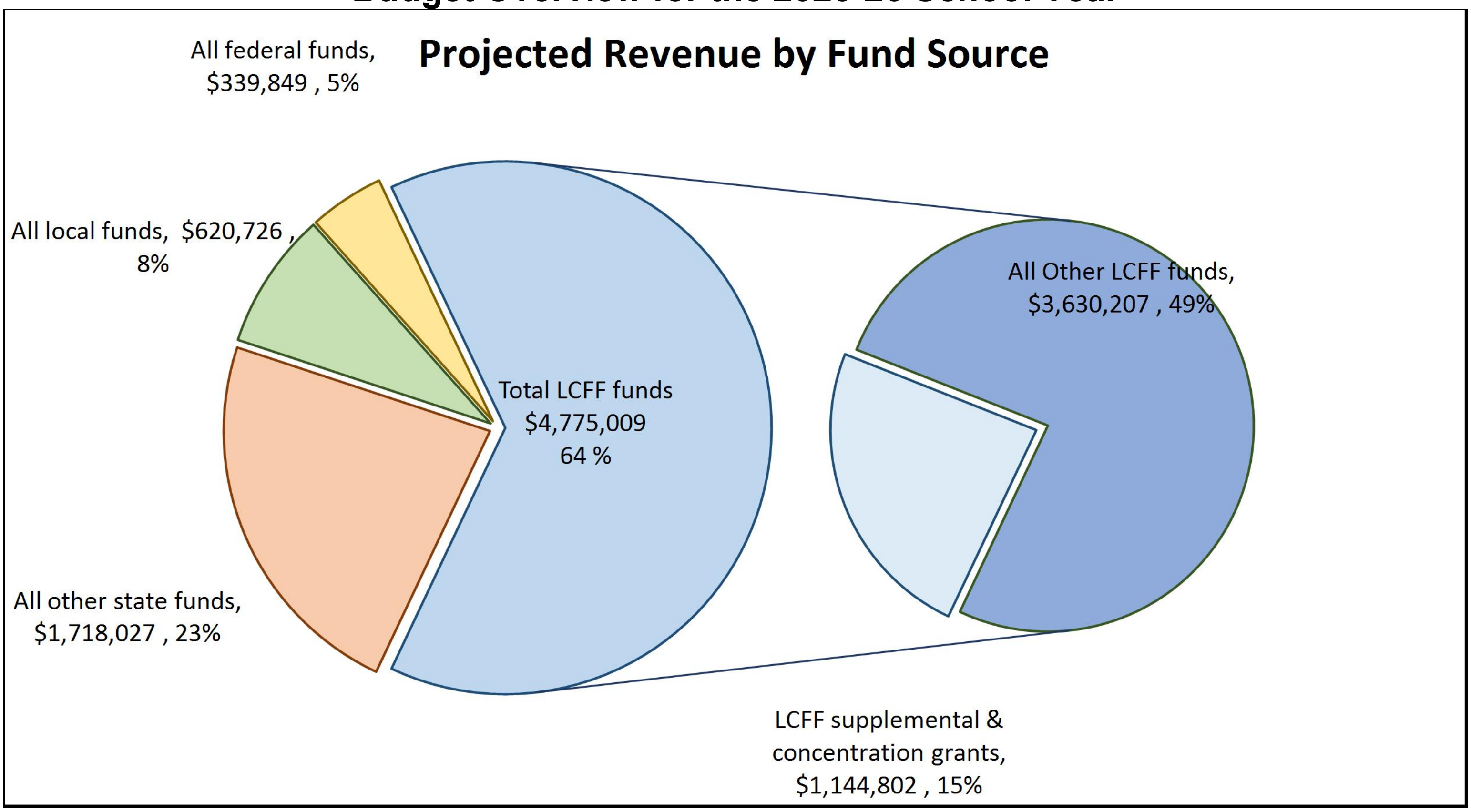
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Bay Union Elementary
CDS Code: 12 63032 0000000
School Year: 2025-26
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 2025-26 School Year

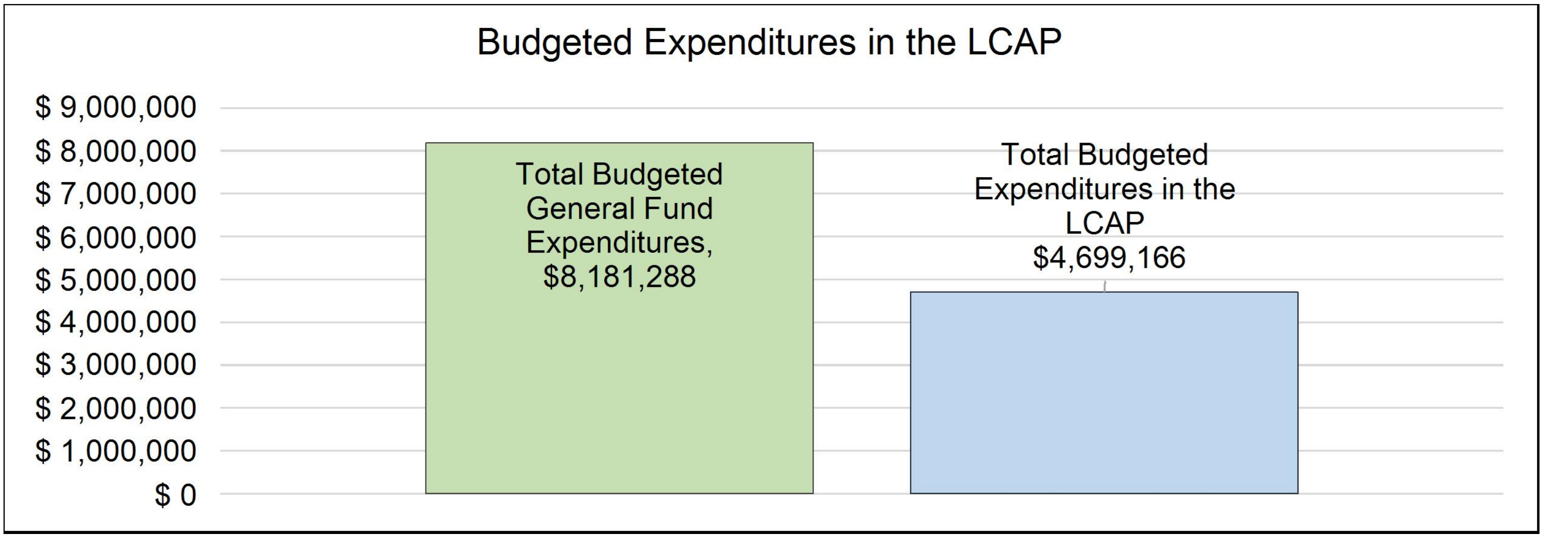


This chart shows the total general purpose revenue South Bay Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Bay Union Elementary is $7,453,611, of which $4775009 is Local Control Funding Formula (LCFF), $1718027 is other state funds, $620726 is local funds, and $339849 is federal funds. Of the $4775009 in LCFF Funds, $1144802. 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 2025-26. 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 $8181288 for the 2025-26 school year. Of that amount, $4699166 is tied to actions/services in the LCAP and $3,482,122 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our LCAP only included LCFF funds.

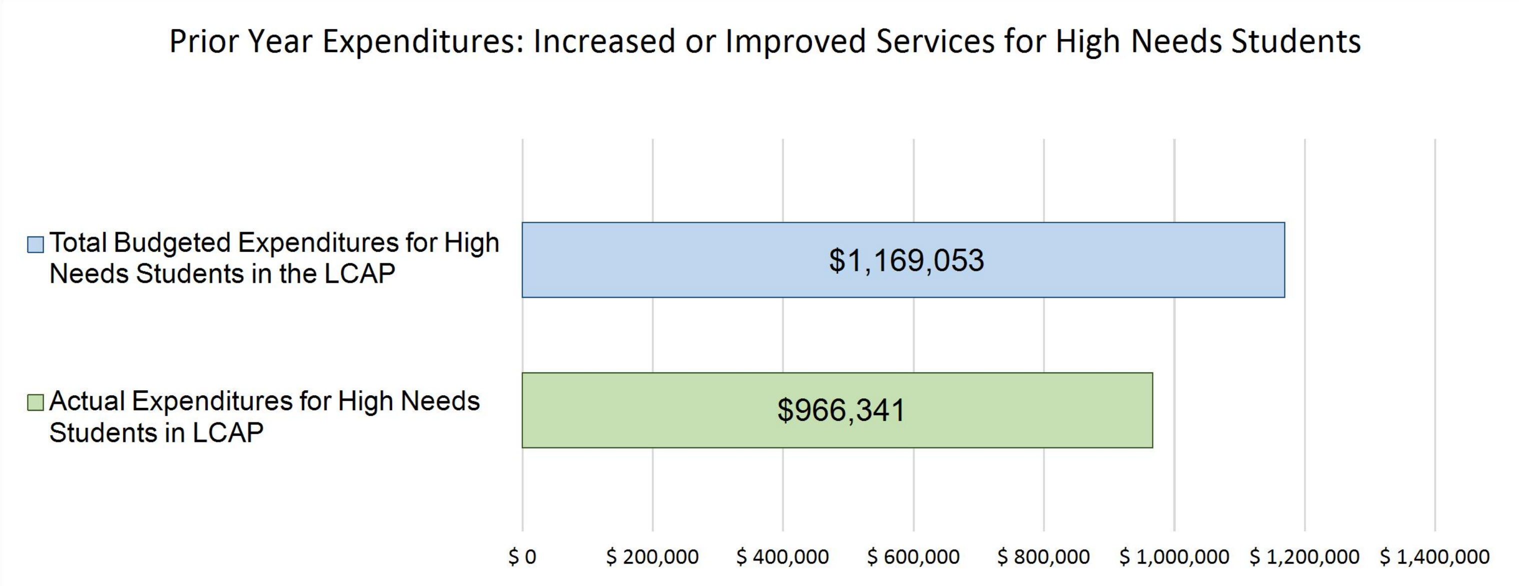
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, South Bay Union Elementary is projecting it will receive $1144802. 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 $1077280 towards meeting this requirement, as described in the LCAP.

Student needs exceeded LCFF revenue.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, South Bay Union Elementary's LCAP budgeted $1169053 for planned actions to increase or improve services for high needs students. South Bay Union Elementary actually spent $966341 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $202,712 had the following impact on South Bay Union Elementary's ability to increase or improve services for high needs students:

The district was able to utilize grant funds to increase services for high needs students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Perched on a bluff overlooking Humboldt Bay and the Pacific Ocean beyond, Pine Hill Elementary School serves approximately 200 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 serving roughly 200 students. Our students in 7th and 8th grade are part of our on campus charter school. 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

2024 Dashboard Performance Summary

The South Bay Union Elementary School District remains committed to supporting the academic success of every student. As we review changes in performance data from the 2023 to 2024 California School Dashboard, we see both areas of growth and important opportunities for further support.

English Language Arts (ELA)
Across the district, we observed a general decline in English Language Arts scores, indicating a need to deepen our academic supports. On average, all students scored 10.6 points further below the state standard compared to the prior year. Our Socioeconomically Disadvantaged and White student groups also experienced declines of 6.9 and 14.4 points, respectively.

Some student groups, including Hispanic students and Students with Disabilities, experienced larger drops—26.2 and 29.6 points, respectively. These results highlight the importance of continuing to refine our instructional strategies and increasing individualized support to ensure every child has the opportunity to succeed.

There are also promising signs. English Learners, while still facing challenges, improved by 2.5 points. This growth suggests that recent investments in language development programs may be having a positive impact. For the first time, data on Homeless students was available, showing a need for continued wraparound supports to help these students thrive.

Mathematics
In mathematics, the data presents a more varied picture. White students improved by 10.1 points and Socioeconomically Disadvantaged students gained 3.6 points, indicating positive momentum in key areas. These gains are encouraging and reflect the strength of some of our instructional practices.

At the same time, we acknowledge that some students continue to face barriers. English Learners declined by 14.7 points, and Hispanic students by 30.0 points. Students with Disabilities also saw a 20.2-point decrease. These outcomes remind us of the critical importance of targeted math interventions and inclusive instructional practices. Newly reported data for Homeless students shows a need for additional academic and social-emotional supports.

South Bay Union Elementary remains deeply committed to equity, student-centered learning, and continuous improvement. This data will help inform and guide our work as we continue partnering with families, educators, and the community to create enriching, supportive, and inclusive learning environments for all students

2024-2025 Required Information: The LEA has no unexpended LREBG funds.

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.

Due to these efforts, South Bay School Distriuct no longer qualifies for Targeted Differentiated Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

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
Native American Parent Group	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.

During the 24-25 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 23-24 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 Native American Parent focus group met 3 times 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. We are active in SELPA Policy Council and maintain attendance at regional and state meetings.

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)	2023 Dashboard Local Indicators 93.8% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair.	100%		2026 Dashboard Local Indicators 100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	Improved
1.2	Implementation of State Standards (P2)	2023 Dashboard Local Indicators Academic content standards, including English learners, are initially implemented.	Progressing		2026 Dashboard Local Indicators Academic content standards, including for English learners, are fully implemented.	Improved
1.3	ELA CAASPP Scores (P4)	2023 Dashboard Socio-Economically Disadvantaged: 57 points below standard English Learners: 88.5 points below standard Foster Youth: Less than 11 students - data not displayed for privacy, Number of Students: 3	2024 Dashboard Socio-Economically Disadvantaged: 62.1 points below standard English Learners: 92 points below standard Foster Youth: Less than 11 students - data not displayed		2026 Dashboard Socio-Economically Disadvantaged: 5 points below standard English Learners: 5 points below standard Foster Youth: Students with Disabilities: 5	Socio-Economically Disadvantaged: Declined English Learners: Declined Foster Youth: Less than 11 students - data not displayed for privacy Students with Disabilities: Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 63.3 points below standard ALL: 46.2 points below standard	for privacy, Number of Students: 3 Students with Disabilities: 102.6 points below standard ALL: 56.8 points below standard		points below standard ALL: 5 points below standard	ALL: Declined
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	2024 Dashboard Socio-Economically Disadvantaged: 66.3 points below standard English Learners: 78.4 points below standard Foster Youth: Less than 11 students - data not displayed for privacy, Number of Students: 3 Students with Disabilities: 110.6 points below standard ALL: 62.4 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	Socio-Economically Disadvantaged: Declined English Learners: Declined Foster Youth: Less than 11 students - data not displayed for privacy Students with Disabilities: Declined ALL: Declined
1.5	CA Science Test Scores (P4) 5th Grade	2023 CAST https://caaspp-elpac.ets.org/	2024 CAST https://caaspp-elpac.ets.org/		2026 CAST https://caaspp-elpac.ets.org/	Socio-Economically Disadvantaged: Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 25.64% Met or Exceeded English Learners: Less than 11 students Foster Youth: Less than 11 students Students with Disabilities: Less than 11 students ALL: 28.57% Met or Exceeded	Socio-Economically Disadvantaged: 19.5% Met or Exceeded English Learners: Less than 11 students Foster Youth: Less than 11 students Students with Disabilities:31.7 Met or Exceeded ALL: 19% Met or Exceeded		Socio-Economically Disadvantaged: 45% Met or Exceeded English Learners: Foster Youth: Students with Disabilities: ALL: 45% Met or Exceeded	Less than 11 students Foster Youth: Less than 11 students Students with Disabilities: ALL: Declined
1.6	English Learner Reclassification Rate (P4)	2022-2023 CalPADS Snapshot Reports 2.14 - Language Instruction Program - Count 3/39 8% reclassified	2023-2024 CalPADS Snapshot Reports 2.14 - Language Instruction Program - Count 5/52 9.6% reclassified		2025-2026 CalPADS Snapshot Reports 2.14 - Language Instruction Program - Count 25% reclassified	Improved
1.7	Pupil Access to a Broad Course of Study (P7)	2023 Dashboard Local Indicators All pupils are enrolled in a broad course of study as defined in Ed Code 51220	2024 Dashboard Local Indicators All pupils are enrolled in a broad course of study as defined in Ed Code 51220		2026 Dashboard Local Indicators All pupils are enrolled in a broad course of study as defined in Ed Code 51220	Met
1.8	Local Reading Assessment Data (P8)	2023-2024 mCLASS Correlation report	2024-2025 mCLASS		2026-2027 mCLASS	Kindergarten: Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of the students scoring well below or below benchmark on the Beginning of the Year Assessment, what percent of students moved up one level or more? Kindergarten: 31% First Grade: 45% Second Grade: 17% Third Grade: 23% Fourth Grade: 48% Fifth Grade: 20% Sixth Grade: 39% K-6: 30%	Correlation report Of the students scoring well below or below benchmark on the Beginning of the Year Assessment, what percent of students moved up one level or more? Kindergarten: 41% First Grade: 52% Second Grade: 38% Third Grade: 6% Fourth Grade: 36% Fifth Grade: 24% Sixth Grade: 22% K-6: 28%		Correlation report Of the students scoring well below or below benchmark on the Beginning of the Year Assessment, what percent of students moved up one level or more? Kindergarten: 75% First Grade: 75% Second Grade: 75% Third Grade: 75% Fourth Grade: 75% Fifth Grade: 75% Sixth Grade: 75% K-6: 75%	First Grade: Improved Second Grade: Improved Third Grade: Declined Fourth Grade: Declined Fifth Grade: Improved Sixth Grade: Declined
1.9	Local Math Assessment Data (P8)	2023-2024 STAR Math: Star Math Current Student Growth Percentile (SGP) % of students making growth between Beginning of Year to End of Year STAR Math assessments Second Grade: 84.8% Third Grade: 55.3% Fourth Grade: 68.8% Fifth Grade: 56.5%	2024-2025 STAR Math: Star Math Current Student Growth Percentile (SGP) % of students making growth between Beginning of Year to End of Year STAR Math assessments Second Grade: 76.9%		2026-2027 STAR Math: Star Math Current Student Growth Percentile (SGP) % of students making growth between Beginning of Year to End of Year STAR Math assessments Second Grade: 85%	% of students making growth between Beginning of Year to End of Year STAR Math assessments Second Grade: Decline Third Grade: Decline Fourth Grade: Improved Fifth Grade: Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sixth Grade: 67.4% Overall: 65.8%	Third Grade: 50% Fourth Grade: 80% Fifth Grade: 48.9% Sixth Grade: 61.5% Overall: 64.4%		Third Grade:70% Fourth Grade: 80% Fifth Grade: 70% Sixth Grade: 80% Overall: 80%	Sixth Grade: Declined Overall: Decline
1.10	English Learner Progress Indicator (P4)	2023 Dashboard English Learner Progress Indicator 32% Making Progress	2024 Dashboard English Learner Progress Indicator 56% Making Progress		2023 Dashboard English Learner Progress Indicator 65% Making Progress	Improving

Goal Analysis [2024-25]

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.

All actions were implemented as planned.

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.

1.1 High Quality Instruction: Our anticipated expenditures for this action were slightly higher than the actual expenses. Our expenditures on curriculum came in less anticipated, we had a few unfilled positions and we reduced expenditures for materials and supplies in this goal area.
1.2 Professional Collaboration: We spent significantly less on this action item than anticipated. Staffing shortages and lack of quality substitute teachers made out of the area conferences difficult resulting in less participation in these activities.
1.3 Personalized Interventions: We spent more on this action item than anticipated. We added a position to support our English Language Learners using the funds we did not expend on other action items.
1.4 Enrichment: Expenses were less than expected for this action item. We had a healthy inventory of art supplies from previous years.

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

The actions implemented under Goal 1 have shown mixed effectiveness in making progress toward the goal of providing an enriched learning experience. Actions 1.1 (High-Quality Instruction) and 1.2 (Professional Collaboration) were effective, as reflected in improved metrics: all teachers are now fully credentialed, students have access to standards-aligned materials, and implementation of state standards is progressing. Similarly, Action 1.6 (English Learner Reclassification) and Metric 1.10 (English Learner Progress Indicator) demonstrated improvement, indicating gains in English language development. However, Actions 1.3 (Personalized Intervention) and 1.4 (Enrichment) were less effective, as evidenced by declines in ELA, Math, and Science scores across multiple student subgroups, including socioeconomically disadvantaged students, English learners, and students with disabilities. Local reading and math assessments also show performance well below target benchmarks. These declines suggest that existing interventions and enrichment opportunities are not sufficiently supporting academic growth, particularly for students with the greatest needs.

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.

In the coming year, there are no changes to this goal or metrics. There have been adjustments the fiscal component of the actions as staffing, materials and contracts have been adjusted for the coming year.
Action 1.1 Total Funds were adjusted to $2,325,453 for the 25-26 school year due to a decrease in personnel expenses in this goal area.
Action 1.2 Total Funds were adjusted to $65,349 for the 25-26 school year to account for planned professional development activities.
Action 1.3 Total Funds were adjusted to $827,496 for the 25-26 school year due to an increase in expected salaries for personalized intervention.
Action 1.4 Total Funds were adjusted to $27,366 for the 25-26 school year due to a increase in personnel expenses.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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. Core Teaching Staff Administration Curriculum Classroom Technology - Teacher and Student Technology Devices Materials and Supplies	$2,325,453.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Collaboration	We will provide meaningful professional development and collaboration for staff. 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. Professional Development Educational Consultation - Studer Conferences LETRS CKLA Coaching	$65,349.00	No
1.3	Personalized Intervention	We will provide personalized interventions and supplement student learning to ensure the success of all students. Intervention Staff Class Size Reduction ELD Supports Special Education Staff - Classified and Certificated Classroom Paraprofessionals Curriculum	$827,496.00	Yes
1.4	Enrichment	We will increase student engagement by providing access to robust enrichment and hands-on learning activities. Art Music	$27,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PE Library		
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

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.

Priority 1: Basic (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)

An explanation of why the LEA has developed this goal.

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.

Strategic Plan Goals:
2.1 System of Supports: We will implement a system of equitable and inclusive student supports delivered by well-trained staff.
2.2 Social-Emotional and Behavior Supports: We will provide structured social-emotional and behavior supports through restorative practices and trauma-informed instruction.
2.3 Collaborative Partnerships: We will build collaborative partnerships to promote new opportunities and healing for students within our community.

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	Pine Hill School: 92.82% attendance rate South Bay Elementary		2025-2026 98% attendance rate	Pine Hill: Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pine Hill School: 91.67% attendance rate South Bay Elementary School: 93.06% attendance rate	School: 91.47% 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	2024 Dashboard 27.6% chronically absent - All 31.8% chronically absent - Homeless 19% chronically absent - English Learners 38.9% chronically absent - Two or More Races 37.9% chronically absent - Students with Disabilities 28.6% 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	All - Improved Homeless - Improved English Learners - Improved Two or More Races - Improved Students with Disabilities - Improved Socioeconomically Disadvantaged - Improved
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	2024 Dashboard Socio-Economically Disadvantaged: 4.4% suspended at least one day English Learners: 0% suspended at least one day		2026 Dashboard Socio-Economically Disadvantaged: 2% suspended at least one day English Learners: 0% suspended at least one day Foster Youth:	Socio-Economically Disadvantaged: Improved English Learners: Same Homeless: Improved Two or More Races: Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		displayed for privacy, Number of Students: 3 Homeless: 10.8% suspended at least one day Two or More Races: 7.7% suspended at least one day Students with Disabilities: 10.1% suspended at least one day White: 5% suspended at least one day ALL: 4.5% suspended at least one day	Foster Youth: Less than 11 students - data not displayed for privacy, Number of Students: 5 Homeless: 6.9% suspended at least one day Two or More Races: 3.7% suspended at least one day Students with Disabilities: 9% suspended at least one day White: 4.7% suspended at least one day ALL: 4.3% suspended at least one day		Homeless: 5% suspended at least one day Two or More Races: 2% suspended at least one day Students with Disabilities: 5% suspended at least one day White: 2% suspended at least one day ALL: 1% suspended at least one day	Students with Disabilities: Improved White: Improved ALL: Improved
2.4	Student Sense of Safety and School Connectedness (P6)	2023-2024 Local Survey 2nd through 6th Grade Do the teachers and other grown-ups on campus care about you? Yes, all of the time: 42% Yes, most of the time: 36%	2024-2025 Local Survey 2nd through 6th Grade Do the teachers and other grown-ups on campus care about you? Yes, all of the time: 45% Yes, most of the time: 41%		2026-2027 Local Survey Do the teachers and other grown-ups on campus care about you? Yes, all of the time: 45% Yes, most of the time: 45% Yes, some of the time: 10%	Survey Results Teachers and Adults Care About Students: Improved from 78% (“all” or “most of the time”) in 2023–24 to 86% in 2024–25. “No, never” responses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yes, some of the time: 19% No, never: 3% Do the teachers and other grown-ups at school listen when you have something to say? Yes, all of the time: 24% Yes, most of the time: 42% Yes, some of the time: 30% No, never: 5% Do the teachers and other grown-ups at school make an effort to get to know you? Yes, all of the time: 30% Yes, most of the time: 37% Yes, some of the time: 25% No, never: 7% Are you happy to be at this school? Yes, all of the time: 35% Yes, most of the time: 36% Yes, some of the time: 23% No, never: 6%	Yes, some of the time: 13% No, never: 1% Do the teachers and other grown-ups at school listen when you have something to say? Yes, all of the time: 29% Yes, most of the time: 44% Yes, some of the time: 25% No, never: 2% Do the teachers and other grown-ups at school make an effort to get to know you? Yes, all of the time: 31% Yes, most of the time: 34% Yes, some of the time: 27% No, never: 7% Are you happy to be at this school? Yes, all of the time: 30% Yes, most of the time: 32%		No, never: 0% Do the teachers and other grown-ups at school listen when you have something to say? Yes, all of the time: 40% Yes, most of the time: 50% Yes, some of the time: 10% No, never: 0% Do the teachers and other grown-ups at school make an effort to get to know you? Yes, all of the time: 50% Yes, most of the time: 40% Yes, some of the time: 10% No, never: 0% Are you happy to be at this school? Yes, all of the time: 45% Yes, most of the time: 45% Yes, some of the time: 10% No, never: 0%	decreased from 3% to 1%. Teachers and Adults Listen to Students: Improved from 66% (“all” or “most of the time”) in 2023–24 to 73% in 2024–25. “No, never” responses decreased from 5% to 2%. Teachers and Adults Make an Effort to Get to Know Students: Remained stable at 65%–67% (“all” or “most of the time”). “No, never” responses stayed at 7%. Student Happiness at School: Declined from 71% (“all” or “most of the time”) in 2023–24 to 62% in 2024–25. “Some of the time” responses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do you feel safe at school? Yes, all of the time: 43% Yes, most of the time: 31% Yes, some of the time: 22% No, never: 4% Do you feel safe on your way to and from school? Yes, all of the time: 65% Yes, most of the time: 19% Yes, some of the time: 11% No, never: 5%	Yes, some of the time: 30% No, never: 8% Do you feel safe at school? Yes, all of the time: 71% Yes, most of the time: 19% Yes, some of the time: 7% No, never: 3% Do you feel safe on your way to and from school? Yes, all of the time: 71% Yes, most of the time: 19% Yes, some of the time: 7% No, never: 3%		Do you feel safe at school? Yes, all of the time: 55% Yes, most of the time: 35% Yes, some of the time: 10% No, never: 0% Do you feel safe on your way to and from school? Yes, all of the time: 70% Yes, most of the time: 20% Yes, some of the time: 10% No, never: 0%	increased from 23% to 30%. “No, never” responses increased from 6% to 8%. Feeling Safe at School: Improved significantly from 74% (“all” or “most of the time”) in 2023–24 to 90% in 2024–25. “Some of the time” responses dropped from 22% to 7%. Feeling Safe To and From School: Improved slightly from 84% (“all” or “most of the time”) in 2023–24 to 90% in 2024–25. “No, never” responses decreased from 5% to 3%.
2.5	Student Discipline Reports (P6)	2023-2024 AERIES - Discipline South Bay (4-8): 68% of students with 0-1 Discipline Referrals	South Bay (4-8): 72% of students with 0-1 Discipline Referrals		2026-2027 AERIES - Discipline	South Bay Improving Pine Hill Stable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pine Hill: 83% of students with 0-1 Discipline Referrals	Pine Hill: 83% of students with 0-1 Discipline Referrals		85% of students with 0-1 Discipline Referrals	
2.6	Expulsion Rate (P6)	2022-2023 DataQuest 0% expulsion rate	2023-2024 DataQuest 0% expulsion rate		2025-2026 DataQuest 0% expulsion rate	On Track
2.7	School facilities are maintained in good repair (P1)	2022-2023 FIT Facilities Inspection Tool - SARC Pine Hill - Exemplary Rating South Bay - Good Rating	2023-2024 FIT Facilities Inspection Tool - SARC Pine Hill - Exemplary Rating South Bay - Good Rating		2025-2026 FIT Facilities Inspection Tool - SARC Pine Hill - Exemplary Rating South Bay - Exemplary Rating	On Track

Goal Analysis [2024-25]

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.

All actions were implemented as planned.

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.

2.1 Systems of Support: Actual expenditure for this action item, came in much higher than budgeted. This is mostly due to a miscoding of positions during the budget adoption process.
2.2 Social-Emotional and Behavior Supports: We were able to use grant dollars to support this action item resulting in less expenditures than anticipated while still delivering the same services.
2.3 Collaborative Partnerships: The difference in the expenditures in this action item are mostly due to errors in the budgeting process. Several items should have been coded to this action item rather than item 2.1

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

The actions implemented under Goal 2—focused on creating supportive environments—have been largely effective in improving student engagement, behavior, and school climate. Action 2.1 (Systems of Support) contributed to increased average daily attendance at Pine Hill and helped maintain strong attendance at South Bay Elementary, reflecting positive results in building consistent school engagement. Action 2.2 (Social-Emotional and Behavioral Supports) was effective, as seen in a substantial reduction in chronic absenteeism across all student groups, with the overall rate dropping from 35.9% to 27.6%, and notable declines among homeless, English learner, and socioeconomically disadvantaged students. Suspension rates also decreased for nearly all subgroups, supporting the impact of trauma-informed practices and behavior interventions. Action 2.3 (Collaborative Partnerships) appears to be supporting these gains, particularly in the improvement of student-reported safety and connectedness. Local survey data shows increased percentages of students who feel cared for (86% in 2024–25 vs. 78% in 2023–24) and safe at school (90% vs. 74%), while disciplinary data indicates more students are remaining engaged without repeated referrals. Together, these actions demonstrate a coordinated and effective effort to build a more inclusive and supportive school climate across the district.

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.

There are no planned changes to the metrics, goals or actions. There were adjustments to the projected spending for the following action items: Action 2.1 Total Funds were adjusted to $1,158,22 for the 25-26 school year due to a changes in the accounting structure, placing more positions in the Action 2.1 rather than in Action 1.1 or 2.2. Action 2.2 Total Funds were adjusted to $222,418 for the 25-26 school year due to a decrease in personnel expenses and the restructuring of accounting of personnel out of this action item and into 2.1 and the use of grant funds to provide the services outlined in this action item. Action 2.3 Total Funds were adjusted to $140,672 for the 25-26 school year due to a decrease in memberships, dues and fees.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	System of Supports	We will implement a system of equitable and inclusive student supports delivered by well-trained staff. District/Site Support Staff Professional Development	$1,039,399.00	No

Action #	Title	Description	Total Funds	Contributing
		Transportation Utilities Facilities Insurance Copier/Printers Food Services Grounds/Maintenance Custodial Rentals FRC		
2.2	Social-Emotional and Behavior Supports	We will provide structured social-emotional and behavior supports through restorative practices and trauma-informed instruction. Counselors School Psychologist Behavior Supports Coordinators Curriculum	$222,418.00	Yes
2.3	Collaborative Partnerships	We will build collaborative partnerships to promote new opportunities and healing for students within our community. NA Student Liaison FRC HCOE SELPA Cal Poly CR Dues and Memberships Fieldtrips Contracted Services	$140,672.00	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.

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

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the district's priority to proactively engage our families to build authentic relationships and opportunities.

Strategic Plan Goals:
3.1 Two-Way Communication: We will engage in authentic two-way communication with families and community partners.
3.2 Family Involvement: We will design a wide variety of opportunities for family involvement.
3.3 Family Needs: We will identify and address the needs of our families and connect them with community resources.
3.4 Family Voice: We will coordinate with family and community groups to hear their voice in setting the school and district direction.
4.4 Responsible Resource Use: We will responsibly use available resources to support the goals of the district.

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 unduplicated pupils and special need subgroups	2024-2025 Local Data Focus Group Meetings Held: 6		2026-2027 Seek parent input in decision making, including promotion of parent participation in programs for unduplicated	Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Focus Group Meetings Held: 4 Steering Committee Meetings Held: 3			pupils and special need subgroups	
3.2	Parent Communication	2023-2024 Local Data - AERIES Portal Usage Log (LoginParent.aspx) 25% of parents logged in	2024-2025 Local Data - AERIES Portal Usage Log (LoginParent.aspx) 37% of parents logged in		2026-2027 Local Data - AERIES Portal Usage Log (LoginParent.aspx) 75% of parents logged in	Improved
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	2024-2025 Local Data Parent Survey To be administered in fall and spring each year Spring Survey - On averaqge parents attended 7 events on school campuses throughout the year.		2026-2027 Local Data Parents will attend at least 5 events on campus each year.	New data
3.4	IEP Timeline Compliance (P3)	How many IEPs were held outside of the identified meeting deadline?	2024-2025 2 meetings were held outside of the identified meeting deadline.		0	New

Goal Analysis [2024-25]

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.

All actions were implemented as planned.

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.

3.1 Two-Way Communication: We came in under budget for this action item. All actions items were conducted as planned.
3.2 Family Involvement: We were able to use other funds to provide refreshments for events.

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

The implementation of Goal 3, focused on family engagement, has shown positive progress in building stronger, more responsive connections between the school and families. Action 3.1 (Two-Way Communication) was effective, as reflected by an increase in parent portal usage—from 25% in 2023–24 to 37% in 2024–25—indicating growth in digital communication and family access to student information. Action 3.2 (Family Involvement) also demonstrated success; parents reported attending an average of seven school events during the year, suggesting that schools are offering a range of meaningful opportunities for families to participate in the school community. Action 3.3 (Family Needs) is being implemented through the Family Resource Center, counselors, and interns, which has helped the district better support and connect families with resources. Collectively, these efforts are contributing to improved relationships, communication, and participation, laying a strong foundation for achieving deeper family-school partnerships aligned to student success.

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.

The target for Metric 3.3 was updated to include a goal of parents attending at least 5 events on campus each year to reflect the data collected this year.
Action item 3.1 Total planned expenditures for 2024-2025 school year have been adjusted to $50,763 reflecting the updated costs to contracts and services for Two-way communications.

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,144,802.00	$135195

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
32.174%	4.123%	$144,312.77	36.297%

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	**Action:** Personalized Intervention **Need:** Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions. **Scope:**	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.	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	**Action:** Enrichment **Need:** Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions. **Scope:** LEA-wide Schoolwide	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	**Action:** Social-Emotional and Behavior Supports **Need:** Unduplicated students have high levels of chronic absenteeism. Homeless, Two or More Races, White - Subgroups have high percentages of suspensions. **Scope:** LEA-wide Schoolwide	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

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

2025-26 Total Planned 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	$3,558,108.00	$1,144,802.00	32.174%	4.123%	36.297%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,699,166.00	$0.00	$0.00	$0.00	$4,699,166.00	$3,801,990.00	$897,176.00

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		$2,009,550.00	$315,903.00	$2,325,453.00				$2,325,453.00	
1	1.2	Professional Collaboration	All Students with Disabilities	No			All Schools		$0.00	$65,349.00	$65,349.00				$65,349.00	
1	1.3	Personalized Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$767,496.00	$60,000.00	$827,496.00				$827,496.00	
1	1.4	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$20,404.00	$6,962.00	$27,366.00				$27,366.00	
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		$818,769.00	$220,630.00	$1,039,399.00				$1,039,399.00	
2	2.2	Social-Emotional and Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$185,771.00	$36,647.00	$222,418.00				$222,418.00	
2	2.3	Collaborative Partnerships	All Students with Disabilities	No			All Schools		$0.00	$140,672.00	$140,672.00				$140,672.00	
3	3.1	Two-Way Communication	All Students with Disabilities	No					$0.00	$50,763.00	$50,763.00				$50,763.00	
3	3.2	Family Involvement	All Students with	No					$0.00	$250.00	$250.00				$250.00	

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

2025-26 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
$3,558,108.00	$1,144,802.00	32.174%	4.123%	36.297%	$1,077,280.00	0.000%	30.277 %	**Total:**	$1,077,280.00
								LEA-wide Total:	$1,077,280.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,077,280.00

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		$827,496.00	
1	**1.4**	Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$27,366.00	
2	**2.2**	Social-Emotional and Behavior Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$222,418.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,936,846.00	$4,640,769.00

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**	High-Quality Instruction	No	$2,757,845.00	$2,284,993.00
1	**1.2**	Professional Collaboration	No	$62,799.00	$35,029.00
1	**1.3**	Personalized Intervention	Yes	$735,496.00	$777,810.00
1	**1.4**	Enrichment	Yes	$26,566.00	$18,709.00
1	**1.5**	Extended Learning	No		
2	**2.1**	System of Supports	No	$730,402.00	$1,149,484.00
2	**2.2**	Social-Emotional and Behavior Supports	Yes	$406,991.00	$169,822.00
2	**2.3**	Collaborative Partnerships	No	$144,672.00	$159,329.00
3	**3.1**	Two-Way Communication	No	$71,825.00	$45,593.00
3	**3.2**	Family Involvement	No	$250.00	0
3	**3.3**	Family Needs	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Family Voice	No		

2024-25 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)
1,054,446	$1,169,053.00	$966,341.00	$202,712.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Personalized Intervention	Yes	$735,496.00	$777,810.00		
1	1.4	Enrichment	Yes	$26,566.00	$18,709.00		
2	2.2	Social-Emotional and Behavior Supports	Yes	$406,991.00	$169,822.00		

2024-25 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)
3,499,861	1,054,446	1.606%	31.734%	$966,341.00	0.000%	27.611%	$144,312.77	4.123%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)](); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)]().
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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