2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and SpEd) while preparing them for 21st century college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will meet/exceed proficiency rates: 1. aReading & aMath winter screeners: 5% increase in Proficiency or above from 2021-2022 in Reading & Math in Grades 6-8	aReading scores demonstrated lower proficiency rates than in past years. Several significant student groups continue to show increased needs. • 46.14% of All students scored proficient/advanced • 20.27% of socio-economically disadvantaged students scored proficient/advanced • 13% of students with disabilities scored	aReading scores demonstrated lower proficiency rates than in past years. Several significant student groups continue to show increased needs. • 39.97% of All students scored proficient/advanced • 18% of socio-economically disadvantaged students scored proficient/advanced • 9% of students with disabilities scored proficient/advanced	aReading scores demonstrated higher proficiency rates than last year. Several student groups continue to show increased needs. • 45.45% of All students scored proficient/advanced • 21.09% of socio-economically disadvantaged students scored proficient/advanced • 8.46% of students with disabilities scored proficient/advanced	aReading scores demonstrated higher proficiency rates than last year. Several student groups continue to show increased needs. • 68% of All students scored proficient/advanced • 28% of socio-economically disadvantaged students scored proficient/advanced • 29% of students with disabilities scored proficient/advanced	aReading scores demonstrated higher proficiency rates than last year. Several student groups continue to show increased needs. • 68% of All students scored proficient/advanced • 28% of socio-economically disadvantaged students scored proficient/advanced • 29% of students with disabilities scored proficient/advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	proficient/adv anced • 4.82% of English Learners scored proficient/adv anced • 26.77% of Hispanic students scored proficient/adv anced aMath scores demonstrated lower proficiency rates than in past years. Several subgroups continue to show increased needs. • 43% of All students scored proficient/adv anced • 24% of socio-economically disadvantage d students scored proficient/adv anced • 13.8% of students with	• 3% of English Learners scored proficient/adv anced • 20% of Hispanic students scored proficient/adv anced aMath scores demonstrated lower proficiency rates than in past years. Several subgroups continue to show increased needs. • 39.8% of All students scored proficient/adv anced • 14% of socio-economically disadvantage d students scored proficient/adv anced • 9% of students with disabilities scored	• 3.19% of English Learners scored proficient/adv anced • 28% of Hispanic students scored proficient/adv anced aMath scores demonstrated higher proficiency rates than in last year. Several subgroups continue to show increased needs. • 42.26% of All students scored proficient/adv anced • 18.44% of socio-economically disadvantage d students scored proficient/adv anced • 6.82% of students with disabilities	• 33%of English Learners scored proficient/adv anced • 30% of Hispanic students scored proficient/adv anced aMath scores demonstrated about the same proficiency rates as last year. Several student groups continue to show increased needs. • 42.26% of All students scored proficient/adv anced • 40% of socio-economically disadvantage d students scored proficient/adv anced • 6% of students with disabilities	• 33%of English Learners scored proficient/adv anced • 30% of Hispanic students scored proficient/adv anced aMath scores demonstrated about the same proficiency rates as last year. Several student groups continue to show increased needs. • 42.26% of All students scored proficient/adv anced • 40% of socio-economically disadvantage d students scored proficient/adv anced • 6% of students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disabilities scored proficient/advanced • 12.9% of English Language scored proficient/advanced • 17.39% of Hispanic students scored proficient/advanced	proficient/advanced • 12% of English Language scored proficient/advanced • 14% of Hispanic students scored proficient/advanced	scored proficient/advanced • 10.78% of English Learners scored proficient/advanced • 20.08% of Hispanic students scored proficient/advanced	scored proficient/advanced	scored proficient/advanced
Students will meet/exceed proficiency rates: 2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from 2021-2022 in ELA, Math & Science in Grades 6-8	Incorporate SBAC scores in progress monitoring as they become available.	66% of students are at or above standard CAASPP ELA 51% of students are at or above standard CAASPP Math	TBD	CAASPP ELA scores demonstrated higher proficiency rates than last year, including student groups that continue to show increased needs. 65% of students scored proficient/advanced 37% of socio-economically disadvantaged student scored proficient/advanced 26% of students with disabilities scored proficient/advanced	CAASPP ELA scores demonstrated higher proficiency rates than last year, including student groups that continue to show increased needs. 65% of students scored proficient/advanced 37% of socio-economically disadvantaged student scored proficient/advanced 26% of students with disabilities scored proficient/advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				25% of English Learners score proficient/advanced	25% of English Learners score proficient/advanced
				CAASPP Math scores demonstrated higher proficiency rates in the last year, including subgroups who continue to show increased needs	CAASPP Math scores demonstrated higher proficiency rates in the last year, including subgroups who continue to show increased needs
				50% of all students scored proficient/advanced 20% of socio-economically disadvantaged students scored proficient/advanced 14% of students with disabilities scored proficient/advanced 19% of English Learners scored proficient/advanced	50% of all students scored proficient/advanced 20% of socio-economically disadvantaged students scored proficient/advanced 14% of students with disabilities scored proficient/advanced 19% of English Learners scored proficient/advanced
CCSS will be implemented in 100% of the classrooms through classroom observations by principal and teacher evaluation of	CCSS currently observed in all ELA, Math,History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and	CCSS currently observed in all ELA, Math, Social Studies, and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	CCSS Habits of Mind are routinely evident in some departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum.	CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full implementation of ELA curriculum.	CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full implementation of ELA curriculum. NGSS pilot will begin Spring of 2023 and continue in Fall 2023	CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full implementation of ELA curriculum. Emphasis is on rigor and GLAD strategies	CCSS Habits of Mind are routinely evident in some grade levels/departments. Increased alignment needed in: 6th grade Science Adopted curriculum is in full implementation of ELA curriculum. Emphasis is on rigor and GLAD strategies
3. Students will increase proficiency by 5% on the English Learner Progress Indicator (ELPI) and English Learner Reclassification Rate will maintain or increase.	In 2020-2021, 19% of Price ELL students were reclassified. This exceeds the county and state achievement significantly.	ELPI was not avaialble because the CA Dashboard was suspended for Winter 2022. 9 out of 123 English learners were reclassified this year at a rate of 7%.	68.3% making progress towards English language proficiency 16 out of 122 English learners were reclassified this year at a rate of 13%	45 - 6th and 7th grade students that are LTELs Of those 45 students - 40 are receiving services or interventions (IEP or Read 180 class) 5 students not receiving services had an ELPAC score of 3 last year. 4 of those 5 students had SBAC scores that would have qualified them for reclassification. 125 ELs - 24 RFEP (19%)	Increase the percentage of ELs making progress towards language proficiency to 80% Continue to reclassify students at 20% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				32 - potential RFEP (hit ELAC Level 4)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The additional IM1 prep class marks a proactive step towards enhancing academic support and readiness among students. This initiative targets 24 students who belong to the categories of SED (Socio-Economically Disadvantaged), Hispanic, or female, recognizing the importance of addressing educational disparities and promoting inclusivity.

To ensure the success of this program, a second Vice Principal (VP) has been appointed, dedicated to overseeing its execution and effectiveness. Additionally, a Paid Math teacher has been enlisted specifically to provide coaching sessions once a month. These measures aim to offer personalized attention and support to students, fostering a conducive learning environment conducive to academic growth and success.

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.

Curriculum Refresh:

Allocation of funds for a comprehensive curriculum refresh aimed at updating and enhancing instructional materials, resources, and learning experiences across various subject areas. This initiative ensures alignment with current educational standards, best practices, and emerging trends in pedagogy. Budget allocation: $10,000
Additional Vice Principal:

NGSS (Next Generation Science Standards) Adoptions:

Funding designated for the adoption and implementation of Next Generation Science Standards (NGSS) to enhance science education curriculum and instruction. This investment encompasses the procurement of NGSS-aligned instructional materials, professional development for teachers, and integration of inquiry-based learning approaches.

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

Reduction in Suspensions:

The implementation of targeted interventions and supportive strategies has resulted in a noticeable decrease in the number of student suspensions. This decline reflects a positive shift in student behavior and discipline within the school environment.
Improvement in Attendance:

Notably, there has been a significant increase in overall attendance rates, particularly among students with special education needs (Sped) and those identified as target students, especially those who have struggled with chronic absenteeism in the past. This improvement underscores the effectiveness of interventions aimed at addressing attendance barriers and fostering a culture of regular attendance and engagement.
Vice Principal Support in SARB Process:

The Vice Principal's active involvement and support in the School Attendance Review Board (SARB) process have played a pivotal role in addressing attendance issues comprehensively. By collaborating with stakeholders and implementing personalized intervention plans, the VP has facilitated the identification and resolution of attendance-related challenges, contributing to improved student attendance outcomes.
Support for Science Adoption:

The school's commitment to supporting science adoption initiatives reflects its dedication to enhancing the quality of science education and curriculum delivery. Through strategic investments in resources, professional development opportunities, and curriculum enhancements, the school is poised to provide students with enriching and rigorous science learning experiences aligned with current educational standards and best practices.
Overall, these interventions and initiatives signify the school's proactive approach to addressing critical areas of concern, such as student behavior, attendance, and curriculum enhancement. By leveraging targeted support, collaboration, and strategic investments, the school is making significant progress towards its goals of promoting a positive school climate, improving student outcomes, and fostering academic success for all students.

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

Made Advanced ELA an Elective:

After reflecting on prior practices and student performance, it was decided to transition Advanced ELA (English Language Arts) from a mandatory course to an elective. This change provides students with greater flexibility in choosing their coursework while still offering opportunities for advanced study in ELA for those who are interested and academically prepared.
Added IM1 Prep Class:

Recognizing the need to provide additional support to students in preparation for IM1 (Integrated Mathematics 1), an IM1 Prep Class has been introduced. This class targets students who may benefit from extra instruction and resources to excel in mathematics, aligning with the school's commitment to promoting academic success and equity.
Paired Electives to Make Core Science and Math Year Long:

Reflecting on the effectiveness of instructional delivery and student engagement, the decision was made to pair certain electives to create year-long core Science and Math courses. This adjustment ensures continuity and depth of learning in these fundamental subjects, providing students with a more comprehensive understanding and mastery of key concepts over an extended period.
HMH Reflection:

Following a reflection on the effectiveness of the existing curriculum resources provided by HMH (Houghton Mifflin Harcourt), adjustments may be made to curriculum implementation and instructional strategies based on insights gained. This reflection process aims to optimize the utilization of HMH materials to enhance teaching and learning outcomes.
Added Monthly Math Coach:

In response to identified needs and feedback from students and teachers, a monthly Math Coach has been added to provide ongoing support and guidance in mathematics instruction. This coaching initiative aims to strengthen teacher effectiveness, improve student achievement, and foster a collaborative culture of professional growth within the mathematics department.
These changes reflect a thoughtful and data-informed approach to enhancing educational practices and outcomes based on reflections on prior experiences and feedback. By adjusting goals, metrics, desired outcomes, and actions, the school seeks to continuously improve its programs and services to better meet the needs of its students and promote academic excellence.

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

Goals and Actions

Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning: Price Middle School with support from Cambrian School District will provide high quality staff through recruitment, retention and professional development so every student thrives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	100% teachers are appropriately assigned and credentialed in subject area per Annual SARC/Local Indicator the annual School Accountability Report Card (SARC) report.	Continue to maintain 100% of appropriately placed teachers.	Continue to maintain 100% of appropriately placed teachers.	Continue to maintain 100% of appropriately placed teachers.	Continue to maintain 100% of appropriately placed teachers.
Participation in professional development opportunities	3 District-wide Professional Learning Wednesdays 3 Districtwide Professional Learning Days Increase targeted PD for under represented departments planned for 22-23	SEL emphasis included suicide prevention training and End the Silence training for all staff. Emphasis was also placed on working with LGTBQ students. Provide specific PD for Music, Spanish, Voc Tech, Art and Physical Education Teachers	SEL emphasis included suicide prevention training, cultural proficiency, and equity and inclusivity training. Specific emphasis was on teachers PD at CADA and implementing positive activities for staff and students.	CADA and implementing positive activities for staff and students.	Maintain district supported professional development. Specific PD for all curricular areas provided. CADA and implementing positive activities for staff and students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Provide SUTW refresher for ELA teachers			
Level of staff satisfaction from professional development surveys	Continue to raise satisfaction via teacher led PD ___ % of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline will be established in 2021-22)	Increase teacher satisfaction by 5%	Two of our professional development days were facilitated by two staff members who are currently getting their administrative credential. The trainings were on equity and inclusion.	PD on Trauma informed teaching and strategies. PD on Breath for Change	Increase teacher satisfaction with PD by 10% over baseline.
BTSA program for all eligible Price teachers	All BTSA-eligible teachers participated as well as EPIC for special ed teachers	Coordinate with BTSA and EPIC to provide mentorship and support for all eligible teachers. Support with release days for observation.	We had one teacher who was supported through BTSA.	We have one teacher who was supported through BTSA	Continue to provide support for new teachers completing their credentials.
School wide and district leadership opportunities	Opportunities: Leadership Team, CLC, PBIS, Math Leadership Team, Assessment Team Some responsibilities/team titles may change	Increased variety of staff assignments to various committees to increase voice and knowledge base.	Two of our professional development days were facilitated by two staff members who are currently getting their administrative credential. The trainings were on equity and inclusion.	We have two Vice Principals who are finishing their clear credential induction program	Continue to involve teachers in site decision making and leadership. Develop MTSS and continue Equity Work

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Four of our teachers attended CADA		
Placement of university student teachers	1 teacher provided master teacher support for 2 student teaching candidates	2 teachers provided master teacher support for student teaching placements	2 teachers provided master teacher support for student teaching placements	1 teachers provided master teacher support for student teaching placements	Support student teaching candidates as available.
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, curricular adherence, Designated/Integrated ELD, STUW, etc.	Data collection walk throughs reduced to teachers on evaluation. All staff were able to increase their performance utilizing the matrix.	Temporary and Probationary teachers demonstrate meeting standards on CSTP goals with feedback and support from admin and site TOSA	Temporary and Probationary teachers demonstrate meeting standards on CSTP goals with feedback and support from admin and site Instructional Specialist	Instructional Support was given to new teachers and teacher new to Price from admin and Instructional Specialist	Increase % of teachers implementing best practices 10% over base line.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Teacher Coaching Cycles:

Planned Action: Implement regular coaching cycles to provide targeted support and professional development to teachers.
Actual Implementation: Due to resource constraints or scheduling conflicts, the frequency or depth of coaching cycles may be reduced compared to the initially planned actions. Some teachers may not receive coaching as frequently or comprehensively as intended.
Compensation for Teachers' Additional Duties:

Planned Action: Compensate teachers for supporting extracurricular clubs, yard duty, and subbing for other teachers as a strategy to retain staff and promote a positive school culture.

Actual Implementation: Budgetary constraints or administrative decisions may result in modifications to the compensation structure, leading to differences in the amount or type of compensation provided to teachers for these additional responsibilities.
Offering Academic Electives:

Planned Action: Introduce a variety of academic electives to enrich the curriculum and provide students with diverse learning opportunities.
Actual Implementation: Unforeseen logistical challenges, staffing limitations, or changes in student preferences may lead to adjustments in the types or availability of academic electives offered compared to the initial plans. Some planned electives may not be feasible to offer due to resource constraints.
SDC Students Push into Science Classes:

Planned Action: Implement a strategy to push students with Special Day Classes (SDC) into regular 6th and 7th-grade science classes to promote inclusion and access to general education curriculum.
Actual Implementation: Despite intentions to integrate SDC students into regular science classes, logistical barriers or individual student needs may necessitate modifications to the implementation approach. The extent to which SDC students are integrated into regular science classes may vary from the original plan.
NGSS Adoption Professional Development (PD):

Planned Action: Provide comprehensive professional development sessions to support teachers in implementing Next Generation Science Standards (NGSS) into their curriculum.
Actual Implementation: The actual implementation of NGSS adoption PD may differ in terms of duration, content coverage, or participant engagement compared to the initially planned actions. External factors such as scheduling conflicts or resource availability may impact the delivery and effectiveness of PD sessions.
HMH Refresher Professional Development (PD):

Planned Action: Conduct refresher professional development sessions to reinforce teachers' familiarity with HMH curriculum resources and instructional strategies.
Actual Implementation: The implementation of HMH refresher PD may deviate from the original plan in terms of timing, format, or content coverage. Changes in priorities, staff availability, or instructional needs may influence the delivery and effectiveness of refresher PD sessions.

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

The school has committed to enhancing science education through the adoption of Next Generation Science Standards (NGSS), integrating modern scientific practices and principles into the curriculum. Alongside this initiative, recognizing the importance of reinforcing mathematical skills, an after-school math program has been established at minimal cost, leveraging existing resources and community support. Through comprehensive professional development for teachers and engaging activities for students, the NGSS adoption aims to foster critical thinking

and inquiry skills, while the after-school math program provides additional support and enrichment opportunities for students to excel in mathematics. These efforts underscore the school's dedication to improving educational services, ensuring that all students have access to high-quality science and math education to succeed academically and thrive in their learning journey.

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

While the impact of the Next Generation Science Standards (NGSS) adoption on future Science SBAC scores remains uncertain, preliminary results indicate promising outcomes from the after-school math program. This program has successfully opened up advanced math pathways for students of color and females, demonstrating its effectiveness in providing equitable access to mathematical opportunities. As the NGSS implementation progresses, ongoing assessment and evaluation will be essential to determine its influence on student achievement in science, while the positive outcomes observed in the after-school math program highlight its role in fostering diversity and inclusion in mathematical education.

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

Reflecting on prior practices, we have decided to make changes to our planned goals to better align with the needs of our student population. Recognizing the importance of addressing disparities in mathematics achievement, we are introducing an after-school math class specifically tailored for underrepresented students. This initiative aims to provide additional support and enrichment opportunities to help these students excel in mathematics. Additionally, after careful consideration of student performance and educational equity, we have made the decision to eliminate the 7th and 8th-grade advanced ELA classes. This adjustment ensures that resources and opportunities are distributed more equitably among all students while still maintaining high standards for English language arts instruction. These changes reflect our commitment to promoting academic success and inclusivity for all students.

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

Goals and Actions

Goal

Goal #	Description
3	Positive School Environment, Climate and Culture: Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey area of need - There is an adult who will help me if I need it	School Climate Survey Results: Minimum 5% increase in the number of students able to identify a trusted adult at school. On the 2020-2021 School Climate survey, 75% of students know an adult at school they trust for help.	School Climate Survey Results: 1.4% decrease in the number of students able to identify a trusted adult at school. On the 2021-2022 School Climate survey, 73.6% of students know an adult at school they trust for help.	73% of students know an adults at school they trust. This is a slight decrease from last year.	According to the School Climate Survey: 87% of students feel successful 91% of students feel that teachers treat them with respect 79% of students feel safe at school	Continue increase of positive School Climate Survey results
SWIS Office Major Referrals, suspension rate, expulsion rate	A 5% decrease in major office referrals and suspensions (baseline to be established in 2022-2023) 2019-2020 suspension rate 2% Maintenance of expulsion rate	Baseline data will be collected in June for suspensions and office referrals due to previous school closure impacting data. Maintenance of expulsion rate (currently at 0% for past two years)	Currently we have 36 suspensions for the 22/23 school year. This is a 13% decrease from 21/22. Expulsion rate has been at 0% for past three years	22/23 School year ended with 64 suspensions. The 23/24 school year ended with 56 suspensions. That is a 15% decrease in suspensions. Expulsion rate has been at 0% for past three years	Continue to decrease office referrals and suspensions by 5% per year overall as well as in demographic groups (SWD, hispanic students, & male students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(currently at 0% for past two years)				
Attendance rate	A minimum 95% Attendance Rate	Maintained an attendance rate of 95.29% base on data collected in May 2022.	Maintained an attendance rate above 95% based on April, 2023	Increase attendance rate to 95% with a focus on students with IEPs	ncrease attendance rate to 95% with a focus on students with IEPs
Chronic Absenteeism rate	A decrease chronic absenteeism rate. Baseline to be established in 21-22 due to COVID impact.	Baseline data will be collected in June due to previous school closure impacting data.	12.1% of students were chronically absent.	7.2% of general education students were chronically absent. 20% of students with an IEP were chronically absent	Decrease chronic absenteeism by 5%
Participation rate in extra curricular activities: band, athletics, NJHS, etc.	Establish baseline in 21-22 for post COVID data	Baseline data will be collected in June due to previous school closure impacting data.	186 students participated in band and choir 50 students participated in NJHS Approximately 500 students participated in sports - more than 50% of students.	186 students participated in band and choir 120 students participated in NJHS Approximately 500 students participated in sports - more than 50% of students.	Continue high participation in after school programs. Continue use of Valley Sports.
Referrals for counseling and crisis intervention data	Due to the Increase in referrals resulting from isolation during school closure, new baselines will be established in 21-22	Baseline data will be collected in June due to previous school closure impacting data.	66 students are supported by the two counselors for crisis and/or trauma 30 gen ed students and 20 IEP students have been referred to	70 students are supported by the two counselors for crisis and/or trauma 15 gen ed students and 18 IEP students have been referred to	Decrease referrals by 10% from preventative programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			our part-time Nugent counselor.

22 CareSolace referrals | our part-time Nugent counselor.

15 CareSolace referrals | |
| Middle School Drop Out Rate | drop out rate = 0% | drop out rate = 0% | drop out rate = 0% | drop out rate = 0% | drop out rate = 0% |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

We are currently working with Santa Clara County of Educational on chronic absenteeism of students with IEPs through the Differentiated Assistance Program

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.

To enhance the school climate and reduce discipline incidents, several material differences have been implemented. Firstly, additional yard duty help has been introduced to ensure effective supervision of students during recess, promoting a safer and more orderly environment. Secondly, two teachers are being compensated to supervise lunch periods, utilizing their lunch breaks to oversee student activities and minimize unsupervised time on campus, thereby reducing opportunities for disciplinary issues to arise. Moreover, paying teachers to supervise various clubs during lunch aims to provide structured and engaging activities, diverting students' attention away from potential disruptive behaviors. Additionally, the adjustment to the bell schedule, with block days scheduled on Tuesday and Wednesday, is intended to alleviate teacher and staff burnout by providing longer periods for instruction and planning, thereby fostering a more supportive and sustainable work environment. These proactive measures address key factors contributing to school climate and discipline concerns, ultimately promoting a positive and conducive learning environment for all students and staff.

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

Discipline incidents and suspension have been reduced significantly.

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

Block Schedule change. Now Block days will be Tuesday and Wednesday instead of Wednesday and Thursday.

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

Goals and Actions

Goal

Goal #	Description
4	Strong Parent and Community Engagement: Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent Involvement Survey	1. Few parents participated in the survey due to school closure. Additional surveys will be implemented periodically during the 21-22 school year.	54 parents participated in the parent engagement survey. The overall trends show that parents are very happy with the amount and type of communication coming from the site. Parents do not feel that school has been designed nor have they been encouraged to participate or volunteer.	66 parents participated in the parent engagement survey. The overall trend shows that parents are happy with the amount and type of communication coming from the site. 76% of parents responded that each families ethnicity and culture are respected and recognized.	62 parents participated in the parent engagement survey. 45 feel welcome at school and 15 feel welcome some of the time. 45 agree that their ethnicity and culture are recognized and respected 50. parents agreed that they receive timely communication all or most of the time.	Increase parent involvement through workshops, events and volunteer opportunities.
2. Home and School Club tracking not currently available. ELAC has 8 regular members attending all	2. Begin capturing attendance in the meeting minutes for all parent committees.	Meetings were conducted via Zoom due to COVID restrictions. Metrics	HSC meetings were conducted in person and via Zoom. We had on average 10 parents and 3	HSC meetings were conducted in person. We had an average of 10 parents and 2 teachers at the	Increase participation of HSC parents by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings. SSC attendance has been limited to members of the committee.		will be collected next school year.	teachers attend the general meetings. SSC members included 3 students (one from each grade level) , four parents, two teachers and the school secretary.	general meetings. SSC members included three students (one from each grade level), three parents, three teachers and the school secretary.	
3. Translation has been available for all requested meetings through on site personnel or through district provided phone service. Publicizing this resource is needed.	3. Provide outreach to second language families with links to resources.	Bilingual office personnel were hired this school year and the newsletter has a link for translation.	Unfortunately, we no longer have a bilingual office person. The newsletter does have a link for translation. Our ELAC meetings were attended, on average, by 6 parents.	Our Campus Safety Supervisor is bilingual and often helps with translation. Our new school secretary is also bilingual. Our ELAC meetings were attended, on average, by 3 parents.	Increase ELAC participation by 10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive differences in planned actions for fostering strong parent and community engagement at Price Middle School include heightened outreach efforts targeting families of multilingual students and those from socially and economically disadvantaged backgrounds. Recognizing the importance of inclusive involvement, tailored strategies will be employed to ensure these families feel welcomed and valued as integral partners in their children's education. Furthermore, differentiated assistance will be provided for attendance matters, particularly focusing on the unique needs of special education students. By offering personalized support and resources, the school aims to strengthen collaboration between home and school, ultimately enhancing student success and fostering a more supportive and inclusive school community.

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.

Minimal monetary resources have been earmarked for ELAC (English Learner Advisory Committee) outreach and community events. Recognizing the importance of fostering strong relationships with families of English learners, the school has strategically prioritized non-monetary initiatives such as increased communication efforts, volunteer engagement, and collaboration with community organizations to support ELAC initiatives. By leveraging existing resources and emphasizing grassroots engagement, the school aims to promote inclusivity and strengthen partnerships with diverse stakeholders, ensuring that all families feel valued and empowered to participate in the educational process.

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

There was not a significant improvement to our ELAC attendance. We will implement an appreciation tea and recruit more home and school members to support outreach efforts

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

Despite the concerted efforts of Price Middle School to promote a welcoming and inclusive environment for parents, families, and community stakeholders, the specific actions taken to enhance ELAC attendance have not yielded significant improvements. However, the school remains committed to fostering meaningful engagement and has identified areas for refinement. To address this challenge, Price Middle School plans to implement an appreciation tea to acknowledge the contributions of parents and community members and will actively recruit more home and school members to bolster outreach efforts. By recognizing the importance of continued collaboration and adapting strategies to better meet the needs of stakeholders, the school aims to strengthen relationships and promote greater involvement in the educational journey of all students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District (Price Middle School)	Margaret Lavin Principal	lavinm@cambriansd.com (408) 377-2532

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.

Ida Price Charter Middle School, located in San Jose, California's Cambrian Park neighborhood, caters to students in grades 6-8, with an enrollment of approximately 925 students. The school prides itself on serving a diverse student body representative of Silicon Valley, comprising 36% white (non-Hispanic), 32% Hispanic, 16% Asian, and smaller percentages of other ethnic backgrounds. About 16% of students are English Learners, 18% are socio-economically disadvantaged, and 12% have special needs qualifying for Individualized Education Plans (IEPs) or 504 Plans.

The school's vision is to nurture responsible citizens with strong self-esteem through a safe and supportive environment. Price offers flexible, challenging curriculum aimed at fostering personal connections and real-world experiences, equipping students with lifelong learning skills. Price Middle School emphasizes diversity celebration, the joy of learning, and critical thinking to prepare students for success in a global society. The school's approach includes restructuring academic programs, implementing flexible scheduling, and promoting interdisciplinary instruction through teacher teams. Price also prioritizes student support through initiatives like Positive Behavioral Interventions and Supports (PBIS), aiming to develop responsible behavior and academic achievement.

Price Middle School continually evolves its educational strategies, focusing on equity, inclusion, and academic excellence to ensure all students thrive and succeed in middle school, high school, higher education, and beyond.

Reflections: Annual Performance

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

In the 2023/2023 school year, Price Middle School demonstrated strong academic performance as reported by the California Dashboard, with "All Student" groups achieving scores above the standard in both English Language Arts (ELA) and Mathematics. Specifically, 65% of students met or exceeded standards in ELA, while 50% did so in Mathematics. The school attributes part of this success to their ongoing support of 1:1 devices, which have facilitated learning continuity between school and home environments. This technological access has enabled teachers to leverage online curriculum resources such as Google Suite tools, and various educational apps to enrich instructional delivery and assessment practices across ELA and Math disciplines.

Price Middle School has implemented targeted interventions to further support student achievement. For example, the Read 180 Program has not only met but exceeded growth targets, indicating effective strategies to enhance literacy skills among students. Additionally, the school has introduced new initiatives such as Study Strategies classes to assist students with academic organization and Student Success classes specifically tailored for 8th graders with a GPA of 1.5 or lower. These efforts underscore the school's commitment to addressing individual student needs and promoting academic growth and success for all learners.

Despite these achievements, Price Middle School faces challenges such as disparities in performance among student subgroups. Students with disabilities (SWD) showed declines in proficiency levels in both ELA and Math compared to previous years, resulting in "Red" ratings on the California Dashboard. Moreover, the school is addressing issues like chronic absenteeism, which stands at 11.2% for all students and significantly higher at 28.2% for students in Special Education. Price is working with the Santa Clara County of Education to address this disparity.

To support continuous improvement, Price Middle School is investing in professional development focused on equity, inclusion, and trauma-informed teaching practices, aiming to create a supportive and an equitable learning environment for all students.

Reflections: Technical Assistance

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

In 2023, Price Middle School qualified for Differentiated Assistance (DA) under the California School Dashboard criteria due to a high chronic absenteeism rate of 28.2% among Students with Disabilities (SWD). Price Middle School has undertaken several steps and improvement efforts to tackle this challenge. They have reviewed eligibility areas and examined attendance data across different demographics to identify patterns and disparities.

To address chronic absenteeism, the school has initiated proactive measures. These include reaching out to families to understand the reasons behind student absences, recognizing that some factors such as childcare or family illness may be beyond the school's immediate control. The aim is to uncover the root causes of absenteeism and provide necessary support. Price Middle School has also launched

community-wide awareness campaigns through the weekly school newsletter, parent conferences, and direct messaging to families, emphasizing the importance of regular attendance and the resources available to support students.

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.

Price

Support for Identified Schools

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

In 2023, Price Middle School qualified for Differentiated Assistance (DA) due to a high chronic absenteeism rate of 28.2% among Students with Disabilities (SWD), prompting focused efforts to improve attendance. The school has conducted a thorough review of eligibility areas and demographic attendance data to identify disparities and patterns. To address absenteeism, Price Middle School has implemented proactive measures such as reaching out to families to understand underlying reasons for absences, conducting home visits when necessary, and launching community-wide awareness campaigns through various channels. The approach focuses on fostering collaboration among teachers, families, and the community to support student success.

Monitoring and Evaluating Effectiveness

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

Price will prioritize attendance monitoring by working with Santa Clara County Office of Education Differentiated Assistance program. The attendance clerk and administration utilizes attendance tracking software. By leveraging technology and dedicated staff oversight, the school aims to address attendance challenges effectively, ensuring that all students and particularly students with disabilities, receive the support and interventions needed to enhance their regular school attendance and overall academic success.

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

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

The following is a summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP:

a. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. The administration also reviewed parent survey results with both teams and discussed their feedback.

b. Newsletters published to update actions pertinent to LCAP goals.

c. Home & School Club (HSC) reviewed LCAP goal areas.

d. Staff reviewed LCAP goals and provided feedback.

e. Principal Advisory Committee (PAC) Selected students advised the principal on issues/concerns on campus. They also gave suggestions and advice on how to improve the climate of the school.

f. Parent survey developed and issued to parents in April 2023. Multiple emails and written reminders were sent out.. The results were disseminated to HSC, SSC, and ELAC, and at staff meetings.

g. Regular staff meetings/department meetings/grade level meetings are held where important school information is disseminated and teachers engage in collaborative work.

In general, the review of LCAP goals occurred in 5 steps with stakeholder groups including HSC, ELAC, and SSC:

1. Inform and educate all stakeholder groups about the LCAP development process. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district.These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, and Home & School Club Meetings. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website.

2: Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions, and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:
1. Proficiency Rates on aReading & aMath district screeners.
2. Counseling, Attendance & Discipline data
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey
5. School Climate Survey

4. Review the draft LCAP for 2023-2024 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators, and actions that appear in this LCAP

5: Revision of the LCAP based on final review. Finally, the site administrators shared the draft LCAP with the school district Board of Trustees.The staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on May 2, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Price Middle School will provide high quality and dynamic instruction for all students (including EL, SED, Foster Youth, and SpEd) while preparing them for the 21st century college and career readiness.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a kindergarten through 8th-grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

1. Annually increase the percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for EnglishLanguage Arts and Mathematics.

2. Close the achievement gap in the district's lowest-performing sub-groups by annually increasing the percentage of English learners, Hispanic, Socio-economically Disadvantaged, Foster Youth, and Students with Disabilities who are proficient/advanced in English Language Arts and Mathematics.

3. Full implementation of the Common Core State Standards (CCSS) and NGSS.
a. CCSS Interim Assessment Benchmarks Grades 6-8
b. Smarter-Balanced Assessment Consortium (SBAC) Grades 6-8
c. Common Core Implementation in the classrooms - Scope and Sequence

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard: English Language Arts Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	2022/2023 aReading scores demonstrated lower proficiency rates than in past years. 24% of SED students scored proficient/advanced 14% of students with disabilities scored proficient/advanced 13% of English Learners scored proficient/advanced 17% of Hispanic students scored proficient/advanced aMath demonstrated higher proficiency rates than in last year. Several student groups continue to show increased needs. 19% of SED students scored proficient/advanced			2022/2023 aReading scores demonstrated higher proficiency rates than last year. Several students continue to show increased needs. 28% of SED students scored proficient/advanced 23% of students with disabilities scored proficient/advanced 9.3% of English Learners scored proficient/advanced 50% of Hispanic students scored proficient/advanced aMath demonstrated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9% of students with disabilities scored proficient/advanced 8% of English Learners scored proficient/advanced 25% of Hispanic students scored proficient/advanced			higher proficiency rates than in last year. Several student groups continue to show increased needs. 20% of SED students scored proficient/advance d 15% of students with disabilities scored proficient/advance d 20% of English Learners scored proficient/advance d 30% of Hispanic students scored proficient/advance d	
1.2	SBAC Proficiency or above from 22/23 in ELA, Math & Science 6-8	2022/2023 67% ELA Proficient/Advanced 61% Math Proficient/Advanced			2022/2023 SBAC ELA Set SMART goals for all significant subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51% Science Proficient/Advanced			SBAC Math Set SMART goals for all significant subgroups. Implement new NGSS curriculum	
1.3	CCSS will be implemented in 100% of the classrooms through classroom observations by principal, two assistant principals, and Instructional Specialist and teacher evaluation of PD	CCSS currently observed in all ELA, Math,History and Science classrooms at varying degrees. Emphasis on clearly identified lesson objectives and CCSS Habits of Mind are routinely evident in some departments. Increased alignment needed in: 6th grade Science and Social Studies. Prepared for full implementation of ELA curriculum			Full implementation of CCSS in all curricular areas. Alignment of practices and pacing evident in all departments and grade levels.	
1.4	Pecentage of English Learner students reclassified to Fluent English Proficient.	2023 125 ELs - 24 RFEP (19%) 32 - potential RFEP (hit ELAC Level 4)			25% Reclassified for 24/25	
1.5	Percentage of LTELs reclassified as fluent English proficient.	45 - 6th and 7th grade students that are LTELs Of those 45 students - 40 are receiving			Increase RFEP of LTELs by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services or interventions (IEP or Read 180 class) 5 students not receiving services had an ELPAC score of 3 last year. 4 of those 5 students had SBAC scores that would have qualified them for reclassification.				

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	CCSS aligned curriculum and instructional materials	Books, supplies, technology, instructional software, hardware and materials.	$70,000.00	No
1.2	After School Homework Center	Available to all students, working on targeted areas of need.	$25,000.00	
1.3	Instructional Materials	Copy machine lease, maintenance, copier consumables, shredding, laminator maintenance and consumbales	$30,000.00	No
1.4	Instructional Materials	Books and supplies - supplemental curriculum to support during school and extended day intervention needs	$25,000.00	No
1.5	Additional Academic/SEL counselor	Employ a second counselor to ensure adequate support and intervention for at risk students. Support for Tier 1 and Tier 2 interventions and SST process as appropriate	$80,000.00	
1.6	Licenses	Library Software Site License	$500.00	No
1.7	Student Materials	Provide Supplies, backpacks, PE uniforms, etc for students in need to ensure equitable access	$2,000.00	
1.8	1.0 FTE (Asst. Principal)	Additional administrative support to provide professional learning and instructional programs	$180,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Effective Leadership, Teaching and Learning: Price Middle School with support from the Cambrians School District will provide high quality staff through recruitment, retention and professional development so every student thrives.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

All teachers at Price possess credentials appropriate to their position. Major focus areas this year will be:
1. Supporting teachers in the new NGSS adoption.
2. Using data-driven collaboration to target specific areas of need.

Metrics:
a. Highly Qualified Teachers
b. Participation in professional development opportunities
c. Level of staff satisfaction from professional development surveys
d. BTSA program for all eligible Price teachers
e. School-wide and district leadership opportunities
f. Placement of university student teachers

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers who are appropriately assigned (i.e., have an assignment monitoring outcome of "clear").	100% teachers are appropriately assigned and credentialed in subject area per Annual			Continue to maintain 100% of appropriately placed teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SARC/Local Indicator the annual School				
2.2	Participating in Professional Development Opportunities	SEL emphasis included Breath for Change and Trauma Informed Teaching for all staff. Provide specific PD for CADA (ASB and PBIS) NGSS pilot, HMH refresher			Maintain district supported professional development and Site based specific PD for all teachers	
2.3	Level of staff satisfaction from professional development surveys	Continue to raise satisfaction. Staff indicated that the professional development, training and staff collaboration was an effective use of their time			Continue to provide meaningful Professional Development	
2.4	BTSA Program for all eligible Price teachers	All teachers eligible for BTSA participated			Continue to provide support for new teachers completing their credentials.	
2.5	School wide and District Leadership opportunities	Teacher choice on Yard Duty and Adjunct duties. Opportunities to be a part of the MTSS Team, Leadership Team, PBIS Team. (Some responsibilities/team titles may change)			Continue to involve teachers in site decision making and leadership and continue to provide choice.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Placement of University Student Teachers	One teacher candidate was provided a master teacher			Continue to place student teachers as needed	
2.7	Equity & Inclusion Process	Equity data collection walks to increase inclusion, rigor and overall equity			Continue working with Nicole Anderson and implementing equity strategies and staff development	

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	Professional Development & Collaboartion	Provide Professional Development and Collabortion Time in the following areas: SEL (Trauma Informed PD and Breath for change PD) NGSS Adoption CADA Inclusion and Equity Training Expenditures to include: conferences, on site collabortion (scoring for writing assements, benchmarks and MARS tasks) and data driven planning	$22,500.00	No
2.2	Professional Development & Collaboration	Provide Professional Development and Collaboration Time in the following areas; 1. Instructional Best Practices 2. Data Driven Collaboration 3. Technology Integration and Digital Citizenship Trauma Informed Teaching CADA Expenditures to include: conferences, on site collaboration (scoring writing assessments, benchmarks and MARS tasks)	$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Positive School Environment, Climate, and Culture: Price Middle School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.	Focus Goal

State Priorities addressed by this goal.

> Priority 1: Basic (Conditions of Learning)
> Priority 4: Pupil Achievement (Pupil Outcomes)
> Priority 5: Pupil Engagement (Engagement)
> Priority 6: School Climate (Engagement)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Price Middle School acknowledges the positive results reflected in their PBIS Self Evaluation Tool score of 95%, indicating a campus environment that supports positive behavior and sustained student engagement. Despite this achievement, the school community recognizes the ongoing need for additional student support. Emphasizing school climate as a top priority, Price Middle School is committed to ensuring that all students learn in a safe and nurturing environment. Metrics such as the School Climate Survey, SWIS Office Major Referrals, Suspension Rate, Attendance Rate, Chronic Absenteeism Rate, participation in extracurricular activities, and counseling referrals are crucial in assessing and addressing these priorities effectively.

Moreover, there is a recognized urgency in addressing mental health needs, with a particular focus on enhancing counseling services to support student well-being. The metrics outlined provide a comprehensive framework for evaluating and improving the overall school climate and mental health support systems. Price Middle School's commitment to these metrics underscores their dedication to fostering a positive and supportive learning environment where every student can thrive academically and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate Survey area of need: Behavior	12% Strongly agree, 50% somewhat agree			Increase strong and somewhat agree to 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of my Classmates allow my teacher to teach					
3.2	Attendance Rate	A minimum of 90%			Raise current attendance rate to 95%	
3.3	Chronic Absenteeism	Chronic Absenteeism is at 11.2% for all students and 28% for SWD			Decrease chronic absenteeism to below 5% for all students and below 15% for SWD	
3.4	Referrals for counseling and crisis intervention data	75 students are supported by two counselors for crisis intervention and SEL support 15 general education students and 20 IEP students have been referred to our full time Nugent counselor 20 Caresolace referrals			Decrease referrals by 10% using preventative programs.	

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	New Wellness Center	Construct and maintain a wellness center in the area which was previously the Media Center	$5,000.00	
3.2	Attendance	Establish strategies to increase attendance rates: 1. Staff and Administration will communicate the importance of regular school attendance via newsletter and other communication venues. 2. An automated system will contact parents when students are absent 3. Staff will review monthly Attendance Reports and follow up with students and families who are experiencing truancy issues. 4. Student Support will be increased through the expanded academic counseling positions (Costs captured in Goal 1)	$750.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	PBIS	Staff will establish programs and strategies to maintain a postive learning environment; preventing bullying and harassment of students and staff with an emphasis on social media awareness. 1. PROUD Program - a consistent language and behavioral language and behavioral standards will be continued. Proud redemption week incentives 2. Positive Behavior Interventions and Supports (PBIS), which includes a comprehensive Behavior/Discipline system and supports the social and emotional needs of the students. Provide release time for PBIS team to review data and create responsive plans to address needs. 3. Early detection/prevention - Improve student engagement behavior in the classroom by identifying early and appropriate interventions to help all students learn. 4. Staff will engage and involve parents in their child's education at all levels to change behavior and turn the focus on learning, including parent/teacher conferences; progress reports; student study team process. 5. Staff will be provided ongoing professional development on PBIS implementation with emphasis on Tier 2 and Tier II strategies and programs and working students with special needs in the general classrooms. 6. Teachers PD at CADA (California Association of Directors of Activity)	$20,000.00	No
3.4	Enrichment and Access	Staff will develop a plan to provide and offer a variety of electives, club offerings and enrichment activities to meet the interests and abilities of all students. Enrichment and other student activities and clubs will be developed and maintained including but not limited to Math Olympiad, Math Counts, NJHS, LGBTQ, Digital Club, and Flexible Library Time for student access for a variety of activities in a safe and structured environment throughout the day. Support after school sports program costs (coaching, etc...) through student scholarships Stipend for site Athletic Director $13,000, Music Director $7,000 and Activities Director $6,000. Salaries of Music coaches $3,000. Also various support coaches $5,000	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	SEL Support	Services will be provided to meet the emotional, behavioral and mental needs of students. 1. School Counselors & Nugent Counseling Services - provides individual and group counseling for students through referral process or as needed basis. (Nugent Counselor and ½ of second Counselor District funded) 2. Study Study Team Process is employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges. 4. SEL curriculum training and collaboration (Habitudes, Project Cornerstone) 5. Check-in & Check-out - a programs designed specifically for students who need additional behavioral support 6. Library hours to support alternate locations on campus for students.	$20,000.00	
3.6	School Safety	Staff will establish a comprehensive Safe School Plan which includes protocols and procedures that are in place to ensure that students, staff, and anyone on campus is safe on a regular basis and especially in case of emergencies. 1. Staff will revise the comprehensive Safe School Plan. 2. Students, Staff, and volunteers will be trained on implementing the Safe School Plan. 3. Parents and community members will be apprised of the Safe School Plan. 4. Provide adequate supervision with campus monitors and additional certificated staff as needed. 5. Stipends for teachers who help during their duty-free lunch.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Strong Parent and Community Engagement: Price Middle School will promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parents at Price Middle School have expressed a desire for improved communication and access to information regarding student progress. There has historically been low participation rate in the Parent Engagement Survey. Price staff is eager to have more parent input in school decision-making processes and seek increased involvement in forums such as the School Site Council, Home & School Club, and English Learner Advisory Committee. Their feedback underscores the importance of enhancing communication channels and fostering greater parental engagement to better support student achievement and strengthen the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement Survey: The percentage of all parents who responded "Strongly Agree" or "Agree" to the parent survey item: Parents have opportunities to give input into the decision-making process at school.	Only 62 parents participated in the parent survey			Increase parents involvement through communication and events and other outreach avenues	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Average attendance at Home & School Club meetings	HSC general meetings were conducted in person There was on average 10 parents and 3 teachers in attendance			Increase Home & School Club attendance through outreach	
4.3	Average attendance at School Site Council meetings	SSC members included 3 students (one from each grade level), four parents, two teachers and the school secretary.			Maintain School site Council attendance. Outreach to ELAC parents to attend School Site Council	
4.4	Average attendance at ELAC meetings	On average there were three parents in attendance at site ELAC meetings			Increase parent involvement through outreach	

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	Increase two-way communication	Staff will provide multiple opportunities to parents to provide input to programs and progress using Blackboard Connect, school website and a newsletter Communication will be provided in multiple languages Continue Parent Information events and activies	$5,000.00	No
4.2	Communication of Student programs & progress	Through written communication, staff will keep parents informed on academic programs and curriculum Parent annual survey Student progress is available online as well as a hard copy of progress reports and report cards sent home by mail Parent conferences schedule for students requiring additional support.	$7,500.00	No
4.3	Community Building	Support parent events (Open House, BTSN, ELAC Meetings)	$5,000.00	No
4.4	Project Conerstone	SEL curriculum for 6th graders	$1,000.00	

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
$	$

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
	0.000%	$0.00	

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

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.

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.

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		
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				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$133,000.00		$105,750.00	$310,000.00	$548,750.00	$362,000.00	$186,750.00

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	CCSS aligned curriculum and instructional materials	All	No			Specific Schools: Price 6-8		$0.00	$70,000.00				$70,000.00	$70,000.00	
1	1.2	After School Homework Center	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$15,000.00	$10,000.00	$25,000.00				$25,000.00	
1	1.3	Instructional Materials	All	No			Specific Schools: Price 6-8		$0.00	$30,000.00			$30,000.00		$30,000.00	
1	1.4	Instructional Materials	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$0.00	$25,000.00			$25,000.00		$25,000.00	
1	1.5	Additional Academic/SEL counselor	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$80,000.00	$0.00	$80,000.00				$80,000.00	
1	1.6	Licenses	All	No			Specific Schools: Price 6-8		$0.00	$500.00			$500.00		$500.00	
1	1.7	Student Materials	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.8	1.0 FTE (Asst. Principal)	All	No			Specific Schools: Price		$180,000.00	$0.00				$180,000.00	$180,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-8									
2	2.1	Professional Development & Collaboartion	All	No			Specific Schools: Price 6-8		$22,500.00	$0.00			$22,500.00		$22,500.00	
2	2.2	Professional Development & Collaboration	All	No			Specific Schools: Price 6-8		$4,500.00	$0.00			$4,500.00		$4,500.00	
3	3.1	New Wellness Center	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Attendance	All	No					$0.00	$750.00			$750.00		$750.00	
3	3.3	PBIS	All	No			Specific Schools: Price 6-8		$0.00	$20,000.00				$20,000.00	$20,000.00	
3	3.4	Enrichment and Access	All	No			Specific Schools: Price 6-8		$40,000.00	$0.00				$40,000.00	$40,000.00	
3	3.5	SEL Support	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$20,000.00	$0.00	$20,000.00				$20,000.00	
3	3.6	School Safety	All	No			Specific Schools: Price 6-8		$0.00	$5,000.00			$5,000.00		$5,000.00	
4	4.1	Increase two-way communication	All	No			Specific Schools: Price 6-8		$0.00	$5,000.00			$5,000.00		$5,000.00	
4	4.2	Communication of Student programs & progress	All	No			Specific Schools: Price 6-8		$0.00	$7,500.00			$7,500.00		$7,500.00	
4	4.3	Community Building	All	No			Specific Schools: Price		$0.00	$5,000.00			$5,000.00		$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-8									
4	4.4	Project Conerstone	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Price 6-8		$0.00	$1,000.00	$1,000.00				$1,000.00	

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
			0.000%		$0.00	0.000%	0.000 %	Total:	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	After School Homework Center			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$25,000.00	
1	1.4	Instructional Materials			English Learners Foster Youth Low Income			
1	1.5	Additional Academic/SEL counselor			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$80,000.00	
1	1.7	Student Materials			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$2,000.00	
3	3.1	New Wellness Center			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$5,000.00	
3	3.5	SEL Support			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$20,000.00	

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	4.4	Project Conerstone			English Learners Foster Youth Low Income	Specific Schools: Price 6-8	$1,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$520,584.00	$0.00

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	CCSS aligned curriculum and instructional materials	No	$70,000.00	
1	1.2	After School Homework Center	No	$25,000.00	
1	1.3	Instructional Materials	No	$23,000.00	
1	1.4	Instructional Materials	Yes	$30,000.00	
1	1.5	Additional Academic/SEL counselor	Yes	$75,000.00	
1	1.6		No	$500.00	
1	1.7	Student Materials	Yes	$2,000.00	
1	1.8	1.0 FTE (Asst. Principal)	Yes	$178,750.00	
2	2.1	Professional Development & Collaboration	No	$22,500.00	
2	2.2	Professional Development & Collaboration	No	$4,500.00	

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)
3	3.1	Supporting access	No	$750.00	
3	3.2	PBIS, recognitions, support	No	$20,000.00	
3	3.3	Enrichment and Access	No	$30,000.00	
3	3.4	SEL support	No	$20,000.00	
3	3.5	School Safety	No	$5,000.00	
3	3.6	SWIS/CICO	No	$584.00	
4	4.1	Increase two way communication	Yes	$5,000.00	
4	4.2	Communication of student programs & progress	No	$5,000.00	
4	4.3	Community Building	No	$2,000.00	
4	4.4	Project Cornerstone	No	$1,000.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$290,750.00	$0.00	$0.00	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	1.4	Instructional Materials	Yes	$30,000.00			
1	1.5	Additional Academic/SEL counselor	Yes	$75,000.00			
1	1.7	Student Materials	Yes	$2,000.00			
1	1.8	1.0 FTE (Asst. Principal)	Yes	$178,750.00			
4	4.1	Increase two way communication	Yes	$5,000.00			

2023-24 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **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.

    o 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.

  o 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,

  o 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:

  o 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

  o 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.

  o 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.

  o 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.

  o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o 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:

- o 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.

- o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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).

- o **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.

  - o **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

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

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

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

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

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

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

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

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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).

California Department of Education
November 2023

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

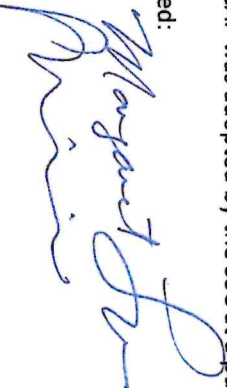| Signature	Committee or Advisory Group Name
ORLY MILLER	ELAC

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on 04/22/2024.

Attested:

Principal, Margaret Lavin on 04/22/2024

SSC Chairperson, Samantha Shiraishi on 04/24/2024