



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Bay Union Elementary

CDS Code: 12 63032 0000000

School Year: 2024-25

LEA contact information:

Teri Waterhouse

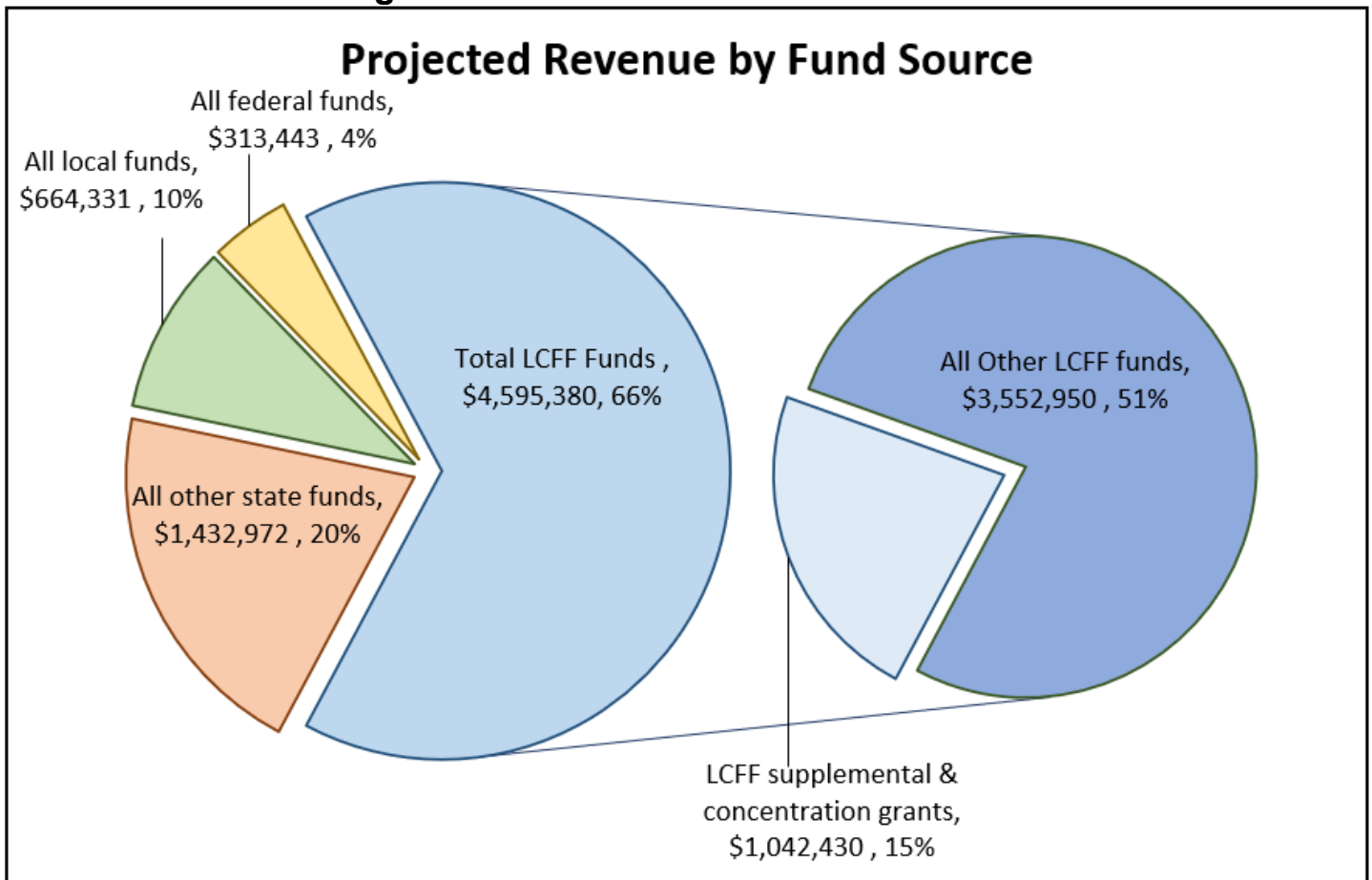
Superintendent

twaterhouse@southbayusd.org

707-476-8549

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

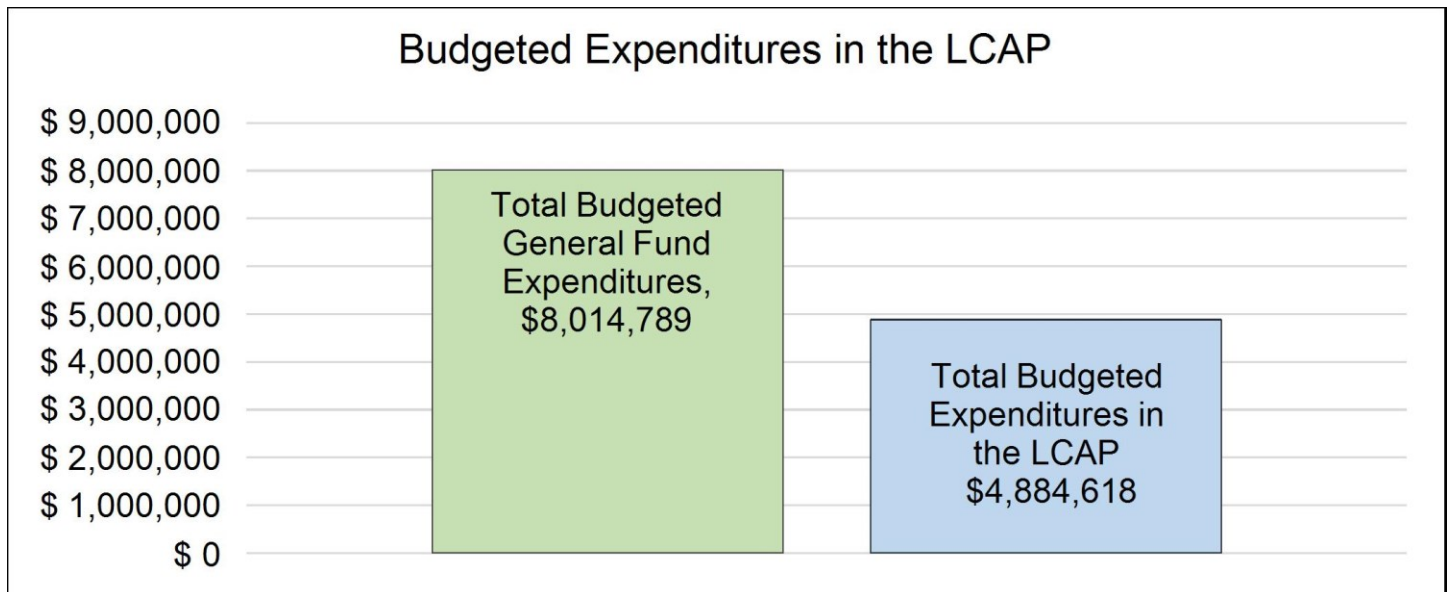


This chart shows the total general purpose revenue South Bay Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Bay Union Elementary is \$7,006,126, of which \$4,595,380.00 is Local Control Funding Formula (LCFF), \$1,432,972.00 is other state funds, \$664,331.00 is local funds, and \$313,443.00 is federal funds. Of the \$4,595,380.00 in LCFF Funds, \$1,042,430.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much South Bay Union Elementary 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: South Bay Union Elementary plans to spend \$8,014,789.00 for the 2024-25 school year. Of that amount, \$4,884,618.00 is tied to actions/services in the LCAP and \$3,130,171 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

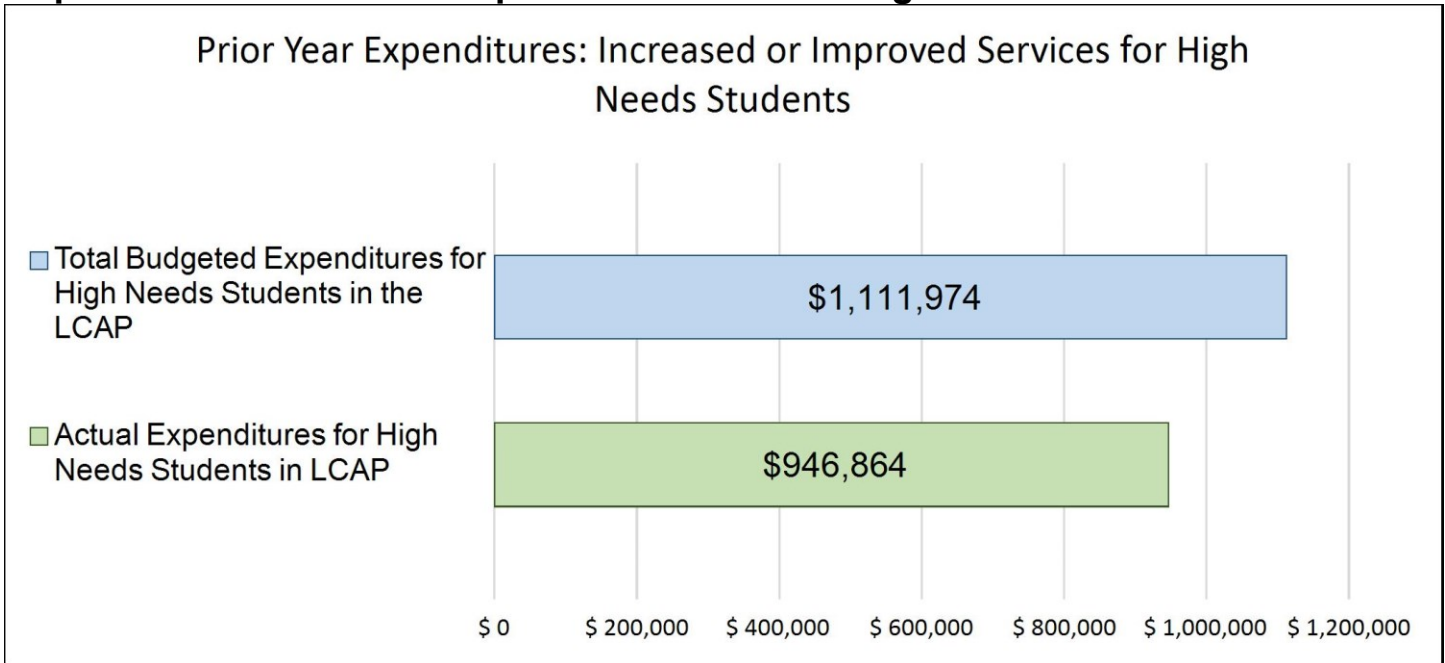
All programs and activities paid for out of non-LCFF revenue are not included in the LCAP. This includes the after school program, the family resource center and other programs with separate non-LCFF funding streams.

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

In 2024-25, South Bay Union Elementary is projecting it will receive \$1,042,430.00 based on the enrollment of foster youth, English learner, and low-income students. South Bay Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. South Bay Union Elementary plans to spend \$1,196,333.00 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



This chart compares what South Bay Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what South Bay Union Elementary 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, South Bay Union Elementary's LCAP budgeted \$1,111,974.00 for planned actions to increase or improve services for high needs students. South Bay Union Elementary actually spent \$946,864.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-165,110 had the following impact on South Bay Union Elementary's ability to increase or improve services for high needs students:

We were able to use one-time dollars to support our LCAP goals resulting in a difference in the expenditures charged to LCFF for the 23-24 school year. The carryover, will be used in accordance with our 2024 LCAP.



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
South Bay Union Elementary	Teri Waterhouse Superintendent	twaterhouse@southbayusd.org 707-476-8549

Goals and Actions

Goal

Goal #	Description
1	Engage all families and community members as partners in students' education by creating multiple opportunities for meaningful engagement and by encouraging educational partner feedback so schools can respond to needs in a timely and culturally responsive manner.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family and Community Survey	<p>(a) establish response rates representative of the district population</p> <p>(b) establish overall baseline response rates</p> <p>(c) establish baseline scores in each survey category</p>	<p>2021-2022</p> <p>(a) American Indian - 11%, Asian - 3%, Black - 10%, Hispanic/Latino - 15%, Islander - 2%, Prefer not to answer - 5%, Other - 1%, White - 54%</p> <p>(b) 116 respondents completed the survey</p> <p>(c) Average score in each category: ** Communication - 80% ** Satisfaction - 82% ** School Climate - 78% ** Stress & Anxiety - 80%</p>	<p>2022-2023</p> <p>Unavailable - The tool used to gather this information, is no longer available to the district.</p> <p>The district has used a variety of surveys to collect feedback from education partners.</p> <p>Strategic Plan Survey:</p> <ul style="list-style-type: none"> Value and Vision - 101 Parent/Community Responses Strategic Plan - 52 Parent/Community Responses 	<p>2023-2024</p> <p>Unavailable - The tool used to gather this information, is no longer available to the district.</p> <p>The district has used a variety of surveys to collect feedback from education partners.</p> <p>Parent Feedback Survey: Parent Experience Survey - Oct/Nov 2023 56 Respondents</p>	<p>(a) MET family response rates reflect district population</p> <p>(b) increase overall response rate</p> <p>(c) At least 85% of scores of mostly true or totally true in each survey category</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Teacher Student Association (PTSA) Membership	2019-20 Parent Teacher Student Association (PTSA) membership was at approximately 65 members.	2021-2022 PTSA has not been functioning during the pandemic. Membership currently stands at 0.	2022-2023 There are 29 active members and a full officer team.	2023-2024 There are 29 active members and a full officer team.	PTSA membership has increased from 2022-23
Parent Community Participation on DELAC committee	DELAC membership requirements	2021-2022 President: Filled Secretary: Vacant Members in attendance: varied Meetings held: 2	2022-2023 Average Attendance: 8-10 Meetings Held: 4	2023-2024 DELAC is not a required committee. The DELAC Feedback group met once. 5 People were in attendance.	DELAC will have a complete set of officers and at least 2 sustaining members in attendance at 75% of the meetings help during the school year.
IEP Meetings held with required members	Required meeting attendance: Parent/Guardian Teacher Education Specialist Administrator Other team members who provide direct services to student	2021-2022 Parents requesting the meeting be held without them: 6 Meeting held without parent after 3 attempts: 2	2022-2023 Parents requesting the meeting be held without them: 2 Meeting held without parent after 3 attempts: 1	2023-2024 100% of meetings have been held with all required members present unless an official member excusal form was completed and allowable.	All required members present at 100% of meetings held.
Student Safety	Healthy Kids Survey of students: % of students who feel safe at school	2020-2021 Healthy Kids Survey of students: % of students who feel safe at school	2021-2022 The Healthy Kids Survey was not conducted.	2022-2023 Healthy Kids Survey of students:	95% of students will report feeling safe at school in grades 3-6.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tripod Survey of Parents: % of parents reporting that their child feels safe at school</p> <p>Healthy Kids Survey of staff</p>	<p>3rd Grade: 79% 4th Grade: Data not available 5th Grade: 94% 6th Grade: 93%</p> <p>Tripod Survey of Parents: % of parents reporting that their child feels safe at school 61% Totally True 26% Mostly True</p> <p>Healthy Kids Survey of Staff: Not Available</p>		<p>% of students who feel safe at school 3rd Grade: NA 4th Grade: 100% 5th Grade: NA 6th Grade: NA</p>	
Student Connectedness to School	Healthy Kids Survey: % of students reporting feeling connected to school	<p>2020-2021 Healthy Kids Survey of students: % of students reporting feeling connected to school 3rd Grade: 72% 4th Grade: Data not available 5th Grade: 84% 6th Grade: 88%</p>	<p>2021-2022 The Healthy Kids Survey was not conducted.</p>	<p>2022-2023 Healthy Kids Survey of students: % of students reporting feeling connected to school 3rd Grade: NA 4th Grade: 88% 5th Grade: NA 6th Grade: NA</p>	95% of students will report feeling connected to school
CHKS Parent Survey (A6.1): Percentage of parents/guardians that "agree" or "strongly agree" that their	To be determined with 2022-2023 survey	2021-2022 Not gathered	2022-2023 Not gathered	2023-2024 Not Available	85% of Parents agree or strongly agree that their school actively seeks the input of parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school actively seeks the input of parents before making important decisions.			<p>Studer Parent/Guardian Survey</p> <p>21. I have been invited by the school district this year to provide input on how to support successful school and family interactions. 80.36% Agree/Strongly Agree</p> <p>22. I have been invited by the school district this year to provide input on the academic quality of my child's school. 80.7% Agree/Strongly Agree</p>		

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.

Staffing adjustments and an evaluation of current needs have led to several modifications in our professional development agenda. Leadership development has emerged as a priority, shaped by feedback from our educational partners, including our staff members. Staff involved in intervention programs and comprehensive student and family support have required updated training to stay current with legislative changes and procedural updates, addressing a gap since such training has not been offered in recent years.

To bolster engagement, strategies have included focus group meetings, DELAC meetings, surveys, Site Council participation, and revitalizing our Parent Teacher Student Association. We've also revamped our district website to enhance access to crucial information for families and

staff. Parent interviews were conducted which resulted in a greater understanding of our families goals for their children and their school experience.

Efforts to promote parent education and involvement have been marked by the establishment of two new parent support groups, which meet during school hours. This initiative is gaining momentum, and based on parental feedback, we plan to enrich these meetings with guest speakers next year.

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.

Material Differences: 1.3 Engagement Strategies: The bulk of the planned expense for this strategy was to contract with the company Tripod to provide surveys and survey disaggregation. We determined that that we could gather partner feedback by conducting focus group meetings and using our own surveys. This has proven to be an effective strategy.

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

The district has been moderately successful in engaging families and community members.

Action 1.1 Personnel: This action allowed us to appropriately staff our base program allowing for the direct supports to students and families including a focus on a positive school climate where students and staff feel safe and connected. The results of our Healthy Kids Survey indicate that this action was effective.

Action 1.2 Parent Supports and Action 1.3 Engagement Strategies: We have been able to hold numerous events to bring families on to campus and to provide supports for parents/guardians. Parents/guardians were able to participate in Parent Interviews, focus groups, PTSA, Site Council and DELAC meetings to provide feedback on our programs. Our data gathering tool posed to be challenging due to a change in vendor. Our staffing allowed for bilingual supports to families. Our focus on parent involvement resulted in 100% of IEPs being held with required members. PTSA involvement is still limited to a small group but with continued outreach and public events like the school carnival, we hope to see involvement rise.

Action 1.4 Access to Technology: We have updated our student information system and communication tools. This system is new and we are developing training for staff to maximize it's impact on communication with families. Parents/guardians are able to access student information through on online portal that includes grades and attendance.

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.

Through the review process of the 23-24 LCAP, our community partners, staff and families identified areas for improvement in the structure and organization of the LCAP. In particular, it was clear that our community wanted a document that was aligned with strategic plan and provided a clear understanding of the District's priorities. As such, we have completely revamped the LCAP for 2024-2025. While our goals may not have been ineffective, they certainly lacked clarity. This will be address by changing the goals and actions to match the strategic plan developed by with our community and adopted by the school board.

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	<p>All students, regardless of age, race, language, home address, physical limitation, or intellectual capacity, are provided with the most inclusive learning environment.</p> <p>Revised May 2023:</p> <p>Enriched Learning: We create an enriched learning experience that provides equitable access so that all students can fully participate in their academic and personal success.</p> <p>High-Quality Instruction: We will provide students with high-quality and culturally relevant instruction so that students gain skills and knowledge in grade-level content and apply that knowledge through problem-solving.</p> <p>Personalized Intervention: We will provide personalized interventions and supplement student learning to ensure the success of all students.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Teacher Misassignments	0% rate of teacher misassignments	2021-2022 0% of teachers are misassigned.	2022-2023 0% of teachers are misassigned	2023-2024 1 Teacher Misassignment	0% rate of teacher misassignments
Student Access to Standards-Aligned Instructional Materials and Broad Course of Study	100% of students have access to standards-aligned instructional materials and are offered a board course of study for all students through multi subject classrooms.	2021-2022 100% of students have access to standards-aligned instructional materials and are offered a broad course of study.	2022-2023 100% of students have access to standards aligned materials.	2023-2024 100% of students have access to standards aligned materials.	100% of students have access to standards-aligned instructional materials and are offered a board course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities In Good Repair	All facilities at rated in "good" or better repair	2021-2022 Both Pine Hill and South Bay were rated as being in "Excellent" condition according to the FIT tool.	2022-2023 Pine Hill School was rated in "Good" condition according to the FIT tool. South Bay School was rated as being in "Good" condition with the exception of the Structural receiving a "Fair" rating. according to the FIT tool.	2023-2024 Pine Hill School was rated in "Good" condition according to the FIT tool. South Bay School was rated as being in "Good" condition with the exception of the Structural receiving a "Fair" rating.	All facilities at rated in "good" or better repair
Faculty and Staff Survey	Establish baseline score for each survey	2021-2022 District Organizational Effectiveness: 3.16 District School Leadership: 3.18 Schoolwide academic press: 3.14 Evaluation Quality: 2.99 Quality Use of PLC Time: 2.25 Professional Development Quality: 2.92	This survey is no longer in use.	This survey is no longer in use.	Increase score to 4 (favorable) or better in each of the surveyed categories

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	<p>2020-2021</p> <p>31.31% Met or Exceeded</p> <p>There is no California Dashboard data for this school year.</p>	<p>2021-2022</p> <p>35.14% Met or Exceeded</p> <p>California Dashboard All Students: Low</p> <p>Student Group Performance: Very Low - Students with Disabilities Low - Hispanic, Homeless, Socioeconomically Disadvantaged, White</p>	<p>2022-2023</p> <p>36.33% Met or Exceeded</p>	<p>2023-2024</p> <p>CAASPP Scores have not been reported yet.</p>	<p>2024</p> <p>45% Met or Exceeded</p> <p>California Dashboard: No student groups in the Very Low/Low group</p>
Math CAASPP	<p>2020-2021</p> <p>19.18% Met or Exceeded</p> <p>There is no California Dashboard data for this school year.</p>	<p>2021-2022</p> <p>21.75% Met or Exceeded</p> <p>California Dashboard All Students: Low</p> <p>Student Group Performance: Very Low - Students with Disabilities Low - Hispanic, Homeless, Socioeconomically Disadvantaged, White</p>	<p>2022-2023</p> <p>31.3% Met or Exceeded</p>	<p>2023-2024</p> <p>CAASPP Scores have not been reported yet.</p>	<p>2024</p> <p>35% Met or Exceeded</p> <p>California Dashboard: No student groups in the Very Low/Low group</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science CAASPP	2020-2021 26.83% Met or Exceeded	2021-2022 3.33% Met or Exceeded	2022-2023 27.85% Met or Exceeded	2023-2024 CAASPP Scores have not been reported yet.	2024 Overall = Increase the number of students who met or exceeded standard in science or YELLOW or better with no student-scholar subgroups in ORANGE or RED
School Attendance	February 2020 P2 Reporting = 94.79%	2021-2022 February Reporting: Pine Hill - 89.61% South Bay - 91.75% South Bay Charter - 94.92%	2022-2023 February Reporting: Pine Hill - 91.01% South Bay - 91.52% South Bay Charter - 95.05%	2023-2024 February Reporting: Pine Hill - 90.06% South Bay - 91.53% South Bay Charter - 94.14%	95% or greater
Tripod's 7 C's Survey	(a) Establish baseline score of 300 (b) Annually, when comparing Fall to Spring survey results, classrooms scoring in bottom 20% (Fall) will improve by 10 points (Spring)	2021-2022 (a) Overall fall 2021 average score for Pine Hill: 292; Overall at South Bay: 300 (b) Spring survey data is incomplete.	This survey is no longer in use.	This survey is no longer in use.	(a) Overall school site scores of 320 or better (b) Annually, when comparing Fall to Spring survey results, classrooms scoring in bottom 20% (Fall) will improve by 10 points (Spring)
3rd Grade Reading Proficiency as measured by STAR Reading	2020-2021 End of Trimester 2 STAR District Benchmark Data Not Available for Comparison. Only 20 students completed the assessment.	2021-2022 End of Trimester 2 STAR District Benchmark 63.9%	2022-2023 End of Trimester 2 STAR District Benchmark 49.1%	2023-2024 End of Trimester 2 STAR District Benchmark 43%	80% of 3rd grade students will have met grade-level reading proficiency as measured by STAR Reading

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.

During the 2023-2024, Pine Hill staff piloted a new language arts curriculum. Grades 4-6 implemented their first year of a new language arts curriculum. The amount of time and training to fully implement these programs was not factored into the original LCAL goal. Time and resources were adjusted to meet this need. We were successful in the implementation of the reading program

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

Material Differences:

2.3 Curriculum and Instruction: We were able to purchase language arts curriculum for both the pilot in grades TK-3 and the adoption using the Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant.

2.4 Assessment: We were able to use the embedded assessments in our new curriculum and did not need to purchase additional tools.

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

Our actions led to improvements in this goal area but we did not meet several of the desired outcomes. Our facilities and our materials met the goal due to our ability to hire outstanding staff.

Action 2.1 Personnel (Tier 1): We were able to hire highly qualified staff for all positions but one this last school year. Hiring for the upcoming school year is a top priority for the district.

Action 2.2 Professional Development: We have done extensive professional development in the area of literacy to support our new curriculum. Our CASPP scores in reading and math have improved but we have not met our goal in this area. We will continue to train highly qualified staff to support reading and math.

Action 2.3 Curriculum and Instruction: We have purchased new research based language arts curriculum to be used in grades K-6. Professional development has focus on the implementation of this program.

Action 2.4 Assessment: Our assessment tools need to be aligned with State testing and our curriculum. Our new curriculum in reading includes assessments that are aligned to the state common core state standards and testing tools. We are working on developing tools for math.

Action 2.5: Additional Personnel (Paraprofessionals): Paraprofessionals and an Intervention teacher have contributed to the gains in the reading and math but we still have a lot of work to do to meet our goals. Our attendance rates also indicates a need for continued support.

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.

Increased efforts need to made to include differentiated instruction, targeted intervention and the use of research based curriculum to achieve our goals.

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	Provide all students with a continuum of supports and services that address their academic, behavioral, and social-emotional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English-learner ELPAC Results	*no CAASPP Scores for 2019-2020 2018-2019 Level 1: 5.26% Level 2: 5.26% Level 3: 73.68% Level 4: 15.79%	2020-2021 Summative ELPAC Results Level 1: 6.25% Level 2: 12.5% Level 3: 68.75% Level 4: 12.5%	2021-2022 Summative ELPAC Results Level 1: 0 Level 2: 21.43% Level 3: 50.0% Level 4: 28.57%	2022-2023 Summative ELPAC Results Level 1: 11.9% Level 2: 26.19% Level 3: 45.24% Level 4: 16.67%	Increase the % of students at level 3 and 4 by 5% annually
SPED CAASPP Results	*no CAASPP Scores for 2019-2020 2018-2019 ELA 23.91% Met/Exceeded Math 13.04% Met/Exceeded	2020-2021 ELA 11.43% Met/Exceeded Math 13.89% Met/Exceeded	2021-2022 ELA 11.11% Met/Exceeded Math 6.67% Met/Exceeded	2022-2023 ELA 21.43% Met/Exceeded Math 14.28% Met/Exceeded	2024 20% Met/Exceeded
Intervention Success Rate	Reading Baseline: 70% of students in intervention made	2021-2022	2022-2023	2023-2024	Increase intervention success rate by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	growth (set in 21-22 school year)	70% of students in intervention made growth	83% of students in intervention made progress	100% of students in intervention made progress	
Chronic Absenteeism Rate as measured on dashboard (SIS if dashboard not available)	*no Dashboard for 2019-2020 2018-2019 11.1%	2020-2021 Overall = 35.5% (not reported on dashboard 2021)	2021-2022 Overall= 42%	2022-2023 Overall= 35.9%	2024 Overall = YELLOW with no student subgroups in ORANGE or RED
Suspension Rate as measured on dashboard (SIS if dashboard not available)	*no Dashboard for 2019-2020 2018-2019 1.8%	2020-2021 Suspension rate not reported on Dashboard	2021-2022 Suspension Rate (Dashboard) = High 5.5% suspended at least one day	2022-2023 Suspension Rate = Yellow 4.5% suspended at least once	2024 Overall = GREEN with no student subgroups in YELLOW, ORANGE, or RED
Expulsion Rate	Zero (0) students expelled	2021-2022 Zero (0) students expelled	2022-2023 Zero (0) students expelled	2023-2024 Zero (0) students expelled	Zero (0) students expelled
Middle School Drop-out Rate	Zero (0) school drop-out rate	2021-2022 Zero middle school students dropped out	2022-2023 The middle school program is part of the Charter School and the Drop Out rates are reported as part of that LCAP.	NA	Zero (0) school drop-out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Grade-Level Aligned Instructional Time	Establish baseline for the percentage of time English learners and SWD miss grade-level aligned instructional opportunities - calculated and averaged annually at the end of the 2nd Trimester - average time spent outside of grade level classroom.	2021-2022 English learners at Pine Hill are out of the general education classroom 8% of the day. South Bay students are out of their general education classroom 6% of the day On average students with disabilities spend 6.29% of their day outside of the grade level classroom.	2022-2023 English learners at Pine Hill are out of the general education classroom 7% of the day. South Bay students are out of their general education classroom 7% of the day On average students with disabilities spend 12.9% of their day outside of the grade level classroom.	2023-2024 English learners at Pine Hill are out of the general education classroom 10% of the day. South Bay students are out of their general education classroom 7% of the day On average students with disabilities spend 10% of their day outside of the grade level classroom.	20% or less time spent outside of the classroom during grade-level aligned instruction
English-learner Redesignated Fluent English Proficient (RFEP)	2020-21 Pine Hill = 0% 2020-21 South Bay = 0% criteria for reclassification = ELPAC score of 4 + CAASPP ELA of Met Standard + reading at grade-level (PH) or C grade or better at South Bay	2021-2022 10% reclassification rate for the 21-22 school year (5 of 50 students).	2022-2023 5% reclassification rate (2 of 42 students)	2023-2024 14% reclassification rate (5 of 35 students)	7% 2024 RFEP
English-learner ELD Curriculum and Access	100% of English-learners have access to ELD Curriculum	2021-2022	2022-2023	2023-2024	100% of English-learners have access to systematic and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% of English learners have access to ELD curriculum and instruction	100% of English Learners have access to ELD curriculum and instruction	100% of English Learners have access to ELD curriculum and instruction	designated ELD Curriculum

Goal Analysis

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

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

We were able to implement our action items for this goal.

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.

Material Differences:

3.3 Curriculum and Interventions: We were able to purchase language arts curriculum for both the pilot in grades TK-3 and the adoption using the Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant. This curriculum had embedded interventions that we used successfully during the school year.

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

Emergent bilingual students were well supported by a full-time bilingual paraprofessional and our intervention team including a full time intervention teachers and paraprofessionals. Our staff utilized research based interventions during a pull out program for reading. The district created an Intervention Team that focused on gathering performance data and setting targets for instruction. Our intervention team and our professional development focus on using data to guide interventions and communicate with families and teachers what students were able to do and what they needed to work on. This worked well in the area of reading. We have plans to continue this work and to add math to our process.

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.

NA

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
South Bay Union Elementary	Teri Waterhouse Superintendent	twaterhouse@southbayusd.org 707-476-8549

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.

Perched on a bluff overlooking Humboldt Bay and the Pacific Ocean beyond, Pine Hill Elementary School serves approximately 220 students ranging from transitional kindergarten through third grade. It is part of the South Bay Union Elementary School District. The school is located on the coast about 280 miles north of San Francisco and just south of Eureka, a city with a population of 27,000. It is one of two schools in the South Bay Union School District. The other school, South Bay Elementary School, is a 4-8 grade school. Our students in 7th and 8th grade are part of our on campus charter school. Our charter school also serves many students through an independent study program. Students live in the Elk River Valley, Pine Hill, Humboldt Hill, King Salmon, and Fields Landing neighborhoods that range from economically disadvantaged to upper-middle-class single family dwellings.

School District Vision

We foster positive connections with all students that encourage them to embrace learning, achieve independence, and know that they can succeed.

School District Mission

Our mission is to provide student-centered learning opportunities that appropriately challenge and support every child to learn, grow and thrive.

South Bay Union Elementary School District has recently completed the first step in strategic planning. We have identified four key pillars that are at the heart of the school district.

Enriched Learning:

We create an enriched learning experience that provides equitable access so that all students can fully participate in their academic and personal success.

Supportive Environment:

We create learning environments with integrated supports so that our students are able to productively participate in their school community.

Family Engagement:

We proactively engage our families to build authentic relationships and opportunities.

Intentional Collaboration:

We involve our entire community to set goals, priorities, and resource allocation for the benefit of our students.

Reflections: Annual Performance

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

Academic Performance

English Language Arts (ELA)

Overall District Performance: Orange, indicating performance below standard with notable discrepancies between student groups.

Socioeconomically Disadvantaged: 55.2 points below standard, declined by 12.1 points.

White Students: 37.1 points below standard, declined by 19.2 points.

English Learners: 94.5 points below standard, declined by 43.2 points.

Hispanic Students: 53.3 points below standard, declined by 6.6 points.

Students with Disabilities: 73 points below standard, increased by 20.6 points.

Mathematics

Overall District Performance: Yellow, indicating significant room for improvement.

Socioeconomically Disadvantaged: 65.7 points below standard, increased by 9.1 points.

White Students: 61.6 points below standard, declined by 5.3 points.

English Learners: 77.3 points below standard, maintained with a slight decline.

Hispanic Students: 49.5 points below standard, increased by 22.5 points.

Students with Disabilities: 82.4 points below standard, increased by 29.7 points.

Chronic Absenteeism

Overall District Performance: Yellow for the district, indicating a moderate level of absenteeism, but specific groups are experiencing higher rates.

White Students: 36.4% chronically absent, declined by 0.9%.

Socioeconomically Disadvantaged: 37% chronically absent, declined by 5.2%.

Homeless Students: 48.1% chronically absent, increased by 11.1%.

Students with Disabilities: 34.4% chronically absent, declined by 17.8%.

English Learners: 26.3% chronically absent, declined by 1.5%.

Suspension Rates

Overall District Performance: Yellow, but notable for certain groups.

White Students: 12.9% suspended at least one day, increased by 0.9%.

Socioeconomically Disadvantaged: 10.5% suspended, declined by 0.6%.

Homeless Students: 16.1% suspended, increased by 1.3%.

Students with Disabilities: 17.6% suspended, declined by 8.4%.

English Learners: 0% suspended, maintained at 0%.

There are significant academic gaps in ELA and Mathematics, especially for English learners and students with disabilities. Chronic absenteeism is notably higher among homeless and socioeconomically disadvantaged students, impacting their academic performance. Higher suspension rates among white students, homeless students, and students with disabilities indicate challenges in behavioral support and management.

To address these issues, the district is implementing targeted interventions for English learners and students with disabilities to close academic gaps. Strengthening family and community engagement, particularly for socioeconomically disadvantaged and homeless families, will help improve attendance and reduce absenteeism. Expanding restorative practices and trauma-informed approaches will reduce suspension rates and provide better support for behavioral issues. Utilizing the Community School Model to integrate academic, social-emotional, and health services will ensure comprehensive support for all student groups.

Focusing on these areas can help reduce performance gaps and create a more equitable learning environment for all students.

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

Lowest Performance Level (School Performance)

- Suspension: South Bay Elementary

Lowest Performance Level (Student Group Performance LEA Level)

- Chronic Absenteeism: Homeless and Two or More Races
- Suspension: Homeless and Two or More Races

Lowest Performance Level (Student Group Performance School Level)

Pine Hill Elementary

- Chronic Absenteeism: Two or More Races

South Bay Elementary

- Suspension: White

Reflections: Technical Assistance

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

The South Bay Union Elementary School District has initiated several strategic efforts to address the needs of student groups identified for chronic absenteeism and suspension, particularly those who are homeless and those identified as belonging to two or more races. Below is a summary of the ongoing work that aligns with the district's strategic plan:

Addressing Chronic Absenteeism

Multi-Tiered Systems of Support (MTSS): The district has expanded the use of MTSS to provide targeted interventions for students showing chronic absenteeism. This includes intensive individual and group interventions and the creation of systems to analyze attendance data and address it through Intervention Teams.

Family and Community Engagement: Efforts to improve family engagement have been increased by establishing true partnerships through focus groups, family engagement nights, and one-on-one interviews to address gaps and include previously unheard voices.

School Climate and Restorative Practices: There is a focus on developing a positive school climate through the implementation of restorative practices and providing education on self-regulation and site-based mental health services.

Addressing Suspensions

Restorative Practices and Positive Behavior Support: Professional development for staff includes training in restorative practices and intensive positive behavior support to manage and reduce suspensions. This approach aims to create a supportive environment that addresses students' socio-emotional needs.

Mental Health and Behavioral Support: The district is hiring full-time Community Schools Site Leads/School Counselors and a School Psychologist to provide direct mental health and behavioral support. This team will work closely with classroom teachers to implement social-emotional curricula and behavioral plans.

Enhancing Academic and Social Support

Data-Driven Instruction and Academic Interventions: The district is expanding its data-driven instruction to provide academic support and interventions. This includes professional development for staff and the use of RTI (Response to Intervention) to guide instruction.

Extended Learning Programs: To make school more enjoyable and improve student attendance, the district is expanding its after-school and summer programs. These programs are designed to provide enrichment opportunities and support student interests and needs.

Nutrition and Physical Health Initiatives: Addressing food insecurity is a critical part of supporting students. The district participates in the Community Eligibility Provision (CEP) to provide free meals to all students, and also runs a weekend food bag program and provides supper in the after-school program.

These comprehensive efforts are part of the district's commitment to creating a supportive and inclusive educational environment that addresses the root causes of absenteeism and suspension, particularly for vulnerable student groups such as the homeless and those identified as two or more races.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
parents, classified staff, and certificated staff, students	Focus groups, surveys
Site council (parents, classified staff, and certificated staff, principals)	Meetings
EL	Meetings, focus groups
SELPA	Consultation
Bargaining Units, administrators, other school leaders	Monthly DLT meetings

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

During the 22-23 school year, parents, classified staff, and certificated staff participated in focus group sessions during the first month of school. Our educational partners provided more than 1000 data points for our steering committee to analyze to develop our new strategic plan, including updates to this LCAP. Our partners were again surveyed to provide input in February and May. Site Council meetings were held to gather input and feedback four times during the school year. Pine Hill, South Bay, and South Bay Charter site councils reviewed LCAP goals and developed their site plans for student achievement (SPSA) around the LCAP goals. Parents and staff were invited to participate in the meetings and assist with the development of the SPSA at each site. Informal meetings were held monthly with local collective bargaining units to gather input on schoolwide plans for program improvement. The District English Learner Advisory Committee met throughout the school year and provided input regarding the educational program and community needs. Consultation with SELPA provided guidance on support systems for students with exceptional needs.

During the 23-24 school year, we continued this work by holding multiple focus group sessions for parents and community partners. At these meetings, we reviewed the work done in 22-23 and share the district's strategic plan outlining our goals and strategies for the coming years. We received feedback from during the focus groups indicating that the strategic plan captured the needs and wishes of the community and parents. We have surveyed families, staff and students. We used this data to guide our goals in professional development and safe and responsive school environments. Our EL Parent focus group met and provided ideas about cultural activities on campus and other family engagement ideas. Our administrative team meets weekly and our bargaining units meet with site and district leadership monthly.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enriched Learning: We create an enriched learning experience that provides equitable access so that all students can fully participate in their academic and personal success.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the district’s priority to create an enriched learning experience that provides equitable access so that all students can fully participate in their academic and personal success.

Strategic Plan Goals:

- 1.1 High-Quality Instruction: We will provide students with high-quality and culturally relevant instruction so that students gain skills and knowledge in grade-level content and apply that knowledge through problem-solving.
- 1.2 Personalized Intervention: We will provide personalized interventions and supplement student learning to ensure the success of all students.
- 1.3 Enrichment: We will increase student engagement by providing access to robust enrichment and hands-on learning activities.
- 1.4 Extended Learning: We will provide students and families with expanded learning opportunities that become extensions of the core day and school year.
- 4.1 Professional Collaboration: We will provide meaningful professional development and collaboration for staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers, Instructional Materials, and Facilities (P1)	<p>2023 Dashboard Local Indicators</p> <p>93.8% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair.</p>			<p>2026 Dashboard Local Indicators</p> <p>100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair</p>	
1.2	Implementation of State Standards (P2)	<p>2023 Dashboard Local Indicators</p> <p>Academic content standards, including English learners, are initially implemented.</p>			<p>2026 Dashboard Local Indicators</p> <p>Academic content standards, including for English learners, are fully implemented.</p>	
1.3	ELA CAASPP Scores (P4)	<p>2023 Dashboard</p> <p>Socio-Economically Disadvantaged: 57 points below standard English Learners: 88.5 points below standard Foster Youth: Less than 11 students - data not</p>			<p>2026 Dashboard</p> <p>Socio-Economically Disadvantaged: 5 points below standard</p>	

		displayed for privacy, Number of Students: 3 Students with Disabilities: 63.3 points below standard ALL: 46.2 points below standard			English Learners: 5 points below standard Foster Youth: Students with Disabilities: 5 points below standard ALL: 5 points below standard	
1.4	Math CAASPP Scores (P4)	2023 Dashboard Socio-Economically Disadvantaged: 56.4 points below standard English Learners: 69.8 points below standard Foster Youth: Less than 11 students - data not displayed for privacy, Number of Students: 3 Students with Disabilities: 63.3 points below standard ALL: 50.3 points below standard			2026 Dashboard Socio- Economically Disadvantaged: 25 points below standard English Learners: 25 points below standard Foster Youth: Students with Disabilities: 25 points below standard ALL: 25 points below standard	
1.5	CA Science Test Scores (P4) 5th Grade	2023 CAST https://caaspp- elpac.ets.org/ Socio-Economically Disadvantaged: 25.64% Met or Exceeded			2026 CAST https://caaspp- elpac.ets.org/ Socio- Economically Disadvantaged:	

		<p>English Learners: Less than 11 students</p> <p>Foster Youth: Less than 11 students</p> <p>Students with Disabilities: Less than 11 students</p> <p>ALL: 28.57% Met or Exceeded</p>			<p>45% Met or Exceeded</p> <p>English Learners:</p> <p>Foster Youth:</p> <p>Students with Disabilities:</p> <p>ALL: 45% Met or Exceeded</p>	
1.6	English Learner Reclassification Rate (P4)	<p>2022-2023 CalPADS Snapshot Reports 2.14 - Language Instruction Program - Count</p> <p>3/39</p> <p>8% reclassified</p>			<p>2025-2026 CalPADS Snapshot Reports 2.14 - Language Instruction Program - Count</p> <p>25% reclassified</p>	
1.7	Pupil Access to a Broad Course of Study (P7)	<p>2023 Dashboard Local Indicators</p> <p>All pupils are enrolled in a broad course of study as defined in Ed Code 51220</p>			<p>2026 Dashboard Local Indicators</p> <p>All pupils are enrolled in a broad course of study as defined in Ed Code 51220</p>	
1.8	Local Reading Assessment Data (P8)	<p>2023-2024 mCLASS Correlation report</p> <p>Of the students scoring well below or below benchmark on the Beginning of the Year Assessment, what percent of students</p>			<p>2026-2027 mCLASS Correlation report</p> <p>Of the students scoring well below or below benchmark on the Beginning of the Year Assessment,</p>	

		<p>moved up one level or more?</p> <p>Kindergarten: 31% First Grade: 45% Second Grade: 17% Third Grade: 23% Fourth Grade: 48% Fifth Grade: 20% Sixth Grade: 39%</p> <p>K-6: 30%</p>			<p>what percent of students moved up one level or more?</p> <p>Kindergarten: 75% First Grade: 75% Second Grade: 75% Third Grade: 75% Fourth Grade: 75% Fifth Grade: 75% Sixth Grade: 75%</p> <p>K-6: 75%</p>	
1.9	Local Math Assessment Data (P8)	<p>2023-2024 STAR Math: Star Math Current Student Growth Percentile (SGP)</p> <p>% of students making growth between Beginning of Year to End of Year STAR Math assessments</p> <p>Second Grade: 84.8% Third Grade: 55.3% Fourth Grade: 68.8% Fifth Grade: 56.5% Sixth Grade: 67.4%</p> <p>Overall: 65.8%</p>			<p>2026-2027 STAR Math: Star Math Current Student Growth Percentile (SGP)</p> <p>% of students making growth between Beginning of Year to End of Year STAR Math assessments</p> <p>Second Grade: 85% Third Grade: 70% Fourth Grade: 80% Fifth Grade: 70% Sixth Grade: 80%</p> <p>Overall: 80%</p>	
1.10	English Learner Progress Indicator (P4)	<p>2023 Dashboard English Learner Progress Indicator</p> <p>32% Making Progress</p>			<p>2023 Dashboard English Learner Progress Indicator</p> <p>65% Making Progress</p>	

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	High-Quality Instruction	<p>We will provide students with high-quality and culturally relevant instruction so that students gain skills and knowledge in grade-level content and apply that knowledge through problem-solving.</p> <p>Core Teaching Staff Administration Curriculum Classroom Technology - Teacher and Student Technology Devices Materials and Supplies</p>	\$2,613,037.00	No

<p>1.2</p>	<p>Professional Collaboration</p>	<p>We will provide meaningful professional development and collaboration for staff.</p> <p>Technical Assistance Requirement: Professional Collaboration is related to the implementation of our Differentiated Assistance work. Professional collaboration will include intensive leadership development and training of the site administrators, including special education, to best lead their intervention, ELD, special education and general education teams. Staff also works in collaborative groups to develop specific goals and actions to target our under performing students, students who are chronically absent and students with behavioral challenges that may lead to suspension.</p> <p>Professional Development Educational Consultation - Studer Conferences LETRS CKLA Coaching</p>	<p>\$67,071.00</p>	<p>No</p>
<p>1.3</p>	<p>Personalized Intervention</p>	<p>We will provide personalized interventions and supplement student learning to ensure the success of all students.</p> <p>Intervention Staff Class Size Reduction ELD Supports Special Education Staff - Classified and Certificated Classroom Paraprofessionals Curriculum</p>	<p>\$743,667.00</p>	<p>Yes</p>
<p>1.4</p>	<p>Enrichment</p>	<p>We will increase student engagement by providing access to robust enrichment and hands-on learning activities.</p> <p>Art Music PE Library</p>	<p>\$26,453.00</p>	<p>Yes</p>

1.5	Extended Learning	We will provide students and families with expanded learning opportunities that become extensions of the core day and school year. Extended Learning Opportunity Program ASES - After School Program Tutoring - Certificated Staff		No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Supportive Environment: We create learning environments with integrated supports so that our students are able to productively participate in their school community.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

<p>This goal was developed to reflect the district’s priority to create learning environments with integrated supports so that our students are able to productively participate in their school community.</p> <p>Strategic Plan Goals:</p> <p>2.1 System of Supports: We will implement a system of equitable and inclusive student supports delivered by well-trained staff.</p> <p>2.2 Social-Emotional and Behavior Supports: We will provide structured social-emotional and behavior supports through restorative practices and trauma-informed instruction.</p> <p>2.3 Collaborative Partnerships: We will build collaborative partnerships to promote new opportunities and healing for students within our community.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (P5)	2023-2024 Attendance Rate - March 31, AERIES - Average Daily Attendance Summary			2025-2026 98% attendance rate	

		Pine Hill School: 91.67% attendance rate South Bay Elementary School: 93.06% attendance rate				
2.2	Chronic Absenteeism Rate (P5)	2023 Dashboard 35.9% chronically absent - All 52.5% chronically absent - Homeless 28.2% chronically absent - English Learners 46% chronically absent - Two or More Races 42.5% chronically absent - Students with Disabilities 38.7% chronically absent - Socioeconomically Disadvantaged			2026 Dashboard 15% chronically absent - All 25% chronically absent - Homeless 5% chronically absent - English Learners 25% chronically absent - Students with Disabilities 25% chronically absent - Socioeconomically Disadvantaged	
2.3	Suspension Rate (P6)	2023 Dashboard Socio-Economically Disadvantaged: 5% suspended at least one day English Learners: 0% suspended at least one day Foster Youth: Less than 11 students - data not displayed for privacy, Number of Students: 3			2026 Dashboard Socio- Economically Disadvantaged: 2% suspended at least one day English Learners: 0% suspended at least one day Foster Youth:	

		<p>Homeless: 10.8% suspended at least one day</p> <p>Two or More Races: 7.7% suspended at least one day</p> <p>Students with Disabilities: 10.1% suspended at least one day</p> <p>White: 5% suspended at least one day</p> <p>ALL: 4.5% suspended at least one day</p>			<p>Homeless: 5% suspended at least one day</p> <p>Two or More Races: 2% suspended at least one day</p> <p>Students with Disabilities: 5% suspended at least one day</p> <p>White: 2% suspended at least one day</p> <p>ALL: % suspended at least one day</p>	
2.4	Student Sense of Safety and School Connectedness (P6)	<p>2023-2024 Local Survey</p> <p>2nd through 6th Grade</p> <p>Do the teachers and other grown-ups on campus care about you?</p> <p>Yes, all of the time: 42%</p> <p>Yes, most of the time: 36%</p> <p>Yes, some of the time: 19%</p> <p>No, never: 3%</p> <p>Do the teachers and other grown-ups at school listen when you have something to say?</p> <p>Yes, all of the time: 24%</p>			<p>2026-2027 Local Survey</p> <p>Do the teachers and other grown-ups on campus care about you?</p> <p>Yes, all of the time: 45%</p> <p>Yes, most of the time: 45%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p> <p>Do the teachers and other grown-ups at school listen when you have something to say?</p> <p>Yes, all of the time: 40%</p>	

	<p>Yes, most of the time: 42%</p> <p>Yes, some of the time: 30%</p> <p>No, never: 5%</p> <p>Do the teachers and other grown-ups at school make an effort to get to know you?</p> <p>Yes, all of the time: 30%</p> <p>Yes, most of the time: 37%</p> <p>Yes, some of the time: 25%</p> <p>No, never: 7%</p> <p>Are you happy to be at this school?</p> <p>Yes, all of the time: 35%</p> <p>Yes, most of the time: 36%</p> <p>Yes, some of the time: 23%</p> <p>No, never: 6%</p> <p>Do you feel safe at school?</p> <p>Yes, all of the time: 43%</p> <p>Yes, most of the time: 31%</p> <p>Yes, some of the time: 22%</p> <p>No, never: 4%</p>			<p>Yes, most of the time: 50%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p> <p>Do the teachers and other grown-ups at school make an effort to get to know you?</p> <p>Yes, all of the time: 50%</p> <p>Yes, most of the time: 40%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p> <p>Are you happy to be at this school?</p> <p>Yes, all of the time: 45%</p> <p>Yes, most of the time: 45%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p> <p>Do you feel safe at school?</p> <p>Yes, all of the time: 55%</p> <p>Yes, most of the time: 35%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p>	
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		<p>Do you feel safe on your way to and from school?</p> <p>Yes, all of the time: 65%</p> <p>Yes, most of the time: 19%</p> <p>Yes, some of the time: 11%</p> <p>No, never: 5%</p>			<p>Do you feel safe on your way to and from school?</p> <p>Yes, all of the time: 70%</p> <p>Yes, most of the time: 20%</p> <p>Yes, some of the time: 10%</p> <p>No, never: 0%</p>	
2.5	Student Discipline Reports (P6)	<p>2023-2024 AERIES - Discipline</p> <p>South Bay (4-8): 68% of students with 0-1 Discipline Referrals</p> <p>Pine Hill: 83% of students with 0-1 Discipline Referrals</p>			<p>2026-2027 AERIES - Discipline</p> <p>85% of students with 0-1 Discipline Referrals</p>	
2.6	Expulsion Rate (P6)	<p>2022-2023 DataQuest</p> <p>0% expulsion rate</p>			<p>2025-2026 DataQuest</p> <p>0% expulsion rate</p>	
2.7	School facilities are maintained in good repair (P1)	<p>2022-2023 FIT Facilities Inspection Tool - SARC</p> <p>Pine Hill - Exemplary Rating</p> <p>South Bay - Good Rating</p>			<p>2025-2026 FIT Facilities Inspection Tool - SARC</p> <p>Pine Hill - Exemplary Rating</p> <p>South Bay - Exemplary Rating</p>	

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	System of Supports	<p>We will implement a system of equitable and inclusive student supports delivered by well-trained staff.</p> <ul style="list-style-type: none"> District/Site Support Staff Professional Development Transportation Utilities Facilities Insurance Copier/Printers Food Services Grounds/Maintenance Custodial Rentals FRC 	\$794,048.00	No

2.2	Social-Emotional and Behavior Supports	<p>We will provide structured social-emotional and behavior supports through restorative practices and trauma-informed instruction.</p> <p>Counselors School Psychologist Behavior Supports Coordinators Curriculum</p>	\$426,213.00	Yes
2.3	Collaborative Partnerships	<p>We will build collaborative partnerships to promote new opportunities and healing for students within our community.</p> <p>NA Student Liaison FRC HCOE SELPA Cal Poly CR Dues and Memberships Fieldtrips Contracted Services</p>	\$163,116.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family Engagement: We proactively engage our families to build authentic relationships and opportunities for involvement that meet their needs.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed to reflect the district’s priority to proactively engage our families to build authentic relationships and opportunities.</p> <p>Strategic Plan Goals:</p> <p>3.1 Two-Way Communication: We will engage in authentic two-way communication with families and community partners.</p> <p>3.2 Family Involvement: We will design a wide variety of opportunities for family involvement.</p> <p>3.3 Family Needs: We will identify and address the needs of our families and connect them with community resources.</p> <p>3.4 Family Voice: We will coordinate with family and community groups to hear their voice in setting the school and district direction.</p> <p>4.4 Responsible Resource Use: We will responsibly use available resources to support the goals of the district.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement (P3)	2023-2024 Local Data Seek parent input in decision making, including promotion of parent participation in programs for			2026-2027 Seek parent input in decision making, including promotion of parent participation in programs for	

		unduplicated pupils and special need subgroups Focus Group Meetings Held: 4 Steering Committee Meetings Held: 3			unduplicated pupils and special need subgroups	
3.2	Parent Communication	2023-2024 Local Data - AERIES Portal Usage Log (LoginParent.aspx) 25% of parents logged in % of Parents			2026-2027 Local Data - AERIES Portal Usage Log (LoginParent.aspx) 75% of parents logged in	
3.3	Community Events	2023-2024 Local Data Parent Survey To be administered in fall and spring each year How many events did families participate in? N/A 2023-2024			2026-2027 Local Data How many events did families participate in?	
3.4	IEP Timeline Compliance (P3)	How many IEPs were held outside of the identified meeting deadline?				

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	Two-Way Communication	We will engage in authentic two-way communication with families and community partners. Technology Communication Platforms/Initiatives Enrollment Activities	\$50,763.00	No
3.2	Family Involvement	We will design a wide variety of opportunities for family involvement. Parent Engagement refreshments	\$250.00	No
3.3	Family Needs	We will identify and address the needs of our families and connect them with community resources. FRC Social Work Interns Counselors		No

3.4	Family Voice	We will coordinate with family and community groups to hear their voice in setting the school and district direction. Outreach tools Technology		No
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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
\$1,042,531	\$117,787.85

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
29.934%	1.606%	\$59,482.00	31.540%

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
1.3	<p>Action: Personalized Intervention</p> <p>Need: Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions.</p> <p>Scope:</p>	<p>Providing personalized interventions on a District-wide basis will create a connection to the school and the classroom and keep students engaged and up to date on the academics expected in the classroom. This will support students who may have difficulty returning to the classroom after absences or behavior interventions.</p>	1.8, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.4	<p>Action: Enrichment</p> <p>Need: Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions.</p> <p>Scope: LEA-wide Schoolwide</p>	Creating engaging classroom and school experiences for all students District-wide will provide incentives for attendance and positive behavior.	2.1,2.5
2.2	<p>Action: Social-Emotional and Behavior Supports</p> <p>Need: Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions.</p> <p>Scope: LEA-wide Schoolwide</p>	School counselors, Behavior Support Coordinators work with all District students, families and staff to identify potential barriers and create support plans to increase student attendance.	2.2, 2.3

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

Additional Concentration Grant Funding

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

Additional staffing has allowed for a bilingual aide to support students and families, an intervention teacher and classroom paraprofessionals.

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	NA	15:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	11:1

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	3,482,804	1,042,531	29.934%	1.606%	31.540%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,884,618.00	\$0.00	\$0.00	\$0.00	\$4,884,618.00	\$3,985,710.00	\$898,908.00

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	High-Quality Instruction	All	No			All Schools		\$2,463,497.00	\$149,540.00	\$2,613,037.00				\$2,613,037.00	
1	1.2	Professional Collaboration	All Students with Disabilities	No			All Schools		\$0.00	\$67,071.00	\$67,071.00				\$67,071.00	
1	1.3	Personalized Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$695,667.00	\$48,000.00	\$743,667.00				\$743,667.00	
1	1.4	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$19,491.00	\$6,962.00	\$26,453.00				\$26,453.00	
1	1.5	Extended Learning	All Students with Disabilities	No			All Schools									
2	2.1	System of Supports	All Students with Disabilities	No			All Schools		\$417,489.00	\$376,559.00	\$794,048.00				\$794,048.00	
2	2.2	Social-Emotional and Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$389,566.00	\$36,647.00	\$426,213.00				\$426,213.00	
2	2.3	Collaborative Partnerships	All Students with Disabilities	No			All Schools		\$0.00	\$163,116.00	\$163,116.00				\$163,116.00	
3	3.1	Two-Way Communication	All Students with Disabilities	No					\$0.00	\$50,763.00	\$50,763.00				\$50,763.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Family Involvement	All Students with Disabilities	No					\$0.00	\$250.00	\$250.00				\$250.00	
3	3.3	Family Needs	All Students with Disabilities	No			All Schools									
3	3.4	Family Voice	All Students with Disabilities	No												

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
3,482,804	1,042,531	29.934%	1.606%	31.540%	\$1,196,333.00	0.000%	34.350 %	Total:	\$1,196,333.00
								LEA-wide Total:	\$1,196,333.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,196,333.00

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	1.3	Personalized Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$743,667.00	
1	1.4	Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$26,453.00	
2	2.2	Social-Emotional and Behavior Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$426,213.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,956,225.72	\$4,596,676.00

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	Personnel	No	\$1,668,659.00	\$1,532,235.00
1	1.2	Parent Supports	No	\$0.00	0
1	1.3	Engagement Strategies	No	\$27,211.00	\$10,541.00
1	1.4	Access to technology	No	\$0.00	\$2,588.00
2	2.1	Personnel (Tier 1: All Students, Preventative, Proactive)	No	\$2,148,382.00	\$2,105,448.00
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Yes	\$85,073.00	\$83,468.00
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	Yes	\$25,103.00	\$15,290.00
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	Yes	\$3,900.00	0
2	2.5	Additional Personnel Supports	Yes	\$29,106.00	\$29,482.00
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3:	Yes	\$816,041.72	785,887.00

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)
		individual, intensive, assessment-based)			
3	3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$0.00	\$3,256.00
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	Yes	\$152,750.00	\$28,481.00

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)
1006346	\$1,111,973.72	\$946,864.00	\$165,109.72	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Professional Development (Tier 1: All Students, Preventative, Proactive)	Yes	\$85,073.00	\$84,468.00		
2	2.3	Curriculum and Instruction (Tier 1: All Students, Preventative, Proactive)	Yes	\$25,103.00	\$15,290.00		
2	2.4	Assessment (Tier 1: All Students, Preventative, Proactive)	Yes	\$3,900.00	0		
2	2.5	Additional Personnel Supports	Yes	\$29,106.00	\$29,482.00		
3	3.1	Personnel (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$816,041.72	\$785,887.00		
3	3.2	Professional Development: (Tier 2: targeted, rapid response, high-efficiency & Tier 3: individual, intensive, assessment-based)	Yes	\$0.00	\$3,256.00		
3	3.3	Curriculum and Interventions (Tier 2: Targeted, Rapid Response, High Efficiency and Tier 3: Individual, Intensive, Assessment-Based)	Yes	\$152,750.00	\$28,481.00		

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)
3703616	1006346	0	27.172%	\$946,864.00	0.000%	25.566%	\$59,482.00	1.606%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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