schools to accelerate learning to close gaps between impact group performance and general population. Economic disadvantaged Families may not have time available in evenings for parents to provide homework support at home. Provided LEA wide	2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10



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
	<b>Scope:</b> LEA-wide Schoolwide	as all students demonstrating at risk factors (whether defined by unduplicated standards or not) are supported.	
<b>2.5</b>	<b>Action:</b> MTSS Student Resource Team  <b>Need:</b> Wrap services for unduplicated services including counseling, attendance, academic and emotional/behavioral supports  <b>Scope:</b> LEA-wide Schoolwide	Unduplicated students demonstrate a variety of needs that places them at greater risk for poor academic growth or health and well being. MTSS case management ensures each unduplicated student benefits from multi-disciplinary care team monitoring and supports. Provided LEA wide as all students demonstrating at risk factors (whether defined by unduplicated standards or not) are supported.	2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10
<b>4.1</b>	<b>Action:</b> Schoolwide SEL and PBIS system  <b>Need:</b> Emotional well being, Safety, belonging and connection to school are key factors for academic development.  <b>Scope:</b> LEA-wide Schoolwide	Unduplicated students frequently experience bullying, social distance and limited social power. a comprehensive program that involves all students benefits unduplicated students in particular. it takes a comprehensive positive environment to ensure unduplicated students yield the benefits of a safe, healthful school environment.	4.2, 4.3, 4.4, 4.6, 4.12, 4.13, 4.14
<b>4.2</b>	<b>Action:</b> Extracurricular Activities	Unduplicated students may not have access to private lease sports programs, summer camps or other "extra" accessed by the general population. School extracurriculars provide these extension	4.1, 4.2, 4.3, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Participation in activities that build confidence, social connection, connectedness to school and access to safe, supervised activities after school</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	activities with emphasis on free access to all students	
4.3	<p><b>Action:</b> Community Engagement Program</p> <p><b>Need:</b> Belonging, engagements, social integration, celebration of culture and diversity</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Community engagement activities support families that may have traditionally had limited access to and participation in, school related events. Family engagement benefits student academic and social emotional well being.	4.3, 4.5, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14
4.4	<p><b>Action:</b> Farm to Kitchen Program</p> <p><b>Need:</b> Access to bountiful healthy food development of healthy eating habits</p> <p><b>Scope:</b></p>	Ensuring all students and particularly unduplicated students have access to high quality food, with high nutritional value, supports student health and well being and ensure students have an education in nutrition and healthful eating choices.	4.5

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

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

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**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.

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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		

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,336,324	105,368	4.510%	0.000%	4.510%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,442,065.00	\$150,700.00	\$62,500.00	\$100,000.00	\$3,755,265.00	\$3,643,700.00	\$111,565.00

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	Highly Qualified Staff	All Students with Disabilities	No			All Schools		\$2,500,000.00	\$340.00	\$2,500,340.00	\$0.00	\$0.00	\$0.00	\$2,500,340.00	
1	1.2	Universal and ready access to equipment and materials	All Students with Disabilities	No			All Schools		\$75,000.00	\$25,600.00	\$92,100.00	\$8,500.00	\$0.00	\$0.00	\$100,600.00	
1	1.3	Library Access	All Students with Disabilities	No			All Schools		\$30,000.00	\$5,000.00	\$30,000.00	\$0.00	\$5,000.00	\$0.00	\$35,000.00	
1	1.4	School Facility Maintenance and Improvements	All Students with Disabilities	No			All Schools		\$175,000.00	\$6,500.00	\$181,500.00	\$0.00	\$0.00	\$0.00	\$181,500.00	
1	1.5	Parent and Stakeholder Engagement	Low Income	Yes	LEA-wide	Low Income	School wide		\$2,000.00	\$7,500.00	\$9,500.00	\$0.00	\$0.00	\$0.00	\$9,500.00	
2	2.1	Curriculum Articulation	All Students with Disabilities	No			All Schools		\$100,000.00	\$0.00	\$85,000.00	\$5,000.00	\$0.00	\$10,000.00	\$100,000.00	
2	2.2	Academic Coaching Teams MTSS Tier 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	School wide	All Schools	\$150,000.00	\$3,500.00	\$103,500.00	\$50,000.00	\$0.00	\$0.00	\$153,500.00	
2	2.3	Targeted Intervention MTSS Tier 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	School wide	All Schools	\$65,000.00	\$2,000.00	\$50,000.00	\$2,000.00	\$0.00	\$15,000.00	\$67,000.00	
2	2.4	After School Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	School wide		\$12,500.00	\$0.00	\$7,500.00	\$5,000.00	\$0.00	\$0.00	\$12,500.00	

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	MTSS Student Resource Team	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$40,000.00	\$1,500.00	\$16,500.00	\$0.00	\$0.00	\$25,000.00	\$41,500.00	
3	3.1	Place Based Learning Program	All Students with Disabilities	No			All Schools		\$32,500.00	\$2,625.00	\$27,625.00	\$0.00	\$7,500.00	\$0.00	\$35,125.00	
3	3.2	Music & Arts Program	All Students with Disabilities	No			All Schools		\$80,200.00	\$15,000.00	\$55,000.00	\$25,200.00	\$15,000.00	\$0.00	\$95,200.00	
4	4.1	Schoolwide SEL and PBIS system	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$200,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$50,000.00	\$200,000.00	
4	4.2	Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$21,500.00	\$20,000.00	\$6,500.00	\$0.00	\$35,000.00	\$0.00	\$41,500.00	
4	4.3	Community Engagement Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
4	4.4	Farm to Kitchen Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$120,000.00	\$0.00	\$65,000.00	\$55,000.00	\$0.00	\$0.00	\$120,000.00	
4	4.5	Social Media, Cybersafety, Disinformation and Artificial Intelligence Education.	All Students with Disabilities	No			All Schools		\$25,000.00	\$22,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	\$47,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,336,324	105,368	4.510%	0.000%	4.510%	\$423,500.00	0.000%	18.127 %	<b>Total:</b>	\$423,500.00
								<b>LEA-wide Total:</b>	\$423,500.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$423,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Parent and Stakeholder Engagement	Yes	LEA-wide Schoolwide	Low Income		\$9,500.00	
2	2.2	Academic Coaching Teams MTSS Tier 1	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$103,500.00	
2	2.3	Targeted Intervention MTSS Tier 2	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.4	After School Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$7,500.00	
2	2.5	MTSS Student Resource Team	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$16,500.00	
4	4.1	Schoolwide SEL and PBIS system	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$150,000.00	
4	4.2	Extracurricular Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$6,500.00	



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 (%)
4	4.3	Community Engagement Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	
4	4.4	Farm to Kitchen Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$65,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,499,700.00	\$4,341,494.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	No	\$2,250,700.00	\$2,739,121
1	1.2	Universal and ready access to equipment and materials	No	\$50,000.00	\$132,464
1	1.3	Library Access	No	\$55,000.00	\$73,062
1	1.4	School Facility Maintenance and Improvements	No	\$160,000.00	\$227,478
1	1.5	Parent and Stakeholder Engagement	Yes	\$11,000.00	\$16,025
2	2.1	Curriculum Articulation	No	\$80,000.00	\$84,802
2	2.2	Tier 1.5 Workshops	Yes	\$153,000.00	\$150,197
2	2.3	Intervention Tier 2	Yes	\$52,000.00	\$68,561
2	2.4	Study Hall Tutoring	Yes	\$21,000.00	\$24,007
2	2.5	MTSS Resource Team	Yes	\$155,000.00	\$178,698
3	3.1	Middle School PBL Garden Program	No	\$12,000.00	\$13,233

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Music & Arts Program	No	\$103,000.00	\$113,693
4	4.1	Schoolwide SEL Program	Yes	\$200,000.00	\$228,407
4	4.2	Extracurricular Activities	Yes	\$22,000.00	\$55,858
4	4.3	Community Engagement Program	Yes	\$20,000.00	\$19,989
4	4.4	Farm to Kitchen Program	No	\$155,000.00	\$215,899

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$114,758	\$408,000.00	\$741,742.00	(\$333,742.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Parent and Stakeholder Engagement	Yes	\$11,000	\$16,025		
2	2.2	Tier 1.5 Workshops	Yes	\$109,000	\$150,197		
2	2.3	Intervention Tier 2	Yes	\$52,000	\$68,561		
2	2.4	Study Hall Tutoring	Yes	\$6,000	\$24,007		
2	2.5	MTSS Resource Team	Yes	\$155,000	\$178,698		
4	4.1	Schoolwide SEL Program	Yes	\$35,000	\$228,407		
4	4.2	Extracurricular Activities	Yes	\$20,000	\$55,858		
4	4.3	Community Engagement Program	Yes	\$20,000	\$19,989		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,421,184	\$114,758	0	4.740%	\$741,742.00	0.000%	30.636%	\$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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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



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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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



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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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



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

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