LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carmel Unified School District
CDS Code: 27 65987
School Year: 2024-25
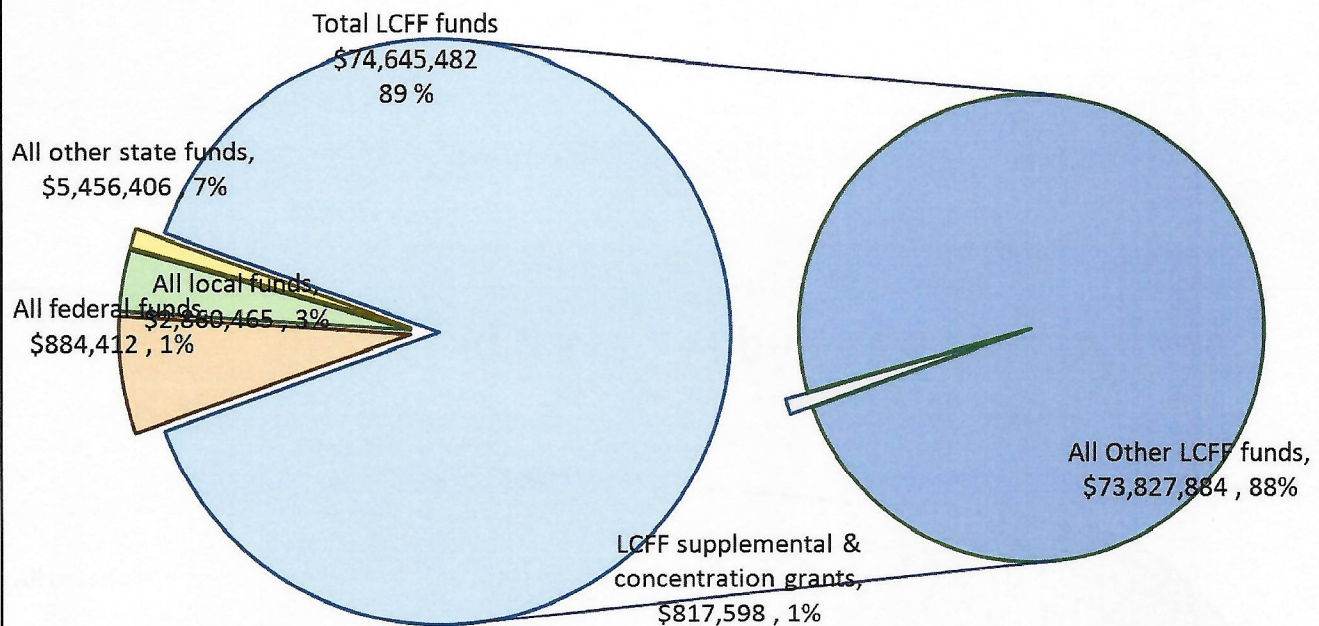LEA contact information:
Sharon Ofek
Superintendent
sofek@carmelunified.org
831-624-1546

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$74,645,482
89 %

All other state funds,
$5,456,406 / 7%

All local funds,
$2,860,465 , 3%

All federal funds,
$884,412 , 1%

All Other LCFF funds,
$73,827,884 , 88%

LCFF supplemental &
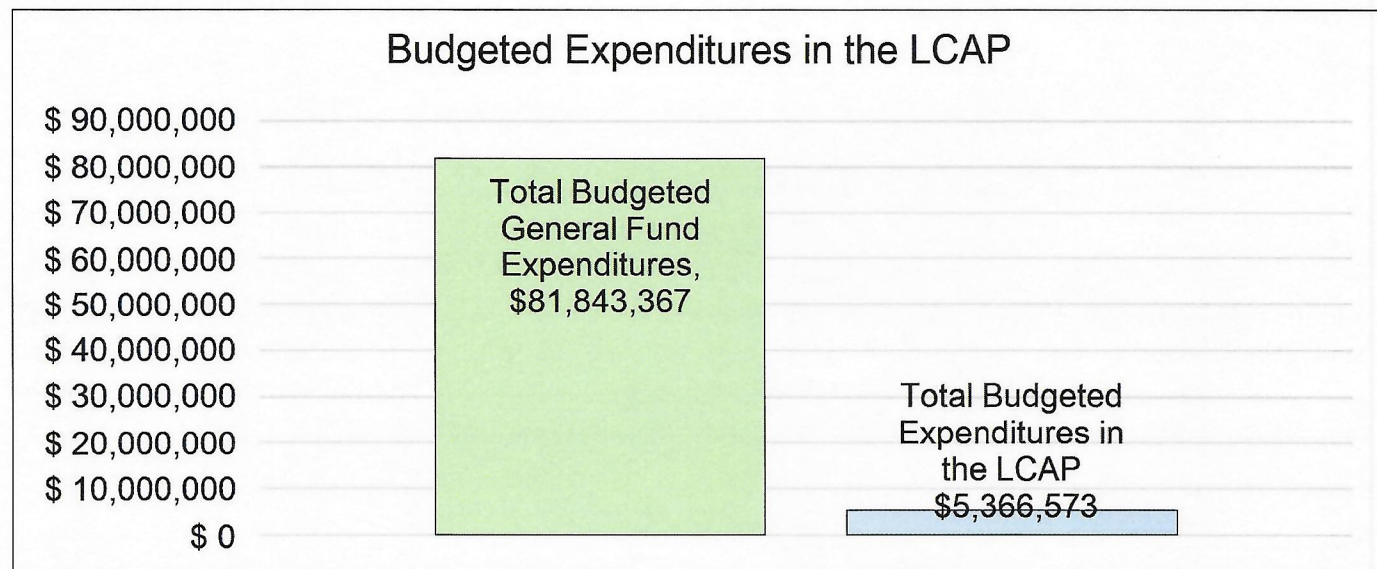concentration grants,
$817,598 , 1%

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

The text description for the above chart is as follows: The total revenue projected for Carmel Unified School District is $83,846,765, of which $74,645,482 is Local Control Funding Formula (LCFF), $5,456,406 is other state funds, $2,860,465 is local funds, and $884,412 is federal funds. Of the $74,645,482 in LCFF Funds, $817,598 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 90,000,000	
$ 80,000,000	Total Budgeted General Fund Expenditures, $81,843,367
$ 70,000,000	
$ 60,000,000	
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	Total Budgeted Expenditures in the LCAP $5,366,573
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Carmel Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Carmel Unified School District plans to spend $81,843,367 for the 2024-25 school year. Of that amount, $5,366,573 is tied to actions/services in the LCAP and $76,476,794 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
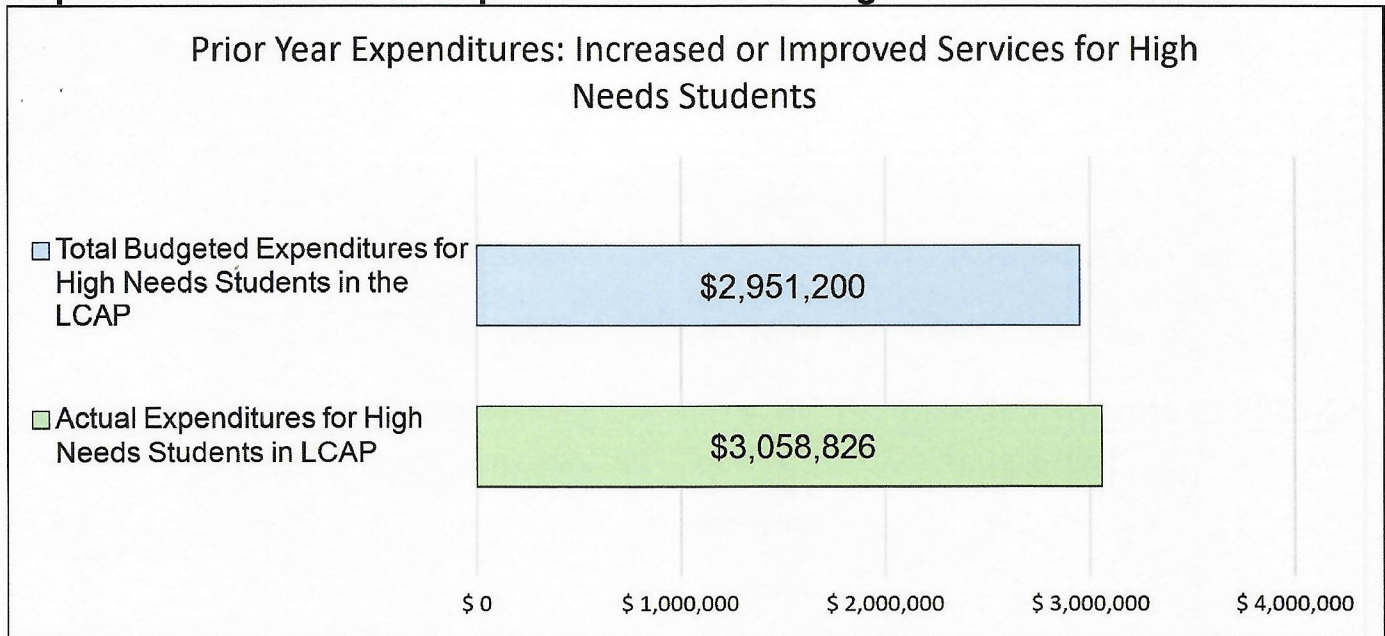
The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise more than 80% of General Fund Budget expenditures. The remainder goes to support the day-to-day operations of educating district students including transportation, maintenance of buildings and grounds, special education, business and human resources services.

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

In 2024-25, Carmel Unified School District is projecting it will receive $817,598 based on the enrollment of foster youth, English learner, and low-income students. Carmel Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carmel Unified School District plans to spend $3,517,687 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

$2,951,200

☐ Actual Expenditures for High Needs Students in LCAP

$3,058,826

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000
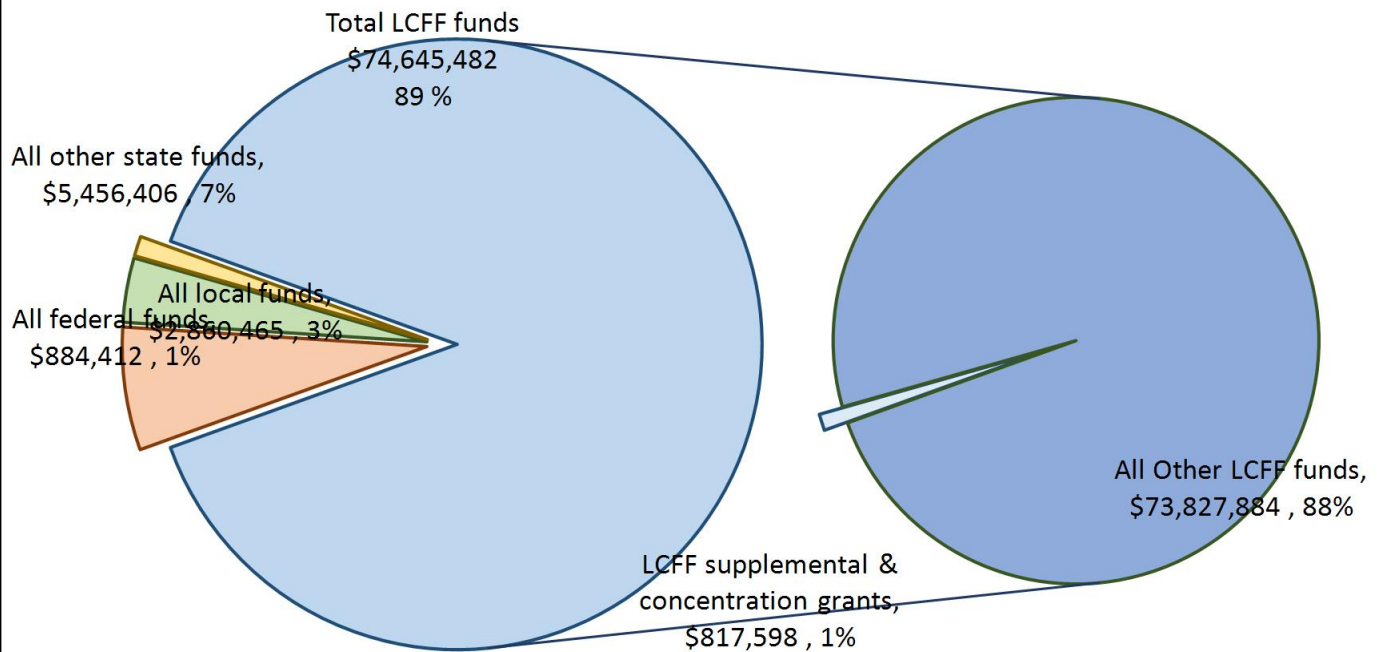
This chart compares what Carmel Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Carmel Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Carmel Unified School District's LCAP budgeted $2,951,200 for planned actions to increase or improve services for high needs students. Carmel Unified School District actually spent $3,058,826 for actions to increase or improve services for high needs students in 2023-24.

Projected Revenue by Fund Source

Total LCFF funds
$74,645,482
89 %

All other state funds,
$5,456,406 , 7%

All local funds,
$2,860,465 , 3%

All federal funds,
$884,412 , 1%

All Other LCFF funds,
$73,827,884 , 88%

LCFF supplemental &
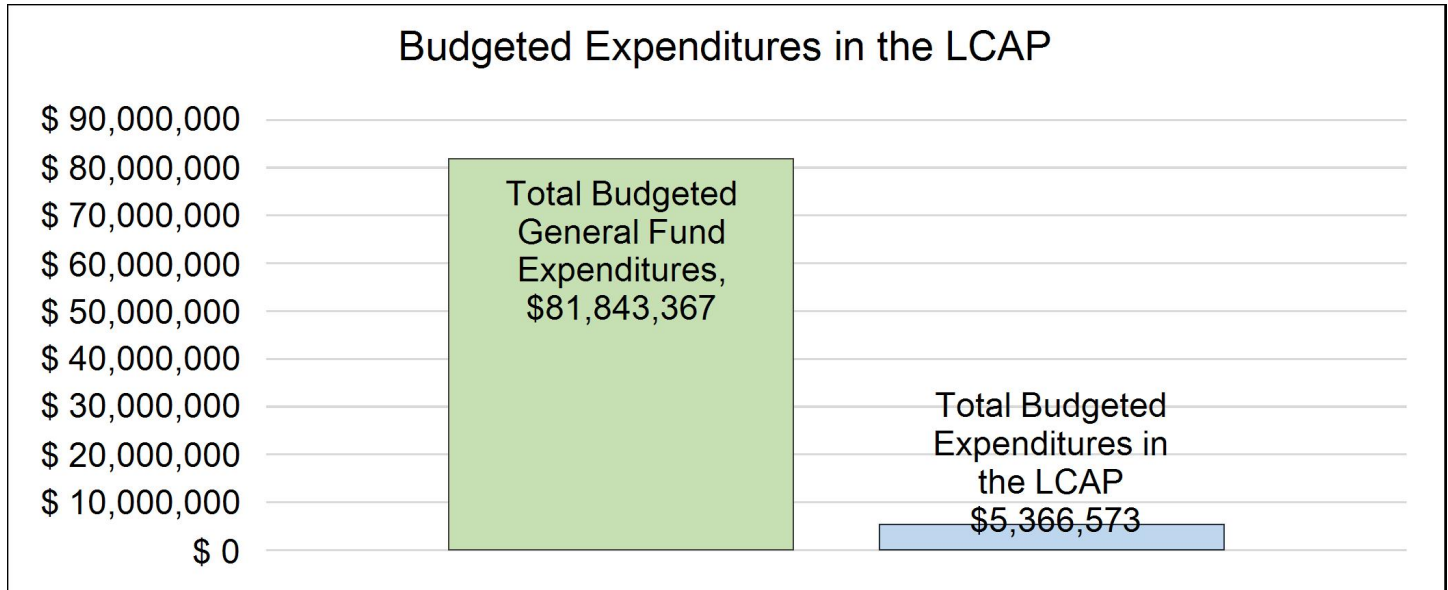concentration grants,
$817,598 , 1%

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

The text description for the above chart is as follows: The total revenue projected for Carmel Unified School District is $83,846,765, of which $74,645,482 is Local Control Funding Formula (LCFF), $5,456,406 is other state funds, $2,860,465 is local funds, and $884,412 is federal funds. Of the $74,645,482 in LCFF Funds, $817,598 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 90,000,000	
$ 80,000,000	
$ 70,000,000	Total Budgeted
$ 60,000,000	General Fund
$ 50,000,000	Expenditures,
$ 40,000,000	$81,843,367
$ 30,000,000	Total Budgeted
$ 20,000,000	Expenditures in
$ 10,000,000	the LCAP
$ 0	$5,366,573

This chart provides a quick summary of how much Carmel Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Carmel Unified School District plans to spend $81,843,367 for the 2024-25 school year. Of that amount, $5,366,573 is tied to actions/services in the LCAP and $76,476,794 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise more than 80% of General Fund Budget expenditures. The remainder goes to support the day-to-day operations of educating district students including transportation, maintenance of buildings and grounds, special education, business and human resources services.
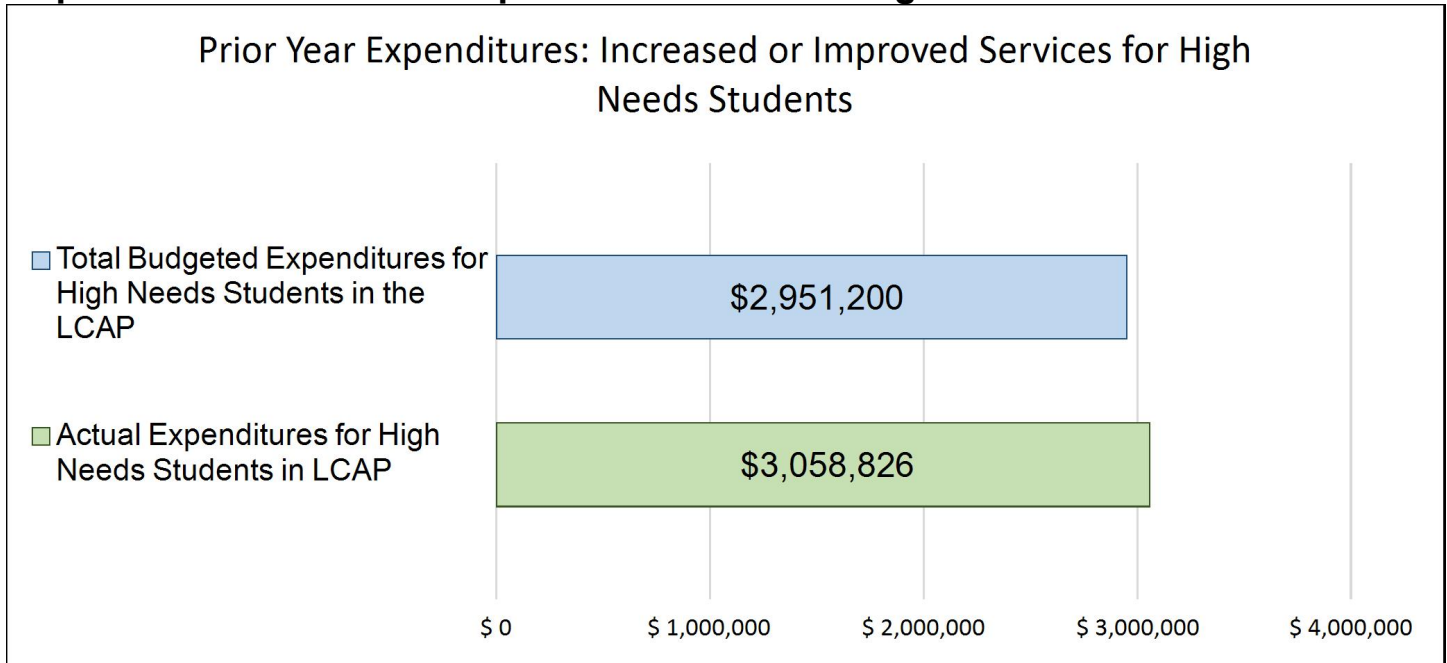
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Carmel Unified School District is projecting it will receive $817,598 based on the enrollment of foster youth, English learner, and low-income students. Carmel Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carmel Unified School District plans to spend $3,517,687 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $2,951,200
- ☐ Actual Expenditures for High Needs Students in LCAP: $3,058,826

| $ 0 | $ 1,000,000 | $ 2,000,000 | $ 3,000,000 | $ 4,000,000 |

This chart compares what Carmel Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Carmel Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Carmel Unified School District's LCAP budgeted $2,951,200 for planned actions to increase or improve services for high needs students. Carmel Unified School District actually spent $3,058,826 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carmel Unified School District	Sharon Ofek Superintendent	sofek@carmelunified.org 831-624-1546

Goals and Actions

Goal

Goal #	Description
1	All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with scores of "Meets" or "Exceeds" on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	No current baseline available due to suspension of the CAASPP for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 CAASPP administration.	2020-21 CAASPP ELA Results: CUSD Overall: 74.03%	2021-22 CAASPP ELA Results: CUSD Overall: 78.67%	2022-2023 CAASPP ELA Results: CUSD Overall: 73.42%	ELA: 85%
% of students with scores of "Meets" or "Exceeds" on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	No current baseline available due to suspension of the CAASPP for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 CAASPP administration.	2020-21 CAASPP Math Results: CUSD Overall: 60.00%	2021-22 CAASPP Math Results: CUSD Overall: 64.20%	2022-23 CAASPP Math Results: CUSD Overall: 62.63%	Math: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades - Secondary % of students in grades 6-8 and 11, earning a passing grade of C or better in both English/Language Arts and Math on their first semester report card. Priority 8	2020-21 First Semester Grades: ELA: 87.79% Math: 85.54%	2021-22 First Semester Grades: ELA: 92.13% Math: 89.11%	2022-23 First Semester Grades: ELA: 94.03% Math: 92.86%	2023-24 First Semester Grades: ELA: 96.45% Math: 95.17%	ELA: 90% Math: 90%
% of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC. Priority 4	No current baseline available due to suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.	2020-21 Summative ELPAC Results: Level 4 (Well-Developed) = 27.87% Level 3 (Moderately Developed) = 39.34% Level 2 (Somewhat Developed) = 27.87% Level 1 (Beginning Stage) = 4.92%.	2021-22 Summative ELPAC Results: Level 4 (Well-Developed) = 38.03% Level 3 (Moderately Developed) = 45.07% Level 2 (Somewhat Developed) = 12.68% Level 1 (Beginning Stage) = 4.23%	2022-23 Summative ELPAC Results: Level 4 (Well-Developed) = 30.30% Level 3 (Moderately Developed) = 43.94% Level 2 (Somewhat Developed) = 15.15% Level 1 (Beginning Stage) = 10.61% Per the California Dashboard 2023 ELPI, the percent of English Learners who progressed in English proficiency (ELPAC) for 2022-23 is 53.1%	65% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria on the Summative ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners Reclassified as English Proficient. (RFEP) Priority 4	2019-20 Data Results: District Overall: 38.8%	2020-21 Data Results: District Overall: 11.1%	2021-22 Data Results: District Overall: 1.5%	2022-23 Data Results: District Overall: 6.8%	The % of English Learners Reclassified (RFEP) = 40%
% of targeted support students meeting their site defined growth target. K-5: Reading- making progress to "Benchmark" as measured by site reading assessments Math - More than 70% on Topic Tests 6-8: ELA - "C" or better Math - "C" or better 9-12: Strategies - Meet Individual Learning Plan (ILP) targets Writing Strategies - "C" or better in connected English class	Due to the impact of COVID-19 on our school schedules and structures in order to provide for distance learning, hybrid learning, and ultimately full time instruction; interventions were not structured or tracked as in a traditional year. Therefore baseline data will be set in year one.	K-5: Reading- making progress to "Benchmark" as measured by site reading assessments Math - Increase in percentile rank in STAR Math assessment: Captain Cooper: Reading: 81% (percent of students above their aim line on DIBELS) Math: 69% (percent of students increased in percentile rank on STAR Math assessment Tularcitos: Reading: 63% (percent of students above their aim line on DIBELS) Math: 79% (percent of students who	K-5: Reading- making progress to "Benchmark" as measured by site reading assessments Math - Increase in percentile rank in STAR Math assessment: Cooper K-5: Reading- making progress to "Benchmark" as measured by site reading assessments 51% Math - Increase in percentile rank in iReady Math assessment: 26% Tularcitos: Reading: 75% of the students were above their aim line at MOY Math: 49% of students increased a level on	K-5: Reading- making progress to "Benchmark" as measured by site reading assessments Math - Increase in percentile rank in STAR Math assessment: Cooper K-5: Reading- making progress to "Benchmark" as measured by site reading assessments: 54% Math - Increase in percentile rank in iReady Math assessment: 70% Tularcitos: Reading: 69% of the students were above their aim line at MOY Math: 66% of students increased a level on	85% of targeted support students will meet their site defined growth targets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Support - "C" or better in connected math class CVHS: All students & parents Meet Individualized Learning Plan (ILP) targets Priority 8		increased a percentile rank per STAR Math assessment) River: Reading: 88% (percent of students above their aim line on DIBELS) Math: 77% (percent of students who increased a percentile rank per STAR Math assessment) 6-8: ELA - "C" or better: 97% (30 of 31 students) Math - "C" or better: 100% (25 of 25 students) 9-12: CHS: Strategies - Meet Individual Learning Plan (ILP) targets: Based on 3rd quarter grade data 88% (21 of 24) students met the class goal of no F's Writing Strategies - "C" or better in connected English class:	iReady from BOY to MOY River: Reading: 76% (percent of students above their aim line on DIBELS) Math: 77% of students increased a level on iReady from BOY to MOY 6-8: 6th Grade: ELA - "C" or better: 77% (20 of 26 students) Math - "C" or better: 91% (31 of 34 students) 7th Grade: ELA - "C" or better: 82% (9 of 11 students) Math - "C" or better: 86% (12 of 14 students) 8th Grade: ELA - "C" or better: 89% (8 of 9 students) 9-12: CHS: Strategies - Meet Individual	iReady from BOY to MOY River: Reading: 76% (percent of students above their aim line on DIBELS) Math: 45% of students increased a level on iReady from BOY to MOY 6-8: 6th Grade: ELA - "C" or better: 88% (15 of 17 students) Math - "C" or better: 91% (21 of 23 students) 7th Grade: ELA - "C" or better: 100% (6 of 6 students) Math - "C" or better: 86% (12 of 14 students) 8th Grade: ELA - "C" or better: 100% (4 of 4 students) Math - "C" or better: 94% (16 of 17 students)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Based on 3rd quarter grade data 67% (8 of 12) students earned a C or better Math Support - "C" or better in connected math class: Course is not offered this school year CVHS: All students & parents Meet Individualized Learning Plan (ILP) targets: 87% of students met at least 2 ILP Academic goals. 75% of students met the ILP credit recovery goal.	Learning Plan (ILP) targets: Based on 3rd quarter grade data 60% (16 of 27) students met the class goal of no F's Writing Strategies - "C" or better in connected English class: Based on 3rd quarter grade data 59% (4 of 7) students earned a C or better Math Support - "C" or better in connected math class: Based on 3rd quarter grade data 70% (7 of 10) students earned a C or better CVHS: All students & parents Meet Individualized Learning Plan (ILP) targets: 85% of students met at least 2 ILP Academic goals. 80% of students met the ILP credit recovery goal.	9-12: CHS: Strategies - Meet Individual Learning Plan (ILP) targets: Based on 3rd quarter grade data 82.75% (24 of 29) students met the class goal of no F's Writing Strategies - "C" or better in connected English class: Based on 3rd quarter grade data 70% (7 of 10) students earned a C or better Math Support - "C" or better in connected math class: Based on 3rd quarter grade data 73% (11 of 15) students earned a C or better CVHS: All students & parents Meet Individualized Learning Plan (ILP) targets: 92% of students met their ILP goal of credit recovery.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students successfully completing A-G courses Priority 4	2019-20 A-G Completion Results: 75%	2020-21 A-G Completion Results: 65.60%	2021-22 A-G Completion Results: 67.2% Of the 62.7% of students who successfully completed A-G courses, 20.3% were also CTE Pathway Completers.	2022-23 A-G Completion Results: 66% Of the 66% of students who successfully completed A-G courses, 31.1% were also CTE Pathway Completers.	Maintain or improve
% of students passing Advanced Placement (AP) exams (3+) Priority 4	2019-20 AP Results: 78% (471 AP students taking 922 tests)	2020-21 AP Results: 74% (405 AP students taking 831 tests)	2021-22 AP Results: 75.64% (431 AP students taking 831 tests with 326 scoring 3+)	2022-32 AP Results: 75% (435 AP students taking 810 tests with 71% scoring 3+)	Maintain or improve
% of students demonstrating college preparedness (College/Career Readiness Indicator from the CA Dashboard) Priority 4	2019-20 CCRI Data Results: 73.3% of graduates demonstrate college preparedness on the CCRI	2020-21 CCRI Data Results: N/A Data not available to report for 2020-21 School Year due to SB98's suspension of CAASPP Scores for 11th graders.	2021-22 CCRI Data Results: N/A CCRI Data not reported on 2021-22 California Dashboard. 82% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program	2022-23 CCI Data Results: 75.7% "Prepared" No color was assigned/reported for CCI Data on the 2023 California Dashboard. 78% of CHS 11th graders demonstrated college preparedness pursuant to the Early	Maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(EAP) or subsequent assessment of college preparedness, in English Language Arts. 54% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in Mathematics.	Assessment Program (EAP) or subsequent assessment of college preparedness, in English Language Arts. 47% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in Mathematics.	
Implementation of the academic content and performance standards adopted by the state board Priority 2	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History Social Science, as well as World Language, Visual and Performing Arts,Physical Education, Health Education, and Career Technical Education.	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Priority 2	The district provides both integrated and designated ELD instruction as well as additional stupports as needed to assist English Learners gain academic knowledge and English language proficiency.	The district provides both integrated and designated ELD instruction as well as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.	The district provides both integrated and designated ELD instruction as well as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.	The district provides both integrated and designated ELD instruction as well as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.	Maintain
Student access and enrollment in all required areas of study Priority 7	Students have access and are enrolled in all required areas of study as monitored through CalPads & and Aeries (SIS).	Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	Maintain
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable Priority 7	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Aeries (SIS).	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	Maintain
Programs and services developed	The district provides open access to	The district provides open access to	The district provides open access to	The district provides open access to	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and provided to unduplicated pupils Priority 7	Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS).	Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS).	Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS).	Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS).	
% of students in CTE pathways marked as completers Priority 4	2019-20 CTE Results: 100% (121 students completed)	2020-21 CTE Results: 100% (98 students completed)	2021-22 CTE Results: 100% (123 students completed)	2022-23 CTE Results: 42.6% (111 students completed)	Maintain
% Teachers are appropriately assigned and credentials in subject areas Priority 1	2020-21 Rates: 94.8%	2021-22 Rates: 96.7%	2022-23 Rates: NOTE: Data not available from CDE as of May 2023.	2023-24 Rates: As of May 2024, data is not yet available from CDE.	Maintain or improve
% Students have sufficient access to	2020-21 Rates:	2021-22 Rates:	2022-23 Rates:	2023-24 Rates:	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned instructional materials Priority 1	100%	100%	100%	100%	
School facilities are maintained in good repair Priority 1	2020-21 FIT Report Data: MET Standard (few "Deficiencies" – mostly ceiling tiles; 0 "Extreme Deficiencies")	2021-22 FIT Report Data: MET Standard (few "Deficiencies" – mostly ceiling tiles; 0 "Extreme Deficiencies")	2022-23 FIT Report Data: MET Standard (60 "Deficiencies"; 0 "Extreme Deficiencies")	2022-23 FIT Report Data: MET Standard (few "Deficiencies"; schools in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated; 0 "Extreme Deficiencies")	Maintain or improve

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.

1.1 - Common Assessments for Instruction and Intervention: No substantive difference in implementation. Data visualization platforms were explored and Schoolytics was selected as the new tool to support CUSD with using data to inform decisions. A public facing dashboard will be available in addition to local assessment data being easily accessed by staff for ongoing, real-time adjustments to instruction.

1.2 - Response to Intervention: No substantive difference in implementation.

1.3 - Math Instructional Leadership Team: This action was discontinued for the 2023-24 school year.

1.4 - K-8 Summer Program for Low-Income Students: No substantive difference in implementation.

1.5 - Extended Learning Programming: No substantive difference in implementation.

1.6 - SpEd Math Intervention: Intensive mathematics support targeting elementary students with disabilities was provided; however, the digital component to the program initially identified (Do The Math) was not used this school year.

1.7 - EL Supports: No substantive difference in implementation.

1.8 - Part-time Community Liaison: No substantive difference in implementation.

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.

Actions 1.1, 1.2, and 1.3 - Carmel Unified School District did not have major material differences between budgeted expenditures and estimated actual expenditures or significant differences between planned percentage of improved services and estimated actual percentages of improved services for these actions.

Actions 1.4 and 1.5 - Expenditures were higher than budgeted expenditures due to the combination of wage increases and increased staffing in order to sufficiently run these programs.

Action 1.6 - Students with disabilities received targeted instruction at the elementary level that did not include the digital/online intervention (Do The Math) initially identified in this action.

Action 1.7 - Expenditures were higher than budgeted as a result of wage increases.

Action 1.8 - Expenditures were less than the budgeted for this action due to a difference in the actual cost of the position. There was no significant difference between planned percentage of improved services and estimated actual percentages of improved services for this action.

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

Actions 1.1 and 1.2 support each other. The results of common interim and/or benchmark assessments are utilized to identify student who may require additional support to stay on track toward meeting grade level expectations. These assessments, when coupled with classroom

formative assessments, provide both classroom and intervention teachers with data to target the greatest areas of need for tier 1, tier 2, and tier 3 support. The intervention model varies by site and is customized to the unique needs of each campus as determined by the principal. While the California Dashboard data shows relatively positive outcomes for ELA and mathematics, when disaggregated by significant student groups CAASPP results show ongoing areas of growth.

Action 1.3 was discontinued this school year. The District prioritized ongoing implementation support for teachers.

Actions 1.4 and 1.5 provide enrichment throughout the summer and some after school support during the school year for low-income students. These programs provide access and exposure to opportunities these students would not otherwise be afforded. Feedback from participants and staff continue to be overwhelmingly positive with requests for ongoing programming overtly requested during conversations and parent gatherings.

Action 1.6 supports elementary students with disabilities through the provision of instructional materials. Though the digital component was not purchased this year, the school site staff have the workbooks and manipulatives associated with this program to utilize with students. In addition to the identified materials in this action, staff are utilizing the many components of the recently adopted mathematics curriculum to support students with individualized support in their areas of need.

Action 1.7 focuses on English Learner support at the elementary and middle school levels. Students receiving services at these levels are performing well as evidenced by RFEP data. Student demographics have shifted to the upper grades (high school) and more newcomers have arrived which result in shifting ELPI data.

Action 1.8 continues to provide the outer lying communities of the District with bilingual support through a Community Outreach Liaison. This position continues to be appreciated by the families receiving support from this position as they have access to information and resources in their primary language (English or Spanish) with navigating school processes and procedures. Workshop targeting specific needs of the families has been provided and connection with local social services agencies are also facilitated when necessary.

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.

Action 1.1 - This goal has been updated to include a Districtwide data visualization tool that teachers can easily utilize to access data dashboards in their effort to use data to inform their instruction, monitor student progress, and identify students needing additional support.

Action 1.3 - This action was updated in Year 2 to reflect the shift in focus from adopting a new elementary mathematics curriculum to implementing the newly adopted curriculum. Moving forward, the ongoing support for this action will be removed from this goal and provided through the professional learning goal.

Action 1.5 - This action will be eliminated from the LCAP moving forward. With funding provided through the ELOP, summer extended learning will be moved out of the LCAP and a new action will be created to emphasize supplemental supports, including help with homework, for students after school.

Action 1.6 - This action will be removed from the LCAP in lieu of newly created action that addresses the CA Dashboard identified need for middle school mathematics support for students with disabilities.

Action 1.7 - This action will remain; however, the number of EL students in the District has changed over time and the action will be modified to provide support at the high school.

In response to the Middle School 2023 California Dashboard outcome for CAASPP mathematics results for students with disabilities, an action will be added to explore alternative instructional materials for struggling mathematics students. As noted above, and in response to parent and student input, an action will be added to support after school assistance with homework.

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	All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CUSD Chronic Absenteeism % Priority 5	2018-19 Chronic Absenteeism Rates: Chronically Absent: 9.69% Socio-economically Disadvantaged 15.1% Hispanic 11.1% Student with disabilities 13.1% English Learners 9.7%	2020-21 Chronic Absenteeism Rates: Chronically Absent: 2.18% Socio-economically Disadvantaged 6.2% Hispanic 3.1% Student with disabilities 5.4% English Learners 0.0%	2021-22 Chronic Absenteeism Rates: Chronically Absent: 19.24% Socio-economically Disadvantaged 24.01% Hispanic 25.59% Student with disabilities 24.86% English Learners 23.44%	2022-23 Chronic Absenteeism Rates: Chronically Absent: 19.1% Socio-economically Disadvantaged 29.6% Hispanic 21.1% Student with disabilities 24.7% English Learners 27.1%	By 2024, CUSD will keep Chronic Absenteeism to 7% or less.
% of Student reports of caring relationships and school connectedness on the California Healthy Kids Survey. Priority 6	2020-21 California Healthy Kids Survey Results: Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 82%/73% Gr. 7 - 67%/60.9%	2020-21 California Healthy Kids Survey Results: Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 82%/73% Gr. 7 - 67%/60.9% Gr. 9 - 51%/56%	2022-23 California Healthy Kids Survey Results: Compilation of State averages for Grade 5 are from the 2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19	The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the survey. Compilation of State averages for	Student reports of caring relationships and school connectedness will exceed 95% on the California Healthy Kids Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr. 9 - 51%/56% Gr. 11 - 65%/60.1% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - *N/A%/74% Gr. 7 - *N/A%/61.8% Gr. 9 - *N/A%/56.9% Gr. 11 - *N/A%/53.4% *CUSD data above is not available because schools were not in-person and the questions were not asked.	Gr. 11 - 65%/60.1% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - *N/A%/74% Gr. 7 - *N/A%/61.8% Gr. 9 - *N/A%/56.9% Gr. 11 - *N/A%/53.4% *CUSD data above is not available because schools were not in-person and the questions were not asked.	administrations of CHKS across the state. Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 77%/74% Gr. 7 - 71%/61% Gr. 9 - 73%/56% Gr. 11 - 78%/60% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - 81%/74% Gr. 7 - 67%/62% Gr. 9 - 70%/57% Gr. 11 - 61%/53%	Grade 5 are from the 2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19 administrations of CHKS across the state. Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 77%/74% Gr. 7 - 71%/61% Gr. 9 - 73%/56% Gr. 11 - 78%/60% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - 81%/74% Gr. 7 - 67%/62% Gr. 9 - 70%/57% Gr. 11 - 61%/53%	
% of student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy	2020-21 California Healthy Kids Survey Results: *State averages indicated below are not from the 2020-21 school year like our	2020-21 California Healthy Kids Survey Results: *State averages indicated below are not from the 2020-21 school year like our	2022-23 California Healthy Kids Survey Results: State averages referenced below are from the 2017-19 administrations of	The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the	Student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids Survey and local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kids Survey and local measures. Priority 6	data. They are compiled from the pre-pandemic 2017-2019 administrations of the CHKS across the state. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 2%/6.9%; Other Drug (Marijuana): 0%/3.6% - met Gr. 9 - Alcohol: 13%/14.6%; Other Drug (Marijuana): 9%/9.7% - met Gr. 11 - Alcohol: 31%/23.4%; Other Drug (Marijuana): 23%/16.1%- not met Binge Drinking: CUSD Average/State Average - Gr. 11 – 18%/8.5% - not met Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average -	data. They are compiled from the pre-pandemic 2017-2019 administrations of the CHKS across the state. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 2%/6.9%; Other Drug (Marijuana): 0%/3.6% - met Gr. 9 - Alcohol: 13%/14.6%; Other Drug (Marijuana): 9%/9.7% - met Gr. 11 - Alcohol: 31%/23.4%; Other Drug (Marijuana): 23%/16.1%- not met Binge Drinking: CUSD Average/State Average - Gr. 11 – 18%/8.5% - not met Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average -	CHKS across the state. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 0%/7%; Other Drug (Marijuana): 0%/4% - met Gr. 9 - Alcohol: 16%/15%; Other Drug (Marijuana): 12%/10% - met Gr. 11 - Alcohol: 13%/23%; Other Drug (Marijuana): 8%/16%- met Binge Drinking: CUSD Average/State Average - Gr. 11 – 0%/8% - met Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average - Gr. 7 - 21%/30% - met Gr. 9 - 34%/33% - met Gr. 11 - 38%/37% - met	survey. State averages referenced below are from the 2017-19 administrations of CHKS across the state. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 0%/7%; Other Drug (Marijuana): 0%/4% - met Gr. 9 - Alcohol: 16%/15%; Other Drug (Marijuana): 12%/10% - met Gr. 11 - Alcohol: 13%/23%; Other Drug (Marijuana): 8%/16%- met Binge Drinking: CUSD Average/State Average - Gr. 11 – 0%/8% - met Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average -	measures will be below the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Gr. 7 - 34%/30.4% - not met Gr. 9 - 46%/32.6% - not met Gr. 11 - 51%/36.5% - not met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - *N/A%/36.6% Gr. 9 - *N/A%/30.4% Gr. 11 - *N/A%/26.9% *CUSD data above is not available because schools were not in-person and the questions were not asked.	Gr. 7 - 34%/30.4% - not met Gr. 9 - 46%/32.6% - not met Gr. 11 - 51%/36.5% - not met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - *N/A%/36.6% Gr. 9 - *N/A%/30.4% Gr. 11 - *N/A%/26.9% *CUSD data above is not available because schools were not in-person and the questions were not asked.	Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - 26%/37% - met Gr. 9 - 33%/30% - met Gr. 11 - 35%/27% - met	Gr. 7 - 21%/30% - met Gr. 9 - 34%/33% - met Gr. 11 - 38%/37% - met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - 26%/37% - met Gr. 9 - 33%/30% - met Gr. 11 - 35%/27% - met	
CUSD Secondary Dropout % Priority 5	2019-20 Dropout Rates: Middle School: 0.0% High School: 0.3%	2020-2021 Dropout Rates: Middle School: 0.0% High School: 0.1%	2021-2022 Dropout Rates: Middle School: 0.2% High School: 0.04%	2022-2023 Dropout Rates: Middle School: 0.23% High School: 0.18%	Maintain or improve
CUSD Graduation % Priority 5	2019-20 Graduation Rates: 96.5%	2020-2021 Graduation Rates: 97.3%	2021-2022 Graduation Rates: 97.8%	2022-2023 Graduation Rates: 98.3%	Maintain or improve
CUSD School Attendance %	2020-21 Attendance Rates:	2021-2022 Attendance Rates:	2022-2023 Attendance Rates:	2023-2024 Attendance Rates:	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5	98.32%	93.13%	93.04%	94.92%	
Parent opinions around school safety and connectedness. Priority 6	Feb. 2020 Survey Results: 97% of parents agree "Their child's school is a safe place for their child" 98% of parents agree "Their child's school is a supportive/inviting place for students to learn." 96% of parents agree "Teachers and other adult staff go out of their way to help students."	September 2021 ESSER III Survey Results: 90% satisfaction rate with safety strategies	*Note - Survey was discontinued due to spending the entirety of the ESSER III funding.	*Note - Survey was discontinued due to spending the entirety of the ESSER III funding.	Maintain
CUSD Suspension % Priority 6	2019-20 Suspension Rates: 1.8%	2020-21 Suspension Rates: 0.4%	2021-22 Suspension Rates: 2.6%	2022-23 Suspension Rates: 3.0%	Maintain or improve
CUSD Expulsion % Priority 6	2019-20 Expulsion Rates: 0.0%	2020-21 Expulsion Rates: 0.0%	2021-22 Expulsion Rates: 0.0%	2022-23 Expulsion Rates: 0.08%	Maintain or keep below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Priority 3	Parent meetings were held to gather input ELAC/DELAC/SSC/PTO/PTA/CAC. CUSD Administers a bi-annual parent survey. Feb. 2020 Survey Results: 94% of parents agree "The school seeks input and welcomes parents' contributions."	2021-22 Parent Engagement/LCAP Survey Results: 63% Agree that The district is building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	2022-23 Parent Engagement/LCAP Survey Results: *52.41% Agree that The district is building the capacity of and supporting family members to effectively engage in advisory groups and decision-making *This percentage reflects all responses and not those solely from families of unduplicated pupils.	2022-2023 Parent Engagement/LCAP Survey Results: *62% Agree that the district is building capacity of and supporting family members to effectively engage in advisory groups and decision-making. *This percentage reflects all responses and not those solely from families of unduplicated pupils.	Maintain
How the school district will promote parental participation in programs for unduplicated pupils Priority 3	Parent meetings were held to gather input ELAC/DELAC/SSC/PTO/PTA/CAC. Feb. 2020 Survey Results: 94% of parents agree "The school encourages me to be an active partner."	2021-22 Parent Engagement/LCAP Survey Results: 63% Agree that The district is building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	2022-23 Parent Engagement/LCAP Survey Results: *52.41% Agree that The district is building the capacity of and supporting family members to effectively engage in advisory groups and decision-making *This percentage reflects all responses and not those solely	This data will be provided on the final draft.	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			from families of unduplicated pupils.		
How the school district will promote parental participation in programs for individuals with exceptional needs Priority 3	All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various stakeholder committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.	All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.	All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.	All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.	Maintain

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.

Action 2.1 - Wellness and Social Emotional Programs and Supports: This action was implemented with fidelity. This year, the approach at the high school shifted away from direct coaching and support focusing solely on SEL and wellness programs/activities for staff through the provision of a dedicated TOSA.

Action 2.2 - SEL Screeners: Implementation of this action has not taken place.

Action 2.3 - Mental Health Services: No substantive difference in implementation.

Action 2.4 - Outreach, Prevention, and Education Coordinator: The focus of this action shifted to planning and development of materials for implementation in the future.

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

Action 2.1 - Wellness and Social Emotional Programs and Supports: Budgeted expenditures compared to estimated actual expenditures for this action reflect the shift in focus of a staff member. The salary of the employee no longer contributed to this action.

Action 2.2 - SEL Screeners: Although a team of clinicians explored screener options, a screener was not selected. As a result, the budgeted expense was not used.

Action 2.3 - Mental Health Services: Carmel Unified School District (CUSD) did not have major material differences between budgeted expenditures and estimated actual expenditures or significant differences between planned percentage of improved services and estimated actual percentages of improved services for these actions.

Action 2.4 - Outreach, Prevention, and Education Coordinator: The budgeted expenditure for this action were lower than anticipated due to the shift in focus of this action.

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

Actions 2.1 (Wellness and Social Emotional Programs and Supports) and 2.3 (Mental Health Services) focus on counseling services, behavioral support services, and providing programs/activities in support of wellness and social-emotional learning. The California Healthy Kids Survey is administered every other year which means year-over-year results for this survey are not available until next year. This year,

a site based survey was administered to fifth graders and the Challenge Success - Stanford Survey of School Experiences Student Survey were administered to middle and high school students. These surveys resulted in beneficial attitudinal data for each principal to review with their school communities. The school site Wellness Centers continue to support students at all levels with short- and long-term support.

Action 2.2 (SEL Screeners) was intended to provide a universal screener to determine students' social emotional needs. The screeners reviewed by the team of clinicians did not meet established expectations. At this time, a universal screener has not been selected for implementation.

Action 2.4 (Outreach, Prevention, and Education Coordinator) was an added action based on community input related to addressing bullying, sexual harassment, and Title IX matters. Planning, developing, and implementing/delivering educational experiences/events that cultivate a positive school climate and raise awareness of district policies related to these matters takes time. This year was a planning year and materials are currently being developed and/or revised to incorporate the most recent changes to the Title IX regulation.

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.

For the 2024-25 LCAP, Carmel Unified School District will make the following changes:

Actions 2.1 (Wellness and Social Emotional Programs and Supports) and 2.3 (Mental Health Services) will remain in the LCAP.

Action 2.2 (SEL Screeners) and Action 2.4 (Outreach, Prevention, and Education Coordinator) will be removed from the LCAP.

An action will be created in response to the 2023 California Dashboard data indicating a need for greater focus on improving Chronic Absenteeism. Additionally, in response to both parent and student input, an action will be created to support first generation students with increased counseling support.

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	All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of certificated and classified employees will "Agree" or "Strongly Agree" that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.	2020-21 Data: 90.48% Strongly Agreed or Agreed	2021-22 Data: 85.37% Strongly Agreed or Agreed	2022-23 Data: 86.07% Strongly Agreed or Agreed	2022-23 Data: 89.1% Strongly Agreed or Agreed	95% of certificated and classified employees will "Agree" or "Strongly Agree" that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.
% of relevant TK-5th grade staff trained on an evidence-based, multisensory, structured literacy approach and model	2020-21 Data: 47.14% TK-5th grade staff have been trained (33 out of 70) [Original baseline for TK-5 staff]	2021-22 January Data: 92.72% TK-3rd grade staff have been trained (51 out of 55)	2022-23 Data: 92.72% TK-3rd grade staff have been trained (51 out of 55)	2023-24 Data: 76.8% TK-5th grade staff will be trained (43 out of 56) by the end of the academic year.	By 2024, 100% of relevant TK - 3rd grade staff will engage in extensive professional learning on an evidence-based, multi-sensory, structured literacy approach and model in order to support the reading development of all elementary Special Education,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					English Learner, and General Education students.

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.

Action 3.1 - Professional Learning - Instructional Strategies and Student Supports: No substantive difference in implementation.

Action 3.2 - Vertical Articulation: No substantive difference in implementation.

Action 3.3 - Multi-sensory Structured Literacy Training: No substantive difference in implementation.

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

Action 3.1 - Professional Learning - Instructional Strategies and Student Supports: Staff requesting to attend professional learning opportunities were permitted to participate resulting in higher than projected expenditures.

Action 3.2 - Vertical Articulation: Teacher teams participating in vertical articulation did so during already designated meeting time provided through early release days at the secondary (middle and high school) level. Using this approach resulted in lower actual expenditures.

Action 3.3 - Multi-sensory Structured Literacy Training: Based upon feedback from the initial training provided to district elementary teachers, the District opted to contract with a different organization to provide a more comprehensive and in-depth training for staff. As a result, the actual expenditures exceeded the budgeted expenditures.

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

Action 3.1 (Professional Learning - Instructional Strategies and Student Supports) provided district, site, and individually selected options for professional learning. In an effort to provide opportunities for ongoing learning, support exploration of new instructional strategies, and

encourage a growth mindset, staff requests for professional learning outside of already designated district days were approved. District designated days focused on inclusive practices, instructional materials implementation, and compliance. Staff were surveyed on their areas of interest for the summer institute and offerings were developed around the topics receiving the most interest. Data from concluding surveys throughout the year (not including the 2024 summer institute) indicated that 89.1% of respondents "Agree" or "Strongly Agree" that district provided professional learning sessions are useful in their work.

Action 3.2 (Vertical Articulation) is challenging to organize for elementary and middle school opportunities since the two levels have different schedules. The middle school and high school staff, however, have a common early release day during the week which allows for opportunities for vertical articulation amongst discipline alike teachers. Anecdotally, these sessions are reported to be beneficial and appreciated.

Action 3.3 (Multi-sensory Structured Literacy Training) reflects the inclusion of TK and upper elementary grade teachers being trained in the Orton Gillingham approach to teaching reading. New staff and staff changing grade levels have and will continue to participate in structured literacy training.

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.

Action 3.1 (Professional Learning - Instructional Strategies and Student Supports) will remain in the LCAP.

Action 3.2 (Vertical Articulation) will be removed from the LCAP

Action 3.3 (Multi-sensory Structured Literacy Training) will remain in the LCAP.

In response to the 2023 California Dashboard data, an action specifically focusing on professional learning for middle school mathematics instruction will be added.

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
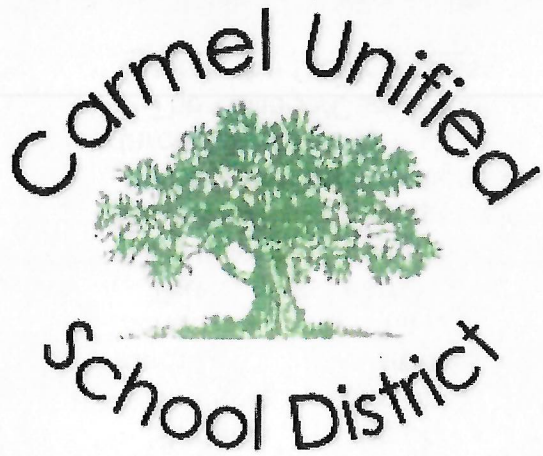
Local Control and Accountability Plan

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
Carmel Unified School District	Sharon Ofek Superintendent	sofek@carmelunified.org 831-624-1546

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.

Carmel Unified School District (CUSD) is a small school district that services a very large geographic area stretching from Big Sur to Carmel-by-the-Sea on the Pacific Coast to the outer reaches of Carmel Valley to the East. The District serves a diverse student population from across 600 square miles. CUSD has three elementary schools: Carmel River Elementary School in Carmel, Tularcitos Elementary School in Carmel Valley, and Captain Cooper Elementary School in Big Sur. The district has one middle school and one comprehensive high school, Carmel Middle School and Carmel High School respectively. Additionally, CUSD has a continuation high school, Carmel Valley High School, and the Carmelo Child Development Center which provides preschool and before/after school programs. The District serves roughly 2300 students across all of its programs.

Carmel has not been immune to the challenges faced by all communities resulting from the COVID-19 pandemic. CUSD continues to be committed to continuing to work in support of the academic, behavioral, and social-emotional well-being of all of our students.

California uses a Local Control Funding Formula (LCFF) to allocate money to its school districts, and the LCAP is a requirement to both

gather educational partner input and articulate a district's plan to use the allotted money. Since Carmel Unified School District (CUSD) is a Basic Aid District, the largest portion of our revenue is generated through local property taxes. Consequently, the Minimum Proportionality Percentage, which identifies LCFF for our identified groups – English Learners, students from low-income families, and Foster Youth – is 3.57%. The percentage of the district population for these identified groups is:

- Students from low-income families: 17.2%
- Students with Disabilities: 13.2%
- English Learners: 2.9%
- Homeless Youth: 0.8%
- Foster Youth: 0.2%

The Carmel Unified School District community's mission is to produce lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.

Reflections: Annual Performance

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

Carmel Unified School District is proud to maintain its history of excellence and commitment to cultivating learning such that every student positively impacts society. Students continue to be taught by highly qualified teachers, provided standards-aligned instructional materials, and facilities that are in relatively good condition despite their age. As the District continues to explore ways to address learning loss post-pandemic, staff are mindful of the potential long-term effects on students academically and social-emotional wellbeing. Careful review of local and state student data indicate areas of growth.

Overall, the CUSD California Dashboard data indicates the District continues to perform at "high" or "very high" levels in English Language Arts (ELA), Mathematics, Graduation Rate, and College/Career Readiness indicators. A deeper dive into the data comparing student outcomes from spring 2021 to spring 2022, reflected on the 2023 California Dashboard, indicates a decline in the percent of students meeting or exceeding standards. The following data provides edification of areas for ongoing attention:

- -> Students meeting or exceeding standard on the CAASPP ELA subtest declined from 78.67% to 73.42%.
- -> Students meeting or exceeding standard on the CAASPP Math subtest declined from 64.20% to 62.63%. The student group identified with the greatest need, as indicated by a red square on the Dashboard, are students with disabilities at Carmel Middle School with only 16.4% of students in this student group "meeting" or "exceeding" standard.
- -> The English Learner Progress Indicator (ELPI) indicates that 75% of EL students progressed at least one ELPI level, maintained ELPI level 4, or maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H). English Language acquisition varies depending upon the students receiving services and their initial English language skills levels.
- -> Site based interventions vary from site to site; however, every site reported very high rates of success for the students receiving targeted supports.
- -> The College/Career Indicator has not yet been fully restored on the Dashboard therefore there is no color indicated for the District. Overall, the District is designated as "very high" on the rating scale currently being utilized.

- -> Students continue to make use of resources available to them through the Wellness Centers.

The District and site level data for Chronic Absenteeism is an area of great need, indicated by a red square on the Dashboard which is the state's accountability system. Several Carmel Unified School District student groups (English Learners, Socioeconomically Disadvantaged, and White) have a Red indicator for Chronic Absenteeism. In addition, two elementary schools within the District have student groups with a Red indicator in Chronic Absenteeism:

Tularcitos Elementary:
- All Students
- Hispanic
- Socioeconomically Disadvantaged
- White

Carmel River Elementary:
- Socioeconomically Disadvantaged
- Students with Disabilities

Reflections: Technical Assistance

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

Carmel Unified School District does not qualify for technical assistance.

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.

There are no schools in the district 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.

There are no schools in the district identified for CSI.

Monitoring and Evaluating Effectiveness

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

There are no schools in the district identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General Public, students, staff, families	Jan 11, 2024 March 12, 2024 March 21, 2024 May 9, 2024 May 29, 2024 May 30, 2024 Attendees at meetings were provided with an overview of how CUSD is funded and the annual Local Control and Accountability Plan. They were also given an opportunity to complete a paper/pen/pencil version of the online survey to capture their identified areas of importance for consideration in the LCAP. During the June 12, 2024, meeting, parents will provide feedback on the draft LCAP before it is finalized and presented to the Board of Trustees during the second meeting in June.
Student Feedback Sessions	April 10, 2024 May 13, 2024 Presentations to Principal's Advisory and AVID class
Classified and Certificated staff members or bargaining unit members	April 30, 2024
District and Site Administrators	November 27, 2024 December 12, 2024

Educational Partner(s)	Process for Engagement
	January 30, 2024 February 27, 2024 March 5, 2024 April 2, 2024 May 7, 2024 Administrative Council and Principal Meeting agendas included elements of the LCAP including, but not limited to, data analysis, goal development, action creation, and review of local indicators.
County Office of Education and SELPA	January 19, 2024 January 23, 2024 February 2, 2024 April 11, 2024 April 25, 2024 May 8, 2024 May 14, 2024 May 23, 2024 May 31, 2024 Consultation with County Office of Education and SELPA Review

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

Carmel Unified School District engaged educational partners in the development of the LCAP. This year, LCAP engagement meetings were held in person at school sites in order to provide the best opportunity for families that the LCAP specifically targets to get to the meetings. Meetings provided attendees with an overview of how CUSD is funded, the annual Local Control and Accountability Plan process, a review the data, and, an opportunity to share their opinions and provide comments. In addition to the annual process for soliciting feedback and consultation with stakeholders, the 2021-2024 LCAP survey was shared with the community in a Parent Square message. Paper copies in English and Spanish were also provided/made available.

During the educational partner engagement process, we asked for input related to evaluating the 2021-24 LCAP as well as input to help guide future planning. Feedback received was reviewed in the context of the goals and used to help determine whether they were adequately addressing the needs, should be carried over into the new plan, or removed from the plan altogether.

The following is a summary of feedback gathered throughout the engagement process related to critical programs and services:

Goal 1: "All students will engage in challenging, innovative and relevant learning experiences to prepare them for college, career and global citizenship."

Overall, feedback supported the academically rigorous instruction students receive with many comments showing appreciation for the many opportunities and activities available to students. There was continued support for integrating social emotional learning, strengthening English Language Learner supports, and expanding the current method of providing intervention for struggling students such that they don't miss out on enriching opportunities. Along with requests for increased attention to inclusion and teaching students with special needs, financial literacy and hands-on learning were also identified as areas of future consideration.

Goal 2: "All students will achieve personal wellness through district, school and classroom environments that foster health and happiness."

Ongoing support for the work of the elementary counselors, the wellness centers, and the community outreach liaison were expressed on numerous occasions. Prevalent feedback across all educational partner comments included social emotional learning, mental and behavioral health supports, and creating a culture of inclusivity. A prevalent theme this this year was related to supporting students from families with limited knowledge of college and the college application process. Parents also indicated that they were truly unaware of the impact of student absenteeism.

Goal 3: "All staff will engage in professional learning to meet the district and site academic and social-emotional goals."

Areas identified as topics for which training was desired by stakeholders included:
- Diversity, Equity, and Inclusion
- Unconscious Bias
- Special Education
- Trauma Informed Practices

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.	Broad 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD has developed this goal because it represents the core values of our district in terms of what we believe we should provide all students. Parents and staff have indicated they want to see a continuation of rigorous, high-quality, and supportive academic programs. We have high expectations that our students can learn and be successful. And we also feel that we can help students who are not finding academic success with the support necessary to achieve it. The actions below relating to academic focus, student assessment and monitoring, interventions and supports, and expanded learning opportunities will help to move the needle for all students. The related metrics reflecting high expectations will help to illuminate our successes and progress towards the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with scores of "Meets" or "Exceeds" on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	2022-2023 CAASPP ELA Results: CUSD Overall: 73.42%			2026-2027 CAASPP ELA Results: CUSD Overall: Maintain or improve	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of students with scores of "Meets" or "Exceeds" on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	2022-23 CAASPP Mathematics Results: CUSD Overall: 62.63%			2026-2027 CAASPP Mathematics Results: CUSD Overall: Maintain or improve	
1.3	% of students with scores of "Meets" or "Exceeds" on the California Science Test (CAST). Priority 4	2022-23 CAST Results: CUSD Overall: 58.08%			2026-2027 CAST Results: CUSD Overall: Maintain or improve	
1.4	% of current English Learner students moving one level or maintaining their current level for only a second year, based on the Summative ELPAC. Priority 4	Per the 2023 California Dashboard ELPI, the percent of English Learners who progressed in English proficiency (ELPAC) for 2022-23 is 53.1%			2026-27 ELPI: Maintain or improve	
1.5	% of students successfully meeting UC/CSU (a-g) requirements Priority 4	2022-23 A-G Completion Results: 66%			2026-2027 A-G Completion Results: 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	% of students successfully meeting UC/CSU (a-g) requirements AND completed at least one CTE Pathway. Priority 4	Of the 66% of students who successfully met UC/CSU (a-g) requirements, 31.1% completed a CTE Pathway.			2026-2027 Met UC/CSU (a-g) and completed at least one CTE Pathway: Maintain or improve	
1.7	% of students completing at least one CTE pathway Priority 4	2022-23 CTE Pathway Completion: 42.6%			2026-2027 CTE Pathway Completion: Maintain or improve	
1.8	% of English Learners Reclassified as English Proficient. (RFEP) Priority 4	2022-23 RFEP Results: District Overall: 6.8%			2026-2027 RFEP Results: Maintain or improve	
1.9	% of students demonstrating college preparedness (College and Career Readiness Indicator from the CA Dashboard) Priority 4	2022-23 CCI Data Results: 75.7% "Prepared" No color was assigned/reported for CCI Data on the 2023 California Dashboard. 78% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program			2026-2027 CCI Data Results: Maintain or improve	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(EAP) or subsequent assessment of college preparedness, in English Language Arts. 47% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in Mathematics.				
1.10	% of students passing Advanced Placement (AP) exams (3+) Priority 4	2022-32 AP Results: 75% (435 AP students taking 810 tests with 71% scoring 3+)			2026-27 AP Results: Maintain or improve	
1.11	Implementation of the academic content and performance standards adopted by the state board Priority 2	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Priority 2	The district provides both integrated and designated ELD instruction as well as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.			Maintain	
1.13	Student access and enrollment in all required areas of study Priority 7	Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).			Maintain	
1.14	A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable Priority 7	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).			Maintain	
1.15	Programs and services developed and provided to unduplicated pupils Priority 7	The district provides open access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS).		.		
1.16	% Teachers are appropriately assigned and credentials in subject areas Priority 1	2023-24 Rates: As of May 2024, data is not yet available from CDE.			2026-2027 Rates: 100%	
1.17	% Students have sufficient access to standards-aligned instructional materials Priority 1	2023-24 Rates: 100%			2026-2027 Rates: 100%	
1.18	School facilities are maintained in good repair Priority 1	2022-23 FIT Report Data: Met Standard			2026-2027 FIT Report Data: Met Standard	

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	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Identify and utilize common assessments, screeners and/or benchmark assessments for instruction and intervention in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions. Improved student outcomes will be measured specifically for the following student groups which are are "orange" in the 2023-2024 California Dashboard: Hispanic, socioeconomically disadvantaged, students with disabilities, and English learners. To support this long-term goal, the District will make data dashboards with local data accessible for staff to use for analysis and planning of instructional next steps.	$38,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Response to Intervention Staffing	Provide all students identified for intervention with targeted strategies for support by response to intervention staffing.	$1,782,543.00	Yes
1.3	Summer Program for Low-Income Students	Implement a summer enrichment program for K-8 students focusing on the District's low-income student population.	$25,000.00	Yes
1.4	English Learner Supports	Provide personnel directly supporting English learner students to provide support with academic language acquisition.	$1,086,320.00	Yes
1.5	Part-time Community Liaison	Create part time position to promote greater outreach and inclusion to our Spanish Speaking families in support of student success	$116,568.00	Yes
1.6	Instructional Materials for Intervention	Explore alternative instructional materials for Carmel Middle School Mathematics intervention programs supporting struggling students, including students with disabilities.	$5,000.00	No
1.7	After School Academic Support	Provide access to academic support (homework, clarification, etc.) beyond the school day. Implementation will be monitored through student sign in sheets.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CUSD developed this goal because it aligns with our district's focus on student support and engagement. The metrics below reflect solid benchmarks around the achievement of or progress towards the goal. We believe the actions focused on providing social-emotional and mental health support will help us achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CUSD Chronic Absenteeism % Priority 5	2022-23 Chronic Absenteeism Rates: Chronically Absent: 19.1% Socio-economically Disadvantaged 29.6% Hispanic 21.1% Student with disabilities 24.7% English Learners 27.1%			2026-27 Chronic Absenteeism Rates: Reduce by half of baseline. Chronically Absent - 10% Socio-economically Disadvantaged - 15% Hispanic - 11% Student with disabilities - 12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners - 14%	
2.2	% of Student reports of caring relationships and school connectedness on the California Healthy Kids Survey.

Priority 6 | The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the survey. Compilation of State averages for Grade 5 are from the 2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19 administrations of CHKS across the state.

Caring adults in school (High/Moderate); CUSD/State Avg.
Gr. 5 - 77%/74%
Gr. 7 - 71%/61%
Gr. 9 - 73%/56%
Gr. 11 - 78%/60%

School connectedness (High/Moderate); CUSD/State Avg.
Gr. 5 - 81%/74%
Gr. 7 - 67%/62%
Gr. 9 - 70%/57%
Gr. 11 - 61%/53% | | | CUSD students reports of caring relationships and school connectedness on the California Healthy Kids School Survey will be at or above the state average. | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids Survey and local measures.

Priority 6 | The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the survey. State averages referenced below are from the 2017-19 administrations of CHKS across the state.

Drug and Alcohol Usage:
CUSD Average/State Average -
Gr. 7 - Alcohol: 0%/7%; Other Drug (Marijuana): 0%/4% - met
Gr. 9 - Alcohol: 16%/15%; Other Drug (Marijuana): 12%/10% - met
Gr. 11 - Alcohol: 13%/23%; Other Drug (Marijuana): 8%/16%- met

Binge Drinking:
CUSD Average/State Average -
Gr. 11 – 0%/8% - met | | | CUSD students reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids School Survey will be below the state average. | - |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average - Gr. 7 - 21%/30% - met Gr. 9 - 34%/33% - met Gr. 11 - 38%/37% - met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - 26%/37% - met Gr. 9 - 33%/30% - met Gr. 11 - 35%/27% - met				
2.4	CUSD Secondary Dropout % Priority 5	2022-2023 Dropout Rates: Middle School: 0.23% High School: 0.18%			2026-2027 Dropout Rates: maintain or reduce	
2.5	CUSD Graduation % Priority 5	2022-2023 Graduation Rates: 98.3%			2026-2027 Graduation Rates: maintain or improve	
2.6	CUSD School Attendance % Priority 5	2023-2024 Attendance Rates: 94.92%			2026-2027 Attendance Rates: Improve to minimum of 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	CUSD Suspension % Priority 6	2022-23 Suspension Rates: 3.0%			2026-2027 Suspension Rates: reduce by 1% overall	
2.8	CUSD Expulsion % Priority 6	2022-23 Expulsion Rates: 0.08%			2026-2027 Expulsion Rates: maintain or reduce	
2.9	How the school district will promote parental participation in programs for individuals with exceptional needs Priority 3	All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.			maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12						

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	Wellness and Social Emotional Programs and Supports	The district will focus on counseling services, behavioral support services, and providing programs/activities, focused on wellness and social-emotional learning including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	$1,605,957.00	Yes
2.2	Mental Health Services	Provide mental health support services for students through the use of clinicians and support personnel.	$535,995.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Healthy School Attendance Culture	Develop individualized attendance improvement plans for students who are chronically absent through the implementation of School Attendance Review Teams (SART) at each school site. In addition, parent education opportunities on the importance of attendance will be offered.	$57,375.00	Yes
2.4	First Generation Counselor	First generation students are the first students in their families to potentially go to college. First generation students benefit from increased and specialized support to learn about the college going expectations, processes, and resources.	$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Continuous professional learning has consistently been a district priority. This goal was developed in conjunction with the academic achievement and support goals as well as the district priority. Staff need to access training and professional development in support of our efforts on the behalf of our different student groups. The actions below focus on professional learning designed to improve our academic programs for all students, with a focus on students with disabilities and English Learners. The related metrics will help us evaluate the effectiveness and implementation status of our efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of certificated and classified employees will "Agree" or "Strongly Agree" that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.	2023-24 Data: 87.07% Strongly Agreed or Agreed			Maintain or improve	
3.2	% of relevant TK-5th grade staff trained on an evidence-based, multisensory, structured literacy approach and model	2023-24 Data: 76.8% TK-5th grade staff will be trained (43 out of 56) by the end of the academic year.			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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	Professional Learning - Instructional Strategies and Student Supports	Provide teachers & site leaders access to professional learning focused on instructional strategies supporting all students with particular attention to English Learners, Special Education, and low income students.	$25,000.00	Yes
3.2	Multi-sensory Structured Literacy Training	The district will provide multi-sensory structured literacy training to untrained elementary staff. Staff prioritized for training will include Special Education teachers, speech therapists, instructional coaches, intervention teachers, English Learner Specialists,TK-3rd grade teachers, and Special Education instructional aides.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Differentiated Mathematics Instruction	The importance of an effective teacher in the classroom has a strong impact on student achievement; therefore, on-going professional development is the key to ensuring that teachers have all the knowledge and skills to prepare students for the next grade/course/level. Professional development focused on middle school mathematics instructional strategies is necessary. The California Dashboard indicates "red" for students with disabilities and "orange" for hispanic and socioeconomically disadvantaged students.	$3,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$817,598.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.568%	0.000%	$0.00	3.568%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention **Need:** Improved student outcomes will be measured specifically for the following student groups which are are "orange" in the 2023 California Dashboard: Hispanic, socioeconomically	Access to user-friendly data dashboards will support staff with the analysis of data and planning of instructional next steps. Provision of disaggregated data will support the inclusion of targeted responses to identified student learning needs. While this action will address the specific needs of specific student groups, the academic needs of all students will be addressed with access to data dashboards showing assessment results of students.	California Dashboard Data (progress over time) CAASPP data for ELA and Mathematics

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
	disadvantaged, students with disabilities, and English learners. **Scope:** LEA-wide		
1.2	**Action:** Response to Intervention Staffing **Need:** Hispanic, English learners, socio-economically disadvantaged, and students with disabilities are the identified student groups performing two performance levels below "all students" on the California Dashboard as measured by CAASPP results for ELA and Mathematics on the 2023 California Dashboard. Based on data analysis of both state and district indicators, students identified as performing below grade level warrant targeted interventions and support to improve their academic achievement. **Scope:** LEA-wide	Allocating highly trained staff at school sites to support tiers of intervention is a best practice that results in overall academic achievement of students. The use of targeted instruction in identified areas of need on a student-by-student basis allows for progress monitoring and adjustments to instructional approaches that result in improved student outcomes on assessments. Implementing a Response to Intervention (RtI) strategy is designed to address identified students, but is also beneficial to all students.	California Dashboard Data (progress over time) CAASPP data for ELA and Mathematics
1.5	**Action:** Part-time Community Liaison **Need:** **Scope:**		Programs and services developed and provided to unduplicated pupils Priority 7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** After School Academic Support **Need:** Parent request **Scope:** Schoolwide	Parent feedback during D/ELAC meetings specifically requested support for their children to help them complete their homework and/or receive clarification on assignments.	Sign in sheets of students attending
2.1	**Action:** Wellness and Social Emotional Programs and Supports **Need:** Chronic absenteeism rates on the 2023 CA Dashboard data demonstrate the need for EL and SED students to be present at school. Current baseline data: Chronic Absenteeism English Learner 26.5 Chronic Absenteeism Socioeconomically Disadvantaged 29.5 **Scope:** LEA-wide	Providing access to supports for student wellness - mental health, social, and emotional - is essential in reducing chronic absenteeism rates. All students will receive access to these services because it benefits all students and the overall culture of the school sites.	California Dashboard Chronic Absenteeism rates
2.3	**Action:** Healthy School Attendance Culture **Need:** Chronic absenteeism rates on the 2023 CA Dashboard data demonstrate the need for EL	School attendance review teams combined with parent education will contribute to improved chronic absenteeism rates because there will be individualized attention focused on supporting students and their families.	California Dashboard Chronic Absenteeism rates

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
	and SED students to be present at school. Current baseline data: Chronic Absenteeism English Learner 26.5 Chronic Absenteeism Socioeconomically Disadvantaged 29.5 Parent Feedback confirmed the need for increased understanding of student attendance and its impact on student learning. **Scope:** LEA-wide	All students will receive access to these services because it benefits all students and the overall culture of the school sites.	
2.4	**Action:** First Generation Counselor **Need:** Parent requests for support with the college application process, ranging from learning about how to select a college to the application process including scholarship and FAFSA application support. Student request for more 1:1 counseling sessions and post-secondary options. **Scope:** Schoolwide	All first generation students will receive access to these services because it benefits all students who are the first generation in their family to go to college.	California Dashboad Collge and Career Indicator a-g Completion Rate
3.1	**Action:** Professional Learning - Instructional Strategies and Student Supports **Need:**	Supporting the ongoing learning of staff on best practices and effective strategies for specific student groups should increase access to the curriculum (multiple on-ramps to learning) and improve student engagement.	California Dashboard Data - Middle School Mathematics Feedback from English Learner and Special

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
	Feedback from English Learner families and students. Feedback from Special Education families. **Scope:** LEA-wide	Strategies to meet diverse learner needs also benefits all students	Education families and students

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Summer Program for Low-Income Students **Need:** Access and opportunity to participating in experiences that students would not otherwise be afforded. **Scope:** Limited to Unduplicated Student Group(s)	This program is designed to increase access and opportunity to participate in experiences that students would not otherwise be afforded. Maintenance of a summer offering for students who reside in the outer regions of the district that are designed to provide swim lessons, develop leadership skills, and ???.	Participant feedback
1.4	**Action:** English Learner Supports **Need:** Dashboard performance indicators are orange in both ELA and Mathematics. This means	Provide support for English Learner students with academic language acquisition, comprehension of core content, and successful completion of school work.	California Dashboard Data (progress over time) CAASPP data for ELA and Mathematics ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that English Learner students are two performance levels below all students. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Part-time Community Liaison **Need:** Community feedback **Scope:** Limited to Unduplicated Student Group(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.

Carmel USD has NO 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.

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.

N/A

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

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	$22,914,227.00	817,598.00	3.568%	0.000%	3.568%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,590,687.00	$1,459,186.00		$316,700.00	$5,366,573.00	$5,311,758.00	$54,815.00

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	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$38,815.00	$38,815.00				$38,815.00	
1	1.2	Response to Intervention Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,782,543.00	$0.00	$1,535,345.00	$38,269.00		$208,929.00	$1,782,543.00	
1	1.3	Summer Program for Low-Income Students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Cachagua Elementary students	ongoing	$25,000.00	$0.00	$25,000.00				$25,000.00	
1	1.4	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$1,086,320.00	$0.00	$978,549.00			$107,771.00	$1,086,320.00	
1	1.5	Part-time Community Liaison	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$116,568.00	$0.00	$116,568.00				$116,568.00	
1	1.6	Instructional Materials for Intervention	All Students with Disabilities	No			Specific Schools: Carmel Middle	ongoing	$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
							School Grades 6-8									
1	1.7	After School Academic Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Captain Cooper Elementary School and Carmel High School.	ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
2	2.1	Wellness and Social Emotional Programs and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,605,957.00	$0.00	$721,035.00	$884,922.00			$1,605,957.00	
2	2.2	Mental Health Services	All	No			All Schools 6-12	ongoing	$535,995.00	$0.00		$535,995.00			$535,995.00	
2	2.3	Healthy School Attendance Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$54,375.00	$3,000.00	$57,375.00				$57,375.00	
2	2.4	First Generation Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Carmel High School		$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.1	Professional Learning - Instructional Strategies and Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$25,000.00	$0.00	$25,000.00				$25,000.00	
3	3.2	Multi-sensory Structured Literacy Training	All	No			All Schools Specific Schools: Elementary and Middle School staff (teachers and aides) K-8	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Differentiated Mathematics Instruction	All Students with	No			Specific Schools:	ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

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
			Disabilities				Carmel Middle School									

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
$22,914,227.00	817,598.00	3.568%	0.000%	3.568%	$3,577,687.00	0.000%	15.613 %	**Total:**	$3,577,687.00
								LEA-wide Total:	$2,494,138.00
								Limited Total:	$1,120,117.00
								Schoolwide Total:	$80,000.00

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 (%)
1	1.1	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,815.00	
1	1.2	Response to Intervention Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,535,345.00	
1	1.3	Summer Program for Low-Income Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Cachagua Elementary students	$25,000.00	
1	1.4	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$978,549.00	
1	1.5	Part-time Community Liaison	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$116,568.00	

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	1.7	After School Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Captain Cooper Elementary School and Carmel High School.	$20,000.00	
2	2.1	Wellness and Social Emotional Programs and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$721,035.00	
2	2.3	Healthy School Attendance Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,375.00	
2	2.4	First Generation Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carmel High School	$60,000.00	
3	3.1	Professional Learning - Instructional Strategies and Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,169,638.00	$5,157,935.00

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	Common Assessments for Instruction and Intervention	Yes	$13,815.00	$13,815.00
1	1.2	Response to Intervention Staffing	Yes	$1,903,464.00	$1,906,066.00
1	1.3	Math Instructional Leadership Team * Discontinued for 2023-24	No	$0.00	$0.00
1	1.4	K-8 Summer Program for Low-Income Students	No	$10,000.00	$34,354.00
1	1.5	Extended Learning Programming	Yes	$38,039.00	$45,054.00
1	1.6	SpEd Math Intervention	No	$4,000.00	$0.00
1	1.7	EL Supports	Yes	$646,793.00	$675,232.00
1	1.8	Part-time Community Liaison	Yes	$95,136.00	$76,721.00
2	2.1	Wellness and Social Emotional Programs and Supports	Yes	$1,737,114.00	$1,657,155.00
2	2.2	SEL - Screeners	No	$4,000.00	$0.00
2	2.3	Mental Health Services	No	$521,415.00	$511,152.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	NEW ACTION Outreach, Prevention, and Education Coordinator	No	$156,862.00	$69,020.00
3	3.1	Professional Learning - Instructional Strategies and Student Supports	Yes	$25,000.00	$80,870.00
3	3.2	Vertical Articulation	No	$5,000.00	$1,596.00
3	3.3	Multi-sensory Structured Literacy Training	Yes	$9,000.00	$86,900.00

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)
$975,913.00	$2,951,200.00	$3,058,826.00	($107,626.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Assessments for Instruction and Intervention	Yes	$13,815.00	$13,815.00		
1	1.2	Response to Intervention Staffing	Yes	$1,644,052.00	$1,653,894.00		
1	1.5	Extended Learning Programming	Yes	$9,160.00	$45,054.00		
1	1.7	EL Supports	Yes	$588,635.00	$431,525.00		
1	1.8	Part-time Community Liaison	Yes	$95,136.00	$76,721.00		
2	2.1	Wellness and Social Emotional Programs and Supports	Yes	$566,402.00	$723,998.00		
3	3.1	Professional Learning - Instructional Strategies and Student Supports	Yes	$25,000.00	$26,919.00		
3	3.3	Multi-sensory Structured Literacy Training	Yes	$9,000.00	$86,900.00		

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)
$23,886,835.00	$975,913.00	0.00%	4.086%	$3,058,826.00	0.000%	12.805%	$0.00	0.000%

Local Control and Accountability Plan 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.

Introduction and Instructions

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

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

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

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

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

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  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.

  - 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:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

- o **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.

- o **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)**

o 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**

    o 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)**

  - o 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