PLUS PROGRAM · ALIGNMENT GUIDE · LCAP ACTION

PLUS ALIGNMENT GUIDE

LCAP ACTIONS AND STATE BLOCK GRANTS (SSPDBG AND LREBG)

SIDE-BY-SIDE LANGUAGE FOR GRANT WRITERS. ADAPT EVERY BRACKET TO YOUR SCHOOL.

HOW TO USE THIS GUIDE

A district funds PLUS through its Local Control and Accountability Plan (LCAP) by writing it into a goal, its actions and its metrics. Two state block grants can share the cost. The Learning Recovery Emergency Block Grant (LREBG) is one-time money that must be spent by the end of 2027-28. A district must complete an LREBG needs assessment before it puts LREBG funds in the LCAP. The Student Support and Professional Development Discretionary Block Grant (SSPDBG) is allocated by average daily attendance with no application. Its 2026-27 funds may be spent through 2031-32 and include a use for community school partnerships. As of October 31, 2026, the current LCAP template covers 2024-25 through 2026-27, and the next three-year LCAP begins in 2027-28. No one scores an LCAP. The board adopts it and the county office reviews and approves it.

This guide follows the LCFF state priorities, the parts of the LCAP template, the LREBG requirements and the SSPDBG allowable uses. Each table shows what the plan asks for, where PLUS fits and sample language a writer can adapt. The sample language uses brackets for details only your district can supply. Replace every bracket with your own Dashboard data, needs assessment findings, teams and amounts. Rewrite the language in your district's voice so a parent on your advisory committee can follow it.

> **Writer's note.** Use the rows that fit your district. A strong LCAP goal ties PLUS to two or three priorities with metrics you already collect. It does not claim that PLUS moves every priority.

THE LCFF STATE PRIORITIES

There are ten state priorities. Priorities 9 and 10 apply only to county offices of education. PLUS fits priorities 3, 5, 6 and 8 most directly.

LCFF ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Priority 3: Parental Involvement. Efforts to seek parent input in decision-making and to promote parent participation	Direction runs parent surveys by QR code. PLUS Teams can host an evening family Forum each semester and share cycle data with families.	*"Parents at each PLUS school will complete a Direction survey by QR code [twice] a year in [English and Spanish]. Each PLUS Team will co-host an evening family Forum each semester and share the results of the most recent student data cycle."*
Priority 5: Pupil Engagement. Attendance, chronic absenteeism, dropout and graduation rates	PLUS meets ESSA Tier 2 for attendance. A quasi-experimental study found that participation in a year-long PLUS class significantly improved attendance. Direction has an Attendance and Engagement category, so teams can learn from students what keeps students away.	*"PLUS gives each secondary school a monthly read on the campus conditions behind absence. Direction Attendance and Engagement questions run every cycle, and the PLUS staff team compares the results with chronic absenteeism data for [student groups in the lowest Dashboard levels]."*
Priority 6: School Climate. Suspension and expulsion rates, and local surveys of pupils, parents and teachers on safety and school connectedness	Direction is a local survey of students, parents and staff. It surveys a new representative sample of students every cycle. Forums identify the top four critical issues between students, such as bullying, exclusion and harassment.	*"Direction will serve as [District]'s local climate survey between administrations of [CHKS]. A new representative sample of students answers the same questions nine times a year, so site teams can see whether reports of [being bullied on campus in the last 30 days] rise or fall."*
Priority 8: Other Pupil Outcomes. Outcomes in the subject areas of a broad course of study	The PLUS curriculum aligns with the California State Seal of Civic Engagement. A district that tracks Seal earners as a local outcome can count PLUS students who earn it.	*"[District] will track the number of PLUS students who earn the State Seal of Civic Engagement as a local measure under Priority 8."*
Priorities 1, 2, 4 and 7. Basic conditions, state standards, pupil achievement and course access	PLUS does not address teacher assignment, facilities, standards implementation or test results. The PLUS class adds a year-long course, but count it under course access only if your district classifies it within the broad course of study.	*No sample language.*

THE LCAP GOAL

LCAP TEMPLATE ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
A goal and its type. A focus goal must be specific, measurable and time-bound. A broad goal must be measurable and aligned with its outcomes.	PLUS fits a focus goal on attendance and climate at secondary schools. It also fits inside a broad engagement goal.	*"Students in grades [6 to 12] will attend safe and connected campuses where students help find the patterns that keep them from school and lead the response alongside adults. By June [2030] the district will reduce chronic absenteeism, suspensions and reported bullying."*
State priorities addressed	Name the priorities from the table above that your actions and metrics actually serve.	*"State priorities addressed: Priority 5 (Pupil Engagement) and Priority 6 (School Climate)."*
An explanation of why the LEA developed the goal, based on data and consultation with educational partners	Direction and Forum findings explain the reasons behind Dashboard numbers. PLUS connects that student voice to the PBIS and MTSS teams a district already runs.	*"Site PBIS and MTSS teams had attendance and discipline data. They did not have a regular way to learn from students what drove the numbers. In a [spring] Direction pilot, [percent] of sampled students reported [being left out by other students in the last 30 days]."*

MEASURING AND REPORTING RESULTS

LCAP TEMPLATE ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Metrics with a baseline, yearly outcomes and a Year 3 target	Use your Dashboard and DataQuest measures for attendance and suspension. Add Direction items written as experiences in the last 30 days. A question asked across schools to more than 250 students sets a Direction norm, and a school above it receives a warning indicator.	*"Metric [3.4]: Sampled students in grades 9 to 12 reporting they were bullied on campus in the last 30 days (Priority 6, Direction, average of nine cycles). Baseline [percent]. Target [percent or lower]. The Direction norm for grades 9 to 12 is 6 percent."*
A metric for unduplicated students on each schoolwide contributing action	Direction results can be viewed by student group. Pair them with Dashboard results for socioeconomically disadvantaged students, English learners and foster youth.	*"Metric [3.2] tracks chronic absenteeism for [socioeconomically disadvantaged students and English learners], the groups the contributing action is designed to serve."*

LCAP TEMPLATE ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
An optional local metric for student input (not a template requirement)	Each PLUS school produces nine cycle reports a year that go to the principal, PBIS and MTSS teams and the district office.	*"Metric [3.6]: PLUS cycle reports delivered to site PBIS and MTSS teams and the district office. Target: nine per school each year."*

ACTIONS

LCAP TEMPLATE ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
An action description a reader new to the program can follow	Describe the PLUS class, the PLUS staff team and the 30-day cycle. Present PLUS as the mechanism that connects student data to PBIS, MTSS and school safety work.	*"Each PLUS school runs a 30-day cycle nine times a year. Students lead youth development activities, gather data through Direction and a student-facilitated Forum, plan the activities the campus needs and send a cycle report to the principal, PBIS and MTSS teams and the district office."*
Contributing action requirements. A schoolwide or LEA-wide action must show how it principally serves unduplicated students, why it is schoolwide and which metric measures it	The Advisor selects the PLUS Team to reflect the student body. Each Forum draws a new representative group. The patterns PLUS targets happen across a campus.	*"Unduplicated students have the highest chronic absenteeism in [District]. PLUS Teams are selected to reflect the student body, and each month's Forum draws a new representative group, so unduplicated students help decide what each campus addresses. The action is schoolwide because the patterns it targets happen across each campus."*
Research support for the action	PLUS meets ESSA Tier 2 (moderate evidence) for attendance. Abraczinskas et al. (2022) examine integrating youth participatory action research into schoolwide PBIS to prevent bullying and improve school climate.	*"A quasi-experimental study with propensity score matching found that participation in a year-long PLUS class significantly improved attendance compared to similar peers."*
Funding sources in the action tables	Ongoing costs fit LCFF supplemental and concentration funds. SSPDBG and LREBG go in the other state funds column.	*"Funding: LCFF supplemental and concentration [$ amount]. SSPDBG, community school share [$ amount]."*

> **Writer's note.** Keep one-time start-up costs in a separate LREBG action. That action can leave the LCAP once the LREBG funds are spent, and the ongoing PLUS action stays.

ENGAGING EDUCATIONAL PARTNERS

LCAP TEMPLATE ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Consultation with required partners, including teachers, principals, administrators, other school personnel, bargaining units, parents and students	Direction student, staff and parent surveys and PLUS Forums give documented input from several partner groups.	*"Students, staff and parents at each secondary school completed Direction surveys in [spring]. PLUS Forums at [number] schools gathered student input on the issues students face on campus."*
Student input under SB 997. Districts and county offices serving middle or high school students must include at least two students on the parent advisory committee or establish a student advisory committee, with particular effort to include at-risk or disadvantaged students.	PLUS does not replace the committee. It gives student members current data from a representative sample of their peers. PLUS students can present cycle findings to the committee.	*"Student members of the [student advisory committee] will receive each PLUS cycle report. [Two] PLUS Team members will present the year's findings to the committee each spring before it comments on the draft LCAP."*
A description of how the LCAP was influenced by partner feedback	Each cycle report states the top four critical issues students named, the data behind them and the activities the PLUS Team carried out. A district can show which decisions those reports informed.	*"Students asked for a way to keep telling adults what was happening throughout the year. That request led to Action [3.1] and Metric [3.6]. PBIS teams asked that any new program feed the teams they already had, which led to Advisor collaboration time."*

LEARNING RECOVERY EMERGENCY BLOCK GRANT

LREBG ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
A needs assessment for 2025-26 through 2027-28, completed before LREBG funds go in the LCAP. It must review chronic absenteeism for student groups in the Very High and High Dashboard levels and for all chronically absent pupils. It must also review English language arts and mathematics results for student groups in the Very Low and Low Dashboard levels and for pupils at the lowest achievement levels.	The required chronic absenteeism review is where PLUS connects. PLUS does not address the English language arts and mathematics review. Direction and Forum data can add student-reported reasons as a local source. Confirm with your county office how local data may be used.	*"Our needs assessment found the highest chronic absenteeism among [student groups] in grades [7 to 12]. Student focus groups and a Direction pilot connected those absences to [conflict and exclusion between students]."*
Allowable use: other barriers to learning. Evidence-based pupil supports, including social-emotional learning programs, and staff supports and training	PLUS is an evidence-based school climate program aimed at barriers between students on campus. LREBG can fund start-up training for staff teams and Advisors. PLUS is not a counseling or mental health service.	*"From the allowable uses in Education Code Section 32526(c)(2), the district selected integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training. Action [3.2] prepares staff to run an evidence-based program aimed at the barrier our needs assessment found."*
Allowable use: providing instruction and services consistent with the California Community Schools Partnership Act, regardless of grantee status, as part of accelerating progress to close learning gaps	PLUS supports community school practices such as shared decision-making and integrated supports. The PLUS Team can serve as a liaison to the wellness center.	*"At [community school], LREBG funds will start PLUS as part of the community school's shared decision-making work. PLUS students will present cycle findings to the shared decision-making team."*

LREBG ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
An LREBG action labeled as such, with its research support, at least one metric and the LREBG amount	Label the start-up action. Cite the Tier 2 attendance study. Use a chronic absenteeism metric and the cycle report metric.	*"This is an LREBG action. LREBG amount: [$ amount]. It funds one-time start-up costs for Action [3.1]. Metrics [3.1, 3.2 and 3.6]."*
A rationale for the selected use, based on the needs assessment and aimed at the pupils or schools with the greatest need. The 2027-28 LCAP must review the 2025-26 rationale.	Tie PLUS to attendance and to staff and pupil social and emotional well-being. Do not claim academic outcomes.	*"The district expects lower chronic absenteeism for all students and for unduplicated students. In the 2027-28 annual update the district reviewed its [2025-26] rationale and [kept or adjusted] the strategy based on Metrics [3.1 and 3.2]."*

STUDENT SUPPORT AND PROFESSIONAL DEVELOPMENT DISCRETIONARY BLOCK GRANT

SSPDBG ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Community school and promising neighborhood partnerships pursuant to the California Community Schools Partnership Act (2026-27 funds)	This is the listed SSPDBG example that fits PLUS most clearly. A district may also choose to place PLUS at its community school sites. The Advisor serves on the shared decision-making team and brings cycle data to it.	*"SSPDBG funds will pay for PLUS at [community schools], where PLUS is part of the community school partnership. The PLUS Advisor will serve on the shared decision-making team and bring each cycle's student data to it."*

Writer's note. SSPDBG requires no application. Its funds are discretionary. The law lists examples "including, but not limited to" its named uses, and community school partnerships appear as an example in the 2026-27 list. The other examples, such as literacy and mathematics training, teacher recruitment, career pathways and deferred maintenance, do not describe PLUS. Confirm with your business office how your district plans to charge PLUS costs to SSPDBG.

BUDGET LANGUAGE

LINE	SAMPLE BUDGET JUSTIFICATION
PLUS Advisor, 0.1 to 0.2 FTE	"Funds [0.2] FTE of a certificated teacher at each PLUS school to serve as PLUS Advisor. A 0.1 FTE can get the job done by covering the PLUS class section and the cycle. The district funds 0.2 FTE because the extra 0.1 FTE lets the Advisor collaborate on the site PBIS team, MTSS team and school safety committee [and the community school shared decision-making team]."
PLUS Program, first year ($3,495 per site)	"Funds the 2-Day PLUS Program Development Training for a staff team of up to four, the online subscription with unlimited Direction and the activity resource database, the PLUS curriculum and one conference registration. Charged to LREBG as one-time start-up."
PLUS Program, each year after ($1,495 per site with a three-year agreement)	"Continues the subscription, one conference registration and one 2-Day training registration for a new staff member each year. Charged to LCFF supplemental and concentration funds [and SSPDBG at community school sites]."
PLUS Advisor Institute ($1,495 registration plus lodging and travel)	"Sends each Advisor to the PLUS Advisor Institute, held each June in Temecula, to prepare to teach the PLUS class and lead its activities. The Institute provides lunches and refreshments. The district covers [3] nights of lodging and travel. Charged to LREBG as one-time start-up."

Writer's note. SSPDBG and LREBG go in the other state funds column of the action tables. LREBG funds must be spent by the end of 2027-28, so put only one-time costs there. Each LREBG cost must link to an allowable use. With five or more sites, PLUS Districtwide pricing applies: $1,495 per school site per year plus $2,995 per year for the district subscription, with on-site training at $3,500 per day plus travel and lodging.

Writer's note. The full sample LCAP goal for a fictional district, Coyote Mesa Unified School District, on the Funding PLUS page shows these pieces assembled into one goal with its actions, metrics and three-year funding plan. Confirm all prices at plusprogram.org/costs before you finalize the budget.

SOURCES

- CDE: LCAP Template Instructions
- CDE: LCFF State Priority Resources
- CDE: Learning Recovery Emergency Block Grant Program Information
- CDE: Student Support and Professional Development Discretionary Block Grant

- Lozano Smith: Senate Bill 997 Gives Students a Voice in the LCAP Process
- PLUS Program Costs