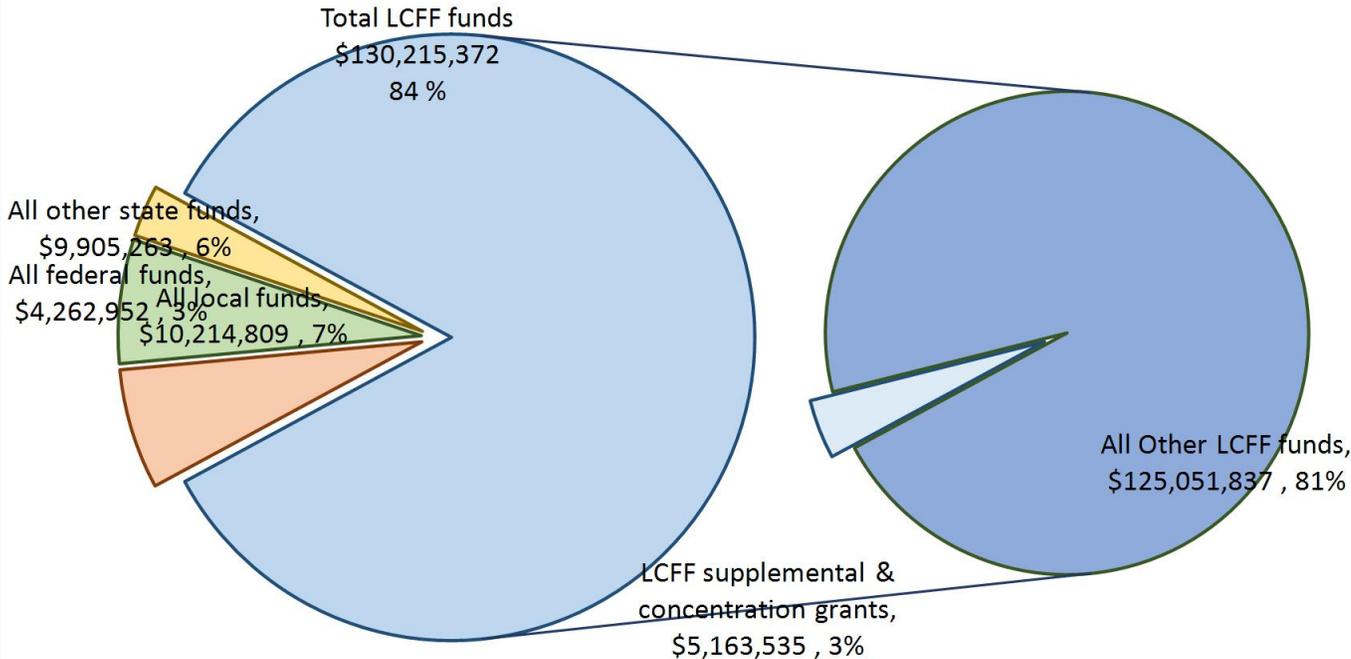# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carlsbad Unified School District
CDS Code: 37 73551 0000000
School Year: 2024-25
LEA contact information:
Robert Nye, Ed.D
Assistant Superintendent
rnye@carlsbadusd.net
7603315013

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$130,215,372
84 %

All other state funds,
$9,905,263 , 6%

All federal funds,
$4,262,952 , 3%

All local funds,
$10,214,809 , 7%

All Other LCFF funds,
$125,051,837 , 81%

LCFF supplemental & concentration grants,
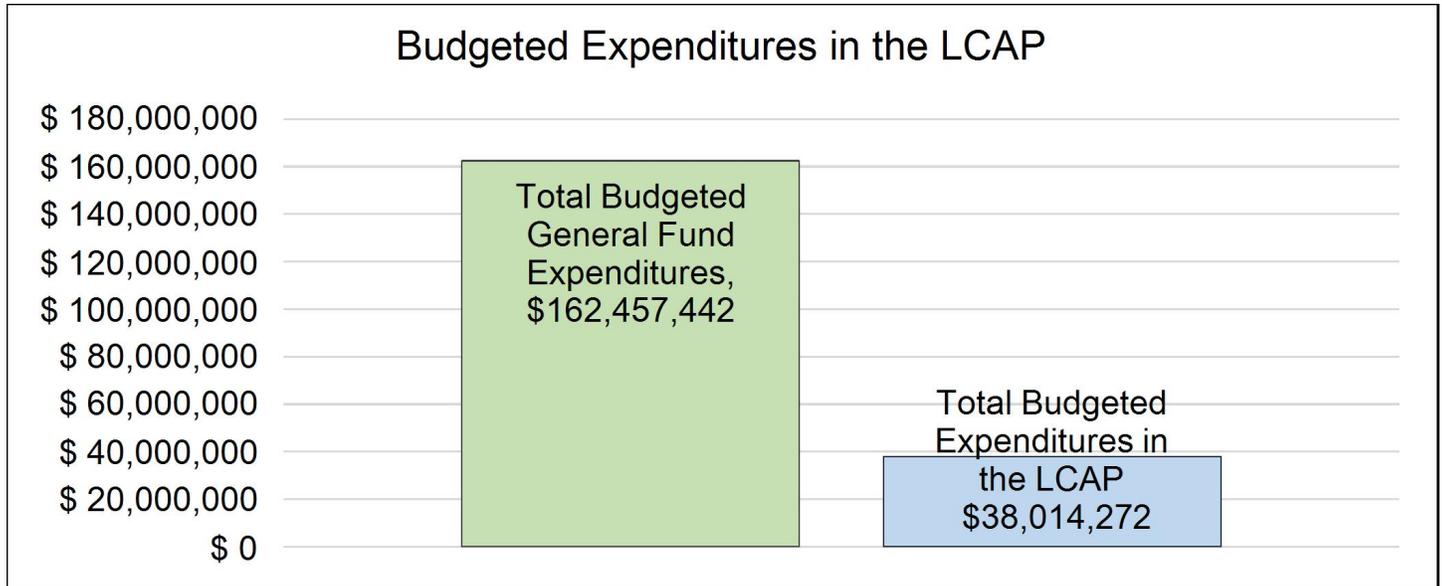$5,163,535 , 3%

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

The text description for the above chart is as follows: The total revenue projected for Carlsbad Unified School District is $154,598,396, of which $130,215,372 is Local Control Funding Formula (LCFF), $9,905,263 is other state funds, $10,214,809 is local funds, and $4,262,952 is federal funds. Of the $130,215,372 in LCFF Funds, $5,163,535 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $162,457,442

Total Budgeted Expenditures in the LCAP $38,014,272

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

The text description of the above chart is as follows: Carlsbad Unified School District plans to spend $162,457,442 for the 2024-25 school year. Of that amount, $38,014,272 is tied to actions/services in the LCAP and $124,443,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
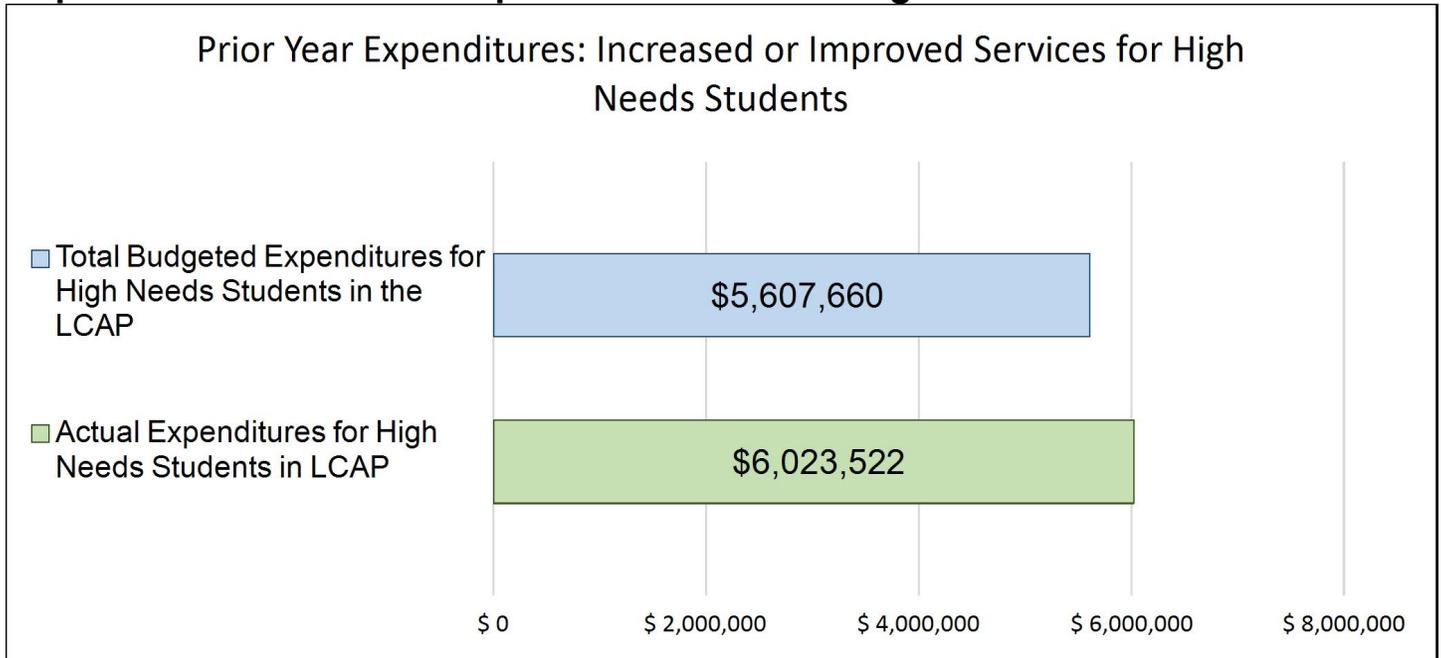
The budget expenditures include allocations for general education teachers, materials and supplies, and several
fixed costs for services and operations to include rent, utilities, insurance, and other professional services.

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

In 2024-25, Carlsbad Unified School District is projecting it will receive $5,163,535 based on the enrollment of foster youth, English learner, and low-income students. Carlsbad Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carlsbad Unified School District plans to spend $6,826,490 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP
$5,607,660

Actual Expenditures for High Needs Students in LCAP
$6,023,522

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000

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

The text description of the above chart is as follows: In 2023-24, Carlsbad Unified School District's LCAP budgeted $5,607,660.00 for planned actions to increase or improve services for high needs students. Carlsbad Unified School District actually spent $6,023,522.00 for actions to increase or improve services for high needs students in 2023-24.
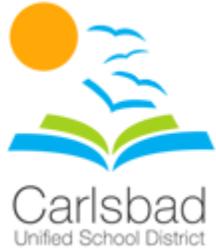
2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carlsbad Unified School District	Robert Nye, Ed.D Assistant Superintendent	rnye@carlsbadusd.net 7603315013

Goals and Actions

Goal

Goal #	Description
1	Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college/career

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2% increase of students scoring "high" or "typical" growth on the STAR assessment in ELA and math from fall to spring.	Baseline to be established in fall 2021	2022 Fall - Spring ELA = 64.7% Math = 68.3% 2021 Fall-Winter: ELA= 67.1% Math= 68.4%	Target ELA=69.7% Math=71.2% Spring results 2023 ELA=69.9% Math=71.8%	Winter 2024 ELA = 70.4% Math = 69.4%	2% increase of students scoring high or typical growth between the fall and spring each year
2% increase of students meeting or exceeding end of year grade level ELA and math standards on the STAR Assessment	Spring 2021 ELA = 68% Math = 60%	Spring 2022 ELA = 68.5% Math = 58.5%	Target ELA=69.4% Math=50.4% Spring results 2023 ELA=71.6% Math=56.1%	Winter 2024 ELA = 73.1% Math = 57.2%	6% increase of students meeting proficiency in ELA and Math
Maintain the percentage of graduates completing A-G requirements at 80% or higher.	2019-2020 = 79.9%	82.9% for the Class of 2021	Class of 2022=80%	Class of 2023= 84%	Maintain 80% or higher
1% increase of high school students and 2% of middle school students enrolled in at	2020-2021 HS = 79.2% MS = 50.3%	2021-2022 Mid year HS= 78.1% MS= 51% Metric was modified to remove MS	2021-2022=81.4% 2022-2023=81.6%	2022-2023 = 81.6%	81% for HS and 57% for MS Metric was modified to remove MS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
least one advanced class. HS: Honors, Advanced Placement, or Community College Class MS: Advanced/ Accelerated class, including foreign language					
1% increase of all students meeting or exceeding standards on SBAC and CAST	2018-2019 ELA = 75.8% Math = 67.8% Science = 50.43%	2018-2019: ELA = 75.8% Math = 67.8% 2020-21: Science = 51.02% Please refer to local STAR Assessments for 2021-22 data.	2021-2022 ELA = 73.01% Math = 60.16% Science = 52.79%	2022-2023: ELA = 73.70% Math = 62.08% Science = 57.12%	78% for ELA 70% for Math 60% for Science
1% increase of graduates that are College/Career Ready as measured by the CA Dashboard	2019-2020 = 72.4%	No CCI Data for the Class of 2022 (No SBAC Scores) Last available data was 2019-20 72.4%	No CCI Data for the Class of 2022 - see A-G completion, AP pass rate, and CTE pathway completion. 12.9% of students completed college credit and 17.9% earned the Seal of Biliteracy	2022-2023 CCI = High 65.10% prepared	76% CCI
3% increase of Special Education	2018-2019 ELA = 38%	January 2022 STAR ELA = 34%	2021-2022 ELA = 37.58%	2022-2023: ELA = 37.75%	47% ELA and 37% math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SPED) students meeting/exceeding standards on SBAC	Math = 28%	STAR Math = 28%	Math = 29.73	Math = 30.72%	
3% increase of SocioEconomically Disadvantaged (SED) students meeting/exceeding standards on SBAC	2018-2019 ELA = 54% Math = 42%	January 2022 STAR ELA = 44% STAR Math = 34%	2021-2022 ELA = 48.66% Math = 34.39%	2022-2023: ELA = 56.10% Math = 43.84%	63% ELA and 51% marh
3% increase of English Learner (EL) students meeting/exceeding standards on SBAC	2018-2019 ELA = 23% Math = 22%	January 2022 STAR ELA = 18% STAR Math = 23%	2021-2022 ELA = 16.56% Math = 17.15	2022-2023: ELA = 13.20% Math = 15.27%	32% ELA and 29% math
2% increase EL students scoring at the moderate/well developed level on the English Language Proficiency Assessments for CA (ELPAC)	2018-2019 = 54.17%	2020-2021 = 66.73%	2021-2022 = 60.54%	2022-2023 = 50.27%	60% moderate/well developed
Maintain EL reclassification rate of 12% or higher	2019-2020 = 15%	2020-2021 = 16%	2020-2021 should have been 13.9% 2021-2022 11.4%	2022-2023 = 14.9%	Maintain 12% or higher
Maintain AP pass rate at 80% or higher	2019-2020 = 81%	2020-2021 = 66% January 2022: 1st semester pass rate = 96.93%	2021-2022 = 81%	2022-2023 = 84%	Maintain 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1% increase of graduation rate (CALPADS)	2019-2020 = 96.9%	2020-2021 = 98%	2021-2022 = 96%	2022-2023 = 95%	Maintain at 97% of higher
3% increase of students passing the Early Assessment Program	2018-2019 ELA = 71.72% Math = 56.39%	January 2022 11th graders STAR ELA = 65% STAR Math = 39% (through Alg 2)	2021-2022 ELA = 72.27% Math = 44.26%	2022-2023 ELA = 76.22% Math = 50.89%	3% increase in both ELA and math
1% increase in students meeting all 6 areas in the Healthy Fitness Zone on the Physical Fitness Test	2018-2019 5th = 43.5% 7th = 52.4% 9th = 62.6%	N/A. Metric will be changed to measure participation rate based on updated guidance from CDE. 2021-2022 Participation Rate District = 94.3% Grade 5 = 88.4% Grade 7 = 97.3% Grade 9 = 96.9%	2022-2023 Participation Rate District = 96.8% Grade 5 = 98.6% Grade 7 = 94.4% Grade 9 = 91.4%	2022-2023 Participation Rate District = 96.8% Grade 5 = 98.6% Grade 7 = 94.4% Grade 9 = 91.4%	1% increase of students in grades 5, 7, and 9 meeting all 6 areas Changed to reflect participation rates.
Decrease of students scoring in the "standard not met" band on SBAC (ELA & Math) and CAST	N/A	N/A	Added for 2023-2024. Baseline determined once spring 2023 scores are available	Standard Not Met (Spring 2023) ELA = 10.02 Math = 16.56 Science = 4.21	2% decrease from Spring 2023 SBAC and 1% decrease from Spring 2023 CAST

Goal Analysis

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

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

No substantive differences to planned and implemented actions.

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.

CUSD did not have significant differences between budgeted expenditures and estimated actual expenditures. Actual expenditures in Goal 1 were higher than anticipated due to salary increases.

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

Overall, the actions, including providing district support, intervention teachers and classes, EL resource teachers, smaller classes, supplemental materials, and site interventions were effective in improving all students' academic performance and preparing them for college and career. Students' academic achievement on state and local assessments showed improvements in ELA and math, a-g completion, and enrollment in advanced coursework remained high. Actions providing mental health supports were also effective in addressing students' with social emotional concerns. We used Kelvin surveys and the CHKS which both showed improvement in student mental health and well being. All of this data is compared to previous year performance.

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

Data analysis, survey results, and data from consultation groups identified a need to continue and/or add actions to address academic achievement gaps, students' social emotional health, and greater support and resources for English Learners. Many of the actions identified in the 2024-27 LCAP were continued based on the fact that we saw benefits/results as well as feedback from our educational partners. Some of the continued services include: An MTSS/Student Services Coordinator focused on the implementation of a multi-tiered system of support (MTSS) to address academic, social emotional, and attendance concerns (Actions 1.3 and 1.4). Maintain additional off-ratio teachers in grade 4-5 to lower class size totals (Actions 1.3 and 1.4), continue to provide additional elementary intervention teachers to provide strategies and support for MTSS (Actions 1.3 and 1.4), and continue to provide EL Resource Teachers support English Learners and (Actions 1.6 and 1.6).

We ensured that the metrics were aligned with both State and local priorities and they were reworded to make sure that they were parent friendly and easy to understand.

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

Goals and Actions

Goal

Goal #	Description
2	Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ensure professional development opportunities offered to staff receive a rating of 85% or higher in the area of "relevant" as measured by PD exit surveys.	2020-2021 = 89%	Aug 2021 = 95% Nov. 2021 = 98%	2022-2023 = 99%	2023-2024 = 96%	Maintain rating of 85% or higher for relevance.
Create a comprehensive Diversity, Equity and Inclusion (DE&I) Plan with a three-year implementation timeline. Progress will be measured by completion of designated actions each year.	Create plan by fall 2021 and complete year 1 actions by June 2021.	Draft plan to be presented in July/August to the Board of Trustees. The plan will include 2022-23 year 1 priorities/metrics	Plan to be presented to Board of Trustees in June 2023. Updated metric: Implement at least 85% of the 2023-2024 (Year 1) actions included in the CUSD Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan.	2023-2024 94% Year 1 Actions implemented	Complete year 1, year 2, and year 3 actions in strategic DEI plan. 2023-2024 modified to: Implement at least 85% Year 1 actions in DEIB plan.
The percentage of respondents who feel Safe at School (as reported on the CA	73% of students and 84% of parents indicated feeling safe	2020-2021 CHKS 7th = 71% 9th = 68% 11th = 77%	2021-2022 CHKS 7th = 68% 9th = 65% 11th = 58%	2022-2023 CHKS (students) 7th = 67% 9th = 71%	Increase 2% each year for students and maintain 85% or higher for parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey) will increase by 2% for students over the previous year and will remain at 85% or higher for parents.	at school in the 2018-19 school year.	Fall 2021 Kelvin Survey 3rd-5th = 93% 6th-8th = 89% 9th-12th = 77% Parent Survey: not available yet	Spring 2023 Kelvin Survey (students) 3rd-5th = 75% 6th-8th =87% 9th-12th = 87% Parent Survey = 86% Staff Survey = 86%	11th = 71% 2022-2023 CHKS Parent Survey: 85% Staff Survey: 86% Apr. 2024 Kelvin (students) 3rd-5th = 95% 6th-8th = 73% 9th-12th = 74%	
Maintain a rating of good or better on the Facilities Impact Tool (FIT) for all schools.	2020-2021 2 schools with Fair 13 schools with Good or better rating on Facility Impact Tool (FIT)	2021-2022 100% of schools scored good or exemplary on the FIT	2022-2023 FIT 93% of schools scored good or exemplary	2023-2024 FIT 93% of schools scored good or exemplary (CVA=fair)	Maintain a good or better rating on the FIT.
Maintain 100% fully credentialed teachers	2020-2021 100% fully credentialed teachers	2021-2022 100% fully credentialed teachers	2022-2023 100% fully credentialed teachers	2023-2024 99.9% fully credentialed teachers	Maintain 100% fully credentialed teachers over next three years
Maintain 0% of misassigned teachers	2020-2021 0% of misassigned teachers	2021-2022 0% of misassigned teachers	2022-2023 0% of misassigned teachers	2023-2024 misassigned teachers = 0%	Maintain 0% of misassigned teachers over the next three years
Implementation of State Standards: Annually self assess progress on "providing professional development for teaching to the recently adopted	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment	2023-2024 Completed Self Assessment	Continue to complete the self assessment annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic standards" in ELA, ELD, Math, NGSS, and History SS using Dashboard's Priority 2 Reflection Tool.					
Implementation of State Standards: Annually self assess progress on "implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards" for ELA, ELD, Math, NGSS, and History SS using Dashboard's Priority 2 Reflection Tool	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment	2023-2024 Completed Self Assessment	Continue to complete the self assessment annually
Implementation of State Standards: Annually self assess progress on "success at identifying and supporting the learning needs of teachers" using Dashboard's Priority 2 Reflection Tool	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment	2023-2024 Completed Self Assessment	Continue to complete the self assessment annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards: Annually self assess progress on "making progress towards instructional materials being aligned with recently adopted standards" for ELA, ELD, Math, NGSS, and History SS and how EL students access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency, using Dashboard's Priority 2 Reflection Tool	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment	2023-2024 Completed Self Assessment	Continue to complete the self assessment annually
Implementation of State Standards: Annually self assess progress on "implementing each of the following academic standards adopted by the state board for all students including English Learners " (CTE,	2020-2021 Self assessment for Implementation of State Standards completed	2021-2022 Met	2022-2023 Completed self assessment	2023-2024 Completed Self Assessment	Continue to complete the self assessment annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Health, PE, VAPA, WL) using Dashboard's Priority 2 Reflection Tool					
Students will have sufficient access to standards-aligned materials as measured by the annual Williams Sufficiency of Instructional Material report	Fall 2021 = 100%	Fall 2021 = 100%	Fall 2022 = 100%	Fall 2023 = 100%	Maintain 100%
2023-2024: Moved from Goal #3 Conduct "pulse" checks every 4-6 weeks to monitor and support students' social, emotional, and mental well being	Establish baseline to determine areas of focus after first "pulse" check	2021-22 Results Connectedness: ES=90%, MS=87%, HS=73% Climate ES=87%, MS=87%, HS=76%. Emotional/Mental Health ES=97%, MS=81%, HS=64%. Stress/Anxiety MS=46%, HS=77%. Total students ES=2025 MS=2230 HS=2-65 Participation ES=84%, MS=89%, HS=53%	Spring 2023 Results Overall ES=83%, MS= 78%, HS= 76% Connectedness: ES=89%, MS=79%, HS=75% Climate ES=78%, MS=72%, HS=78% Emotional/Mental Health: ES=85%, MS=75%, HS=70% Safety ES=75%, MS=87%, HS=87%. # students ES=2255. MS=2360, HS=2630 Participation ES=94%, MS=93%, HS=71%	April 2024 Overall: ES=91%, MS=82%, HS=85% Connectedness: ES=92%, MS=83%, HS=83% Climate: ES=75%, MS=74%, HS=83% Well-Being/Emotional Health: ES=91%, MS=81%, HS=81% Safety: ES=95%, MS=73%, HS=74% # students: ES=2061 MS=2173, HS=2473 Participation: ES=89%, MS=90%, HS=67%	Baseline will be established in 2021-2022 to identify areas of focus

Modified for 2022-2023: Administer student check-in surveys to measure school safety, school connectedness, school climate, and social emotional/mental health at least 4 times per year, with at least 85% "favorable rating"

2023-2024: Moved from Goal 3 and modified: Administer |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					student check-in surveys to measure school safety (including gun violence prevention education), school connectedness, school climate, and social emotional/mental health at least 4 times per year, with at least 80% "favorable rating"
Cleaning standards being 'met" with an emphasis on bathrooms as measured by the Custodial Supervisor's monthly assessment	N/A	N/A	Metric added for 2023-2024	April 2024 = 87%	75% or higher cleaning standards met

Goal Analysis

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

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

No substantive changes to planned and implemented actions.

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.

No substantive changes from estimated to actual expenditures. The expenditures were less in the creation and implementation of the DEIB plan due to the fact that no teacher on special assignment or TOSA was hired (Goal 2 Action 7). Those responsibilities were assigned to the Coordinator of Student Services/MTSS. One other expenditure change regarding (Goal 2 Action 3) was due to the adoption decision among high school science teachers to use open educational resources or (OER) to create/organize science materials rather than adopt from a traditional publisher. This expenditure will be spent over the next several years as we refine and organize high school courses using OER materials.

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

Overall in Goal 2 the actions were effective in meeting/making progress on the desired outcomes. Some highlights include high satisfaction rates (above 95%) for professional development and training, implementing the DEIB Plan and year 1 initiatives (above 90%), maintain an overall favorable rating on school climate surveys (91% elementary and 84% for secondary), and continue to use the self-reflection tools to measure the implementation of state standards and state aligned curriculum (all local metrics were "Met" on the CA School Dashboard).

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

We moved the actions/services regarding mental health and social emotional support (additional elementary and secondary counselors) from Goal 1 to Goal 2 Action 2 to better address the goal and the outcomes. Actual expenditures in Action 2.8 were higher than anticipated due to salary increases.

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

Goals and Actions

Goal

Goal #	Description
3	Engage parents, staff, and community to promote unique educational opportunities for students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participant-reported relevance of Parent University sessions will be 90% or higher as measured by surveys, including families of EL, FY, LI, and SWD	94% in 2020-2021	14 workshops offered, 90% participant-reported relevance rate.	28 workshops offered 90% participant-reported relevance rate Modified to include # of participants 1,078 participants	April 2024 19 Parent University Workshops offered 97% rated as relevant 1,249 participants	Maintain 90% or higher each year Modified to include # of participants Target = 1,061 participants
The percentage of students meeting graduate profile attributes as measured by bi-annual CORE SEL Student Survey will increase by 2% from fall to spring.(EC=Effective Communicator; LL=Lifelong Learner; CT=Critical Thinker; CC=College/Career; ER=Ethical&Responsible Citizen; SD=Self-Directed)	2020-2021 EC 73% to 75% LL 64% to 64% CT 64 to 66% CCR 64% to 67% ER 74% to 75% SD 68% to 81%	2021-2022 EC 70% - 71.4% LL 64% - 65.3% CT 62% - 63.2% CCR 68% - 69.4% ER 72% - 73.4% SD 69% - 70.4%	2022-2023 Fall to Spring EC 72.3% - 70.3% LL 62.9% - 65.4% CT 63.7% - 64.0% CCR 66.3% - 67.5% ER 72.3% - 70.4% SD 68.2% - 68.6%	2023-2024 Fall to Spring 3rd-5th EC 85% - 87% LL 96% - 97% CT 83% - 85% CC 95% - 96% ER 97% - 97% SD 92% - 93% 6th-12th EC 86% - 86% LL 92% - 90% CT 86% - 87% CC 91% - 88% ER 94% - 93% SD 89% - 87%	Increase 2% each year from Fall to Spring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conduct "pulse" checks every 4-6 weeks to monitor and support students' social, emotional, and mental well being. Moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024	moved to goal 2 for 2023-2024
Increase attendance rate by 1%	96% for 2019-20	2020-2021=95.32 2021-2022 YTD=92.54	2021-2022=93.21% 2022-2023 = 93.56%	2023-2024 =94.26%	Increase by 1% each year
Maintain green or blue status on the CA School Dashboard for suspension for all students and a suspension rate less than 2% for all students	2019 Dashboard Green (all students) 2019-2020 Rate = 1.4% (all students)	2020-2021 = 0.3% 2021-2022 = 2.3%	2021-2022 = 2.3% 2022 Dashboard = Low 2022-2023 not available yet	2023 Dashboard = Green Rate = 2.3%	Maintain at green or blue status for all students. Maintain suspension rate of 2% or lower for all students.
Maintain an expulsion rate of 1% or less	2019-2020 = 0.02%	2020-2021 = 0.0% 2021-2022 = 0.02%	2021-2022 = 0.02% 2022-2023 not available yet	2022-2023 = 0%	Maintain less than 1%
Maintain a dropout rate for MS and HS of 1% or less	2019-2020 = Less than 1%	2020-2021=0%	2021-2022 MS = <1% (7 students) HS= 3% (29 students)	2022-2023 MS = 0% HS = 4.3% (41 students)	Maintain less than 1%
Increase the percentage of students participating	58% in a career or CTE pathway for 2019-20	2020-2021 = 59.2% 2021-2022 to date = 64.1%	2021-2022 = 63% 2022-2023 to date =2050 students	2022-2023 = 67%	Increase by 1% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in a "Career Pathway" or CTE pathway					
Improve to a green or blue status on the CA School Dashboard for chronic absenteeism for all students and reduce chronic absenteeism rate to less than 7% for all students	2019 = yellow 2018-19 rate for all students = 8.0%	2020-2021 = 19.5%	2021-2022 = 21.4% 2022 Dashboard: High	2023 Dashboard: Yellow 17.60%	Maintain green or blue status for all students. Decrease rate to 7% or less for all students.
1% increase of student connectedness to school as measured by CA Healthy Kids Survey on following metrics: Safe at School, Feel Connected, and Never Been Cyber Bullied. 1% increase in parents/guardians and staff reported school connectedness as measure on the annual DEIB survey.	2018-2019 Safe at School = 73% Feel Connected = 78% Never Been Cyber Bullied.= 78.3%	2020-2021 CHKS Safe at School: 7th=71%, 9th=68%, 11th=77% Connected: 7th=57%, 9th=57%, 11th=61% Never Been Cyber Bullied: 7th=80%, 9th=83%, 11th=85%	2021-2022 CHKS Safe at School: 7th=68%, 9th=70%, 11th=64% Connected: 7th=68%, 9th=65%, 11th=58% Never Been Cyber Bullied: 7th=73%, 9th=81%, 11th=79% 2022-2023 DEIB Survey Parents/Guardians = 81% Staff = 74%	2022-2023 CHKS Safe at School: 7th=67%, 9th=71%, 11th=71% Connected: 7th=66%, 9th=70%, 11th=67% Never Been Cyber Bullied: 7th=70%, 9th=81%, 11th=82%. Spring 2023 CHKS Engaged/Connected: Parents/Guardians=74% Staff=88%	Increase by 1% each year
Annually self assess whether all students, including unduplicated pupils and Students with Disabilities, have	Annual self-assessment completed	2021-2022 Met	2022-2023 Completed Self Assessment	2023-2024 Completed Self Assessment	Annually conduct self-assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to a broad course of study as measured by high school readiness index and internal survey					
Continue to provide opportunities for families, including those of unduplicated pupils and students with exceptional needs, to provide input on district and site decisions through surveys, forums, and/or committees as measured by the Priority 3 Parent and Family Engagement Reflection Tool	2021-2022 Annual self-assessment completed	June 2022 Completed Self Assessment	2022-2023 Completed Self Assessment	2023-2024 Completed Self Assessment	Annually conduct self-assessment
Continue to promote parental participation in programs for unduplicated pupils and students with exceptional needs through all-calls, flyers, announcement, and individual outreach, as measured by the Priority 3 Parent and	2021-2022 Annual self-assessment completed	June 2022 Completed Self Assessment	2022-2023 Completed Self Assessment	2023-2024 Completed Self Assessment	Annually conduct self-assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement Reflection Tool.					
Increase the percentage of students completing a CTE pathway.	2020-2021 17.1%	2020-2021 17.1% 2021-2022 Not available yet	2021-2022 = 19.7% 2022-2023 not available yet	2023-2024 Completed Self Assessment	Increase by 1% each year
Work-based learning (WBL) experiences and CUSD Career Exploration Continuum	N/A	N/A	Establish a baseline of the number of students participating in current work-based learning (WBL) experiences by completing the CUSD Career Exploration Continuum	K-12 Career Education Continuum developed	Complete the CUSD Career Exploration Continuum

Goal Analysis

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

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

No substantive changes to planned and implemented actions.

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.

CUSD did not have significant differences between budgeted expenditures and estimated actual expenditures. Actual expenditures in Action 3.2 were lower than anticipated due to the fact that we received several donations/grants to help pay for presenters regarding parent education nights/information/outreach.

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

Actions and expenditures were effective for the overall outcomes in Goal area 3. Overall we saw increased percentages to students enrolled in CTE pathways (up 3%), an improvement to the percentage of students who are chronically absent, maintain a "green" status on the CA Dashboard as it relates to overall suspension rates (addressed in Action 3.5) and high participation rates for Parent University nights.

While suspension rates were overall in the "green" some student groups (English Learners, African American, and Foster Youth) were designated red on the CA Dashboard. Goal 3 Action 5 specifically addresses the student groups in red.

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

Data analysis, survey results, and data from consultation groups identified a need to continue and/or add actions to address increased student engagement. Many of the actions identified in the 2024-27 LCAP were continued based on the fact that we saw benefits/results as well as feedback from our educational partners. Some of the continued services include: maintaining bilingual Community Liaisons to support family engagement (Goal 3 Action 3), continued Parent University (Goal 3 Action 6), and continuing to offer robust CTE and Career Pathways for students (Goal 3 Actions 1,2).

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carlsbad Unified School District	Robert Nye, Ed.D Assistant Superintendent	rnye@carlsbadusd.net 7603315013

Plan Summary [2024-25]

General Information

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

CUSD provides a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world. All of our Carlsbad Unified schools offer students the means to succeed by providing programs that maximize the abilities, talents, and interests of each individual. The Carlsbad Unified School District has nine elementary schools that feed into three middle schools, two high schools, a continuation high school and an independent study program. CUSD serves approximately 10,981 students, 21% of which are designated as socioeconomically disadvantaged. Approximately 5% of CUSD students are classified as English Learners, and approximately 17% receive Special Education services. Significant student groups include 27% of students identifying as Hispanic, approximately 56% identifying as White, and 10% identifying as two or more races.

The district's mission for all students is "We provide every student an extraordinary education in an inspiring environment." Combined with our core values of integrity, excellence, respect, and accountability for students and staff, we create positive learning environments where students and staff thrive.

CUSD is also committed to preparing students for life beyond high school. The CUSD program includes the "CUSD Graduate Profile," adopted by our School Board in 2014-15. The Profile includes qualities and skills of CUSD Graduates that prepare them for success. These skills include being an effective communicator and collaborator, a lifelong learner, a critical thinker, a college and career ready scholar,an ethical and responsible citizen, and a self directed individual.

CUSD has also instituted three year strategic plans in the areas of Technology, Career Pathways, and the Forward Together Plan focused on Diversity, Equity, Inclusion, and Belonging. Each of these plans highlight targeted goals and metrics that are to be achieved each year. Updates on these plans are brought back annually in a public board meeting to make adjustments, report on annual metrics, and gather feedback.

Reflections: Annual Performance

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

Carlsbad Unified continues to see high levels of performance on the 2023 California Dashboard with ELA at very high, Math at high, Graduation Rate at very high, Suspension Rate at low for the all students group, and high regarding College/Career readiness. On the local STAR assessment for ELA and Math, students demonstrating high or typical growth between fall and mid-year was 69% in ELA and 70.4% in math. Additionally, students meeting or exceeding end of the year standards on the STAR assessment was 73.1% in ELA and 57.2% in Math. On the spring 2023 SBAC, students meeting/exceeding standards was 74.1% in ELA and 62% in math. On the CAST, 57% of students met/exceeded standards. For college and career readiness, the graduation rate was 95%; 84% of students met a-g requirements; 80.4% of students were enrolled in an honors, advanced, or college-level course; and the Advanced Placement pass rate was 84%.

Schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Buena Vista and Kelly Elementary for Chronic Absenteeism
Aviara Oaks Middle School for English Learner Progress
Carlsbad Village Academy for Graduation Rate, Suspension Rate, and College/Career

Student groups within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
African American, English Learners, and Foster Youth for Suspension Rate
English Learners and Homeless for Graduation Rate

Student groups within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Buena Vista Elementary: Hispanic for Chronic Absenteeism
Calavera Hills Elementary: Hispanic and Students with Disabilities for Suspension Rate
Jefferson Elementary: English Learners for English Language Arts
Kelly Elementary: Hispanic, Two or More Races, Students with Disabilities, and White for Chronic Absenteeism
Magnolia Elementary: Hispanic and Socio-Economically Disadvantaged for Chronic Absenteeism
Aviara Oaks Middle: English Learners for English Learner Progress
Calavera Hills Middle: English Learners for Suspension Rate and Math; Students with Disabilities for Math
Valley Middle: Two or More Races and White for Chronic Absenteeism
Carlsbad High: English Learners for Suspension Rate
Carlsbad Village Academy: Hispanic for Suspension Rate; Socio-Economically Disadvantaged for Suspension Rate, Graduation Rate, and College/Career

CUSD has included a more detailed spreadsheet outlining the specific actions that address the low performance which can be found at the following hyperlink: https://drive.google.com/file/d/1czKZ-c-yXJM5tQdNuCmIJnOB_P5N1a9W/view?usp=sharing

Reflections: Technical Assistance

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

We were identified based on the performance level on the California School Dashboard for English Learners in the area of graduation rates and suspension rates. Currently we have participated in the Differentiated Assistance Workshops provided by SDCOE. The CUSD has reviewed satellite, map, and street data for relevant student groups to identify possible root causes and create an action plan that are included in the actions/services to address these critical areas. In the 2024-25 LCAP goal 1 actions 5, 6, 7, goal 2 actions 11,5,and 7, and goal 3 action 5. These actions specifically address the identified needs of English Learners and are geared to improve graduation rates and reduce suspension rates.

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.

Carlsbad Village Academy, a Dashboard Alternative School Status Community of Practice school eligible for Comprehensive Support and Improvement Low Graduation Rate with less than 100 enrolled students, in collaboration with its local educational agency and educational partners, will forgo all improvement activities and applicable funding pursuant to the flexibility allowed by the Every Student Succeeds Act and approved by the California State Board of Education.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
District English Learner Advisory Committee (DELAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Student/Superintendent Advisory Committee (SSAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Special Education Advisory Committee (SEAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities. (Including SELPA representation)
Carlsbad Unified Teachers' Association (CUTA)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Carlsbad Educational Foundation Board of Directors	CUSD and the Foundation have an annual meeting to provide feedback and input regarding LCAP Goals and Success Indicators and district priorities.
Parent/Superintendent Advisory Council (PSAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Teacher/Superintendent Advisory Council (TSAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Site and District Administrators	Site and district administrators have an annual meeting to provide feedback and input regarding LCAP Goals and Success Indicators and district priorities.

Educational Partner(s)	Process for Engagement
Laborers' International Union of North America (LIUNA)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP Goals and Success Indicators and district priorities.
Joint Homeless and Foster Care Liaison Meetings	SDCOE Liaison Meetings that meet multiple times a year to discuss strategies and priorities for foster youth and homeless students.

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

In addition to the consultation meetings, an online survey/ThoughtExchange was launched to the Carlsbad community in mid-February and was available through the beginning of March. The purpose of the exchange was to gather input from families (specifically parents/guardians of unduplicated students), students, teachers, staff, and Carlsbad community members to identify strengths, priorities, and areas of focus to best meet the needs of students in the district. The ThoughtExchange asked one question: "What are the most important things Carlsbad Unified needs to do to support and increase success for every student over the next three years?"

The exchange was provided in multiple languages. The number of responses is as follows: Parents/Guardian = 859 Students = 3,190 Classified Staff = 94 Certificated Staff = 251 Community Members = 58 Total Respondents = 4,659

The information gathered through consultation groups and from survey responses was compiled and presented to the Board of Trustees in the LCAP Study Session. This informed revisions to the metrics and actions/services for the 2024-25 LCAP. A draft of the LCAP was provided to the Board of Trustees in May. The draft was posted on the website and shared with advisory committees for review and comment. Input was used to make further revisions to the plan and then it was presented at a Public Hearing in June.

The following themes were identified through an analysis of input provided from the consultation meetings and survey (Not listed in any particular order): 1) Continued mental health and counseling supports for students 2) Lower class sizes for students 3) Retain quality teachers and and support staff, and 4) Academic intervention and support for students.

As a result of the input gathered from educational partners, LCAP metrics and actions/services were updated to address identified needs and priorities. Changes to the LCAP include: continuing with additional intervention teacher at each elementary site to address learning gaps, continuing mental health support for students, and continuing with intervention classes and support struggling students at the secondary level.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college/career.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to align with the CUSD Graduate Profile and identified as a need by educational partners and data analysis. Students' scores on state and local assessments in ELA and math indicate a need to continue actions specifically addressing the learning needs of specific student groups. Ongoing services to address students' social emotional and mental wellness was also identified as a need. Consistent implementation of the MTSS framework is also needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC & CA Dashboard for ELA	2023 SBAC ELA All students: 73.7% EL:13.20% SED: 56.10% SWD 37.75% 2023 Dashboard ELA All Students: Blue EL: Orange Homeless: Orange AA: Yellow SWD: Yellow			SBAC ELA ALL: 82.7% EL:28.20% SED: 71.10% SWD 52.75% Dashboard ELA All Students: maintain Blue EL: Green Homeless: Green AA: Green SWD: Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC & CA Dashboard for Math	2023 SBAC Math All students: 62.08% EL:15.27% SED: 43.84% SWD 30.72% 2023 Dashboard All Students: Green AA: Orange EL: Yellow Hispanic: Yellow Homeless: Yellow SWD: Yellow			SBAC Math All students: 71.08% EL:24.27% SED: 52.84% SWD 39.72% Dashboard Math All Students: Green AA: Green EL: Green Hispanic: Green Homeless: Green SWD: Green	
1.3	California Science Test (CAST)	2023 CAST All students: 57.12% EL: 0% SED: 43.09% SWD: 21.66%			CAST All students: 63.12% EL: 12.00% SED: 55.09% SWD: 33.66%	
1.4	A-G rate	Class of 2023 = 84%			Maintain 80% or higher	
1.5	CA Dashboard English Learner Progress Indicator	2023 Dashboard - EL Progress 49.1% making progress Yellow			Dashboard - EL Progress 64.1% making progress Green or Blue	
1.6	EL reclassification rate	2022-2023 = 14.9%			Maintain 12% or higher	
1.7	AP pass rate (3 or higher)	2022-2023 = 84%			Maintain 80% or higher	
1.8	Graduation rate	CALPADS 2022-23 = 95%			CALPADS = 98% Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard All students: Yellow EL: Red Homeless: Red Hispanic: Orange SED: Orange SWD: Orange			All students: Blue EL: Green Homeless: Green Hispanic: Green SED: Green SWD: Green	
1.9	STAR ELA & Math (met/exceeded standards)	Winter 2024 ELA = 73.1% Math = 57.2%			ELA: increase to 79.1% Math: increase to 63.2%	
1.10	STAR ELA & Math (high or typical growth)	Winter 2024 ELA = 70.4% Math = 69.4%			ELA: increase to 76.4% Math: increase to 75.4%	
1.11	Student enrolled in at least one advanced course (Honors, Advanced Placement, or Community College class)	2022-2023 = 81.6%			Increase to 84.6%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	Implement strategies to close the achievement gap, including professional learning, coaching, support and guidance, specifically to address the needs of unduplicated students including LTELs.	$681,771.00	Yes
1.2	Professional Learning	Implement strategies to close the achievement gap, including professional learning, coaching, support and guidance	$2,763,388.00	No
1.3	Academic interventions & support	Provide academic interventions for students who need additional support, with emphasis on English Learner, Foster Youth, and Low Income	$3,042,020.00	Yes
1.4	Academic interventions & support	Provide academic interventions for students who need additional support. *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum	$2,144,079.00	No
1.5	English Learner Services	Provide supplemental supports for English Learners and LTELs	$353,341.00	Yes
1.6	English Learner Services	Provide supplemental supports for English Learners including LTELs *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum	$188,785.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Site funds	Provide additional funds to schools to support academic interventions for English Learner, LTELs, Foster Youth, and Low Income students	$290,260.00	Yes
1.8	Special Education Services	Provide targeted Special Education supports to include staff, transportation, & services *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum	$15,708,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Align student learning to State-adopted standards supported by materials, instruction, and technology in a fiscally sound, safe and clean environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Feedback from educational partners and data analysis indicated a need to maintain this goal and actions/services. This goal is centered around professional development and training for staff, providing aligned instructional materials and resources, and mental health supports and school safety for students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Priority 1 Appropriately Assigned Teachers	2021-2022 = 95.5% of teachers appropriated assigned			98.5% of teachers appropriated assigned	
2.2	Williams Sufficiency of Instructional Material resolution	100% of students have access to instructional materials			Maintain 100%	
2.3	Facilities in Good Repair on the Facilities Inspection Tool (FIT)	2023-2024 = 93%			100% in good repair	
2.4	CA Dashboard Priority 2 Reflection Tool Implementation of State Standards, including how programs and services will engage	2023 Reflection Tool - average rating = 4.35			Average rating of 4.75 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English learner to access CCSS and ELD Standards					
2.5	CA Dashboard Suspension Rate	2023 Dashboard All Students: Green AA:Red EL: Red FY: Red Hispanic: Orange SED: Orange SWD: Orange			Dashboard All Students: Blue AA:Green EL: Green FY: Green Hispanic: Green SED: Green SWD: Green	
2.6	Expulsion rate	2022-2023 = 0%			Maintain 0%	
2.7	Favorable rating on student check-in surveys (Kelvin) for sense of safety, school connectedness, social-emotional wellness (well-being), and school climate	Spring 2024 Kelvin ES Students Safety: 95% Connectedness: 92% Climate: 75% Well-being: 91% MS/HS Students Safety: 73% Connectedness: 83% Climate: 79% Emotional Health: 81%			Kelvin - Increase to/maintain "Favorable Rating" of 82% or higher in each category	
2.8	Staff & parent/guardian survey for sense of safety and school connectedness	Spring 2024 Parents/Guardian Survey Safety = 76% Connectedness = 75% Spring 2024 Staff Survey Safety (safe place for students) = 87% Connectedness = 88%			Parents/Guardian Survey Safety: 80% or higher Connectedness: 80% or higher Staff Survey Safety: maintain 85% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Connectedness: maintain 85% or higher	
2.9	Relevance of professional development activities (PD Survey)	2023-2024 = 96%			Maintain 90% or higher	
2.10	Implementation of Forward Together plan	2023-2024 (Year 1) - 30/32 actions implemented			Year 1, 2, and 3 actions implemented	
2.11	Cleaning Standards using Custodial Supervisor's Monthly Assessment	April 2024 = 87%			Maintain 75% or higher	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development and collaboration time for staff, aligned with districts initiatives specifically for unduplicated students	$204,961.00	Yes
2.2	Professional Development	Provide professional development and collaboration time for staff, aligned with districts initiatives	$1,172,314.00	No
2.3	Instructional materials	Provide students with instructional materials and programs to meet the needs of all students	$810,339.00	No
2.4	Digital hardware and software	Upgrade and support digital devices, hardware, and software to support students and staff	$2,015,419.00	No
2.5	Diversity, Equity, Inclusion, and Belonging Plan	Implement Year 1 and 2 Actions in Forward Together Strategic Plan	$10,000.00	No
2.6	Safety and Security	Improve safety and security protocols, including training for staff, emergency preparedness equipment and supplies, security personnel, and facility upgrades	$244,530.00	No
2.7	Academic and Social Emotional Supports	Provide mental health, social emotional, and academic support for students specifically for unduplicated student support	$1,237,633.00	Yes
2.8	Academic and Social Emotional Supports	Provide mental health, social emotional, and academic support for students.	$2,422,568.00	No
2.9	School Cleanliness and Facilities	Continue to implement cleaning standards and facilities work order completion process at all school sites.	$930,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents, staff & community to promote unique educational opportunities for students	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Feedback from educational partners and data analysis indicated a need to continue with this goal and focus on ways to engage and communicate with families, staff and the community. This includes continuing to expand and market career pathways and CTE courses and provide students with work based learning opportunities. Parent University, offering topics of interest for families, will continue to be provided. Committees to review practice and policies around attendance and discipline will be established to address ensure consistent implementation across the district and to reduce chronic absenteeism and suspension rates, specifically for homeless students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard Priority 3 Parent Involvement and Family Engagement, including efforts the LEA makes to seek parent input, how the LEA will promote parental participation in programs for (1) UPs and (2) individuals with exceptional needs	2023 Reflection Tool rating: parent input = 5; promoting parental participation = 4			Reflection Tool - rating of 5 for parent input and promoting parental participation	
3.2	CTE completion rate	2022-2023 = 19%			Increase to 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	CA Dashboard College/Career Additional Report - Students completing both A-G classes and CTE sequence or program	2023 Dashboard = 16.6%			Increase to 25.6%	
3.4	CA Dashboard College/Career Indicator	2023 Dashboard - College/Career All students: High, 65.1% prepared EL: Low, 17.3% SWD: Low, 26.3%			Dashboard - College/Career All students: Blue, 74.1% prepared EL: Green, 32.3% SWD: Green, 41.3%	
3.5	Attendance rate	2023-2024 (through April) = 94.41%			Increase to 96.45%	
3.6	Chronic Absenteeism on CA Dashboard (TK-8) & Dataquest (9-12)	2023 Dashboard (K-8) All Students: Yellow AA: Orange Asian: Orange Homeless: Orange 2 or more: Orange Dataquest (9-12) All Students: 18.5%			2023 Dashboard (K-8) All Students: Blue AA: Green Asian: Green Homeless: Green 2 or more: Green Dataquest (9-12) All Students: 8.5%	
3.7	Middle school dropout & high school dropout rate	2022-2023 MS = 0% HS = 4.3% (41 students)			Maintain middle school at 0% High school 1%	
3.8	CA Dashboard Priority 7 Course Access: extent to which pupils have assess and are enrolled	2023 Reflection - 90% of students have access to a broad course of study.			Reflection Tool - 99% students report having	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in a broad course of study and programs and services developed and provided to (1) UPs and (2) individuals with exceptional needs				access to a broad course of study	
3.9	Parent University Surveys (relevance of topics) & sign-in sheets (participation)	May 2024 97% rated as relevant 1,400 participants			Maintain 90% rating for relevance Increase participation to 1,500	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Career Pathways	Continue to close workforce gaps, including development of employability skills and offering CTE and career pathways responsive to local and regional hiring needs specifically to support unduplicated students.	$585,817.00	Yes
3.2	Career Pathways	Continue to close workforce gaps, including development of employability skills and offering CTE and career pathways responsive to local and regional hiring needs *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum	$2,437,493.00	No
3.3	Communication Tools	Utilize District/School communication tools & resources to engage families specifically for unduplicated students	$406,687.00	Yes
3.4	Communication Tools	Utilize District/School communication tools & resources to engage families.	$340,867.00	No
3.5	Student Engagement	Address student engagement, positive student behavior, school climate, and attendance, specifically for English Learners, LTELs, and Foster Youth.	$9,000.00	Yes
3.6	Parent Engagement	Continue Parent University courses, reflecting topics based on participant feedback, focused on reaching parents/guardians of English Learners and LTELs.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,163,535	$0

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
4.356%	0.000%	$0.00	4.356%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning **Need:** We continue to have academic gaps for unduplicated students in progress in academic areas. SBAC ELA: ALL: 82.7% EL:28.20% SED: 71.10%	These actions will create an opportunity to significantly increase academic performance rates for unduplicated students because they are designed to address their unique needs through targeted professional development. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students. Targeted professional learning is needed to support teachers in implementing strategies to address the needs of unduplicated students. With regard to	We will monitor the progress of professional development through the following methods: standardized test scores, professional development surveys, grades, and universal screener data.

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
	SWD 52.75% SBAC Math: All students: 71.08% EL:24.27% SED: 52.84% SWD 39.72% CA Grad Rate Dashboard: All students: Yellow EL: Red Homeless: Red Hispanic: Orange SED: Orange SWD: Orange **Scope:** LEA-wide	LTELs specifically, professional development around identification, instructional strategies, and progress monitoring will be provided by principals, ELD TOSAs, and curriculum partners to ensure progress toward reclassification. Integrated ELD strategies will benefit all learners.	
1.3	**Action:** Academic interventions & support **Need:** Academic performance for ELs, FY, & LI: Address academic gaps that include: SBAC ELA: ALL: 82.7% EL:28.20% SED: 71.10% SWD 52.75% SBAC Math: All students: 71.08% EL:24.27% SED: 52.84% SWD 39.72% *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum	Additional staff and supplemental services will assist students with improving academic performance. Support staff is needed to increase student academic and mental health support. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students. Increased targeted staff support will help all students and at the same time address the needs of unduplicated students.	We will monitor and track several academic indicators including standardized test scores, graduation rates, and A-G completion rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Site funds **Need:** Address academic gaps that include: SBAC ELA: ALL: 82.7% EL:28.20% SED: 71.10% SWD 52.75% SBAC Math: All students: 71.08% EL:24.27% SED: 52.84% SWD 39.72% *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum **Scope:** LEA-wide	Sites will develop plans to provide tutoring and/or additional intervention sections. While these actions will primarily benefit unduplicated students, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students.	Academic Indicators (ELA & Math) for the SBAC, CAST, and Graduation Rates
2.1	**Action:** Professional Development **Need:** Instructional strategies to meet the needs of all students and unduplicated students.	Professional development strategies for teachers (Universal Design for Learning and other MTSS strategies) that will improve all teacher pedagogy. These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic rates for all students.	Professional development exit surveys and student academic performance on standardized tests along with grades.

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
	Scope: LEA-wide		
2.7	**Action:** Academic and Social Emotional Supports **Need:** To provide additional academic, social emotional, and mental health supports primarily earmarked for unduplicated students. Academically we still see large learning gaps among specific groups of students. **Scope:** LEA-wide	Additional counseling, academic, and social-emotional supports will benefit all students. These actions are provided on an LEA-wide basis to maximize their impact in increasing overall social-emotional wellness for all students. However, many of these supports are primarily going towards the unique needs of unduplicated students.	Student performance on standardized assessments, monitor counseling referrals, intervention programs, and climate surveys.
3.1	**Action:** Career Pathways **Need:** Specifically support the needs of and opportunities for unduplicated students by offering high-interest career exploration. These include job shadowing, internships, career and strength inventories, and career fairs. *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum **Scope:** LEA-wide	This action is provided to all students on an LEA-wide basis to maximize the impact of engagement and opportunity. Having students engaged in college/career exploration leads to greater engagement and students can see connections between academics and how those apply to career preparation.	Career pathway participation for all students and unduplicated students, the number of students participating in work-based learning and other career opportunities, the state's College and Career Inventory completion rates, and participation rates in career inventories.
3.3	**Action:** Communication Tools **Need:**	While additional bilingual services, community liaisons, and school to home communications are primarily geared towards unduplicated students we recognize that these actions will meet needs of	School connectedness surveys that include the annual LCAP Stakeholder survey and participation at

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
	Parents communication and outreach is critical specifically to families of unduplicated students. This actions is addressing how we can better provide outreach and support to engage more families. **Scope:** LEA-wide	other families/students with improved communication and support.	ELAC and DELAC Meetings.
3.5	**Action:** Student Engagement **Need:** Continue to understand barriers and explore ways to better engage unduplicated students with strategies that will address chronic absenteeism, school climate issues, and improved behavior. *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum **Scope:** LEA-wide	These strategies and supports will impact all students and are therefore provided on an LEA-wide basis to maximize student outcomes around school climate, connectedness, positive student behavior, and attendance.	Chronic absenteeism rates, behavior and student discipline rates, and Kelvin survey results specifically on school connectedness and school climate.
3.6	**Action:** Parent Engagement **Need:** Parent engagement specifically for unduplicated students is a critical component to student success. Continuing to offer high-interest Parent University topics for parents is a key component to involving parents.	Parent University events are provided in both English and Spanish so that all parents can participate in topics specifically around student success. Topics are relevant for all families and are therefore provided on an LEA-wide basis to promote greater participation and access to a variety of topics.	Parent University exit surveys and participation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Services **Need:** English proficiency and academic progress of EL *See Carlsbad-LCAP Required Actions & 2023 CA School Dashboard Data Addendum **Scope:** 　Limited to Unduplicated Student Group(s)	Staff and courses targeted to meet the language needs of EL students	EL Progress Indicator, EL Reclassification, Academic Indicators, Graduation Rate

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.

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	118,531,621	$5,163,535	4.356%	0.000%	4.356%

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$33,534,639.00	$3,686,268.00	$0.00	$793,365.00	$38,014,272.00	$31,536,328.00	$6,477,944.00

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	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$681,771.00	$0.00	$681,771.00				$681,771.00	
1	1.2	Professional Learning	All	No			All Schools	2024-2027	$2,763,388.00	$0.00	$2,005,374.00	$476,946.00		$281,068.00	$2,763,388.00	
1	1.3	Academic interventions & support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,042,020.00	$0.00	$3,042,020.00				$3,042,020.00	
1	1.4	Academic interventions & support	All	No			All Schools	2024-2027	$1,762,419.00	$381,660.00	$293,616.00	$1,703,665.00		$146,798.00	$2,144,079.00	
1	1.5	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$353,341.00	$0.00	$353,341.00				$353,341.00	
1	1.6	English Learner Services	All	No			All Schools	2024-2027	$188,785.00	$0.00				$188,785.00	$188,785.00	
1	1.7	Site funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$290,260.00	$0.00	$290,260.00				$290,260.00	
1	1.8	Special Education Services	Students with Disabilities	No			All Schools	2024-2027	$12,566,400.00	$3,141,600.00	$15,708,000.00				$15,708,000.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$204,961.00	$0.00	$204,961.00				$204,961.00	

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
2	2.2	Professional Development	All	No			All Schools	2024-2027	$1,172,314.00	$0.00	$577,600.00	$481,000.00		$113,714.00	$1,172,314.00	
2	2.3	Instructional materials	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$810,339.00	$71,864.00	$738,475.00			$810,339.00	
2	2.4	Digital hardware and software	All Students with Disabilities	No			All Schools	2024-2027	$266,756.00	$1,748,663.00	$2,015,419.00				$2,015,419.00	
2	2.5	Diversity, Equity, Inclusion, and Belonging Plan	All	No			All Schools	2024-2027	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.6	Safety and Security	All	No			All Schools	2024-2027	$244,530.00	$0.00	$244,530.00				$244,530.00	
2	2.7	Academic and Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,237,633.00	$0.00	$1,237,633.00				$1,237,633.00	
2	2.8	Academic and Social Emotional Supports	All	No			All Schools	2024-2027	$2,422,568.00	$0.00	$2,422,568.00				$2,422,568.00	
2	2.9	School Cleanliness and Facilities	All	No			All Schools	2024-2027	$930,000.00	$0.00	$930,000.00				$930,000.00	
3	3.1	Career Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$585,817.00	$0.00	$585,817.00				$585,817.00	
3	3.2	Career Pathways	All	No			All Schools	2024-2027	$2,088,311.00	$349,182.00	$2,088,311.00	$286,182.00		$63,000.00	$2,437,493.00	
3	3.3	Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$406,687.00	$0.00	$406,687.00				$406,687.00	
3	3.4	Communication Tools	All	No			All Schools	2024-2027	$299,367.00	$41,500.00	$340,867.00				$340,867.00	
3	3.5	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,000.00	$0.00	$9,000.00				$9,000.00	
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,000.00	$5,000.00	$15,000.00				$15,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
118,531,621	$5,163,535	4.356%	0.000%	4.356%	$6,826,490.00	0.000%	5.759 %	Total:	$6,826,490.00
								LEA-wide Total:	$6,473,149.00
								Limited Total:	$353,341.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,771.00	
1	1.3	Academic interventions & support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,042,020.00	
1	1.5	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$353,341.00	
1	1.7	Site funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,260.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,961.00	
2	2.7	Academic and Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,237,633.00	
3	3.1	Career Pathways	Yes	LEA-wide	English Learners Foster Youth	All Schools	$585,817.00	

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 (%)
					Low Income			
3	3.3	Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$406,687.00	
3	3.5	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
3	3.6	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,512,585.00	$41,291,934.00

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	Instructional strategies to address achievement gaps	No	$2,463,527.00	2,582,337
1	1.2	Instructional strategies to address achievement gaps for unduplicated students	Yes	$720,031.00	752,164
1	1.3	Academic interventions for unduplicated students	Yes	$3,277,526.00	3,453,562
1	1.4	Additional academic interventions	No	$3,154,478.00	3,318,129
1	1.5	Supplemental academic supports for English Learners	Yes	$233,125.00	247,447
1	1.6	Decrease class size	No	$0.00	0
1	1.7	Site based budgets for intervention	Yes	$290,260.00	290,260
1	1.8	Provide targeted Special Education supports	No	$15,400,000.00	17,339,809
1	1.9	Mental health and social emotional supports specifically for unduplicated students	Yes	$476,751.00	574,250
1	1.10	Mental health and social emotional supports	No	$3,070,167.00	3,330,156
1	1.11	Site academic support and intervention	No	$0.00	0

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	1.12	Targeted academic supports for English Learners	No	$159,160.00	112,848
2	2.1	Professional development and collaboration	No	$748,500.00	726,089
2	2.2	Professional development and collaboration focused on unduplicated students	Yes	$14,236.00	13,579
2	2.3	Instructional materials	No	$2,241,441.00	1,483,856
2	2.4	Supplemental instructional materials for unduplicated students	Yes	$14,372.00	14,022
2	2.5	Computer hardware and software	No	$1,941,992.00	1,977,773
2	2.6	Computer hardware and software for unduplicated students	Yes	$1,060.00	1,200
2	2.7	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	No	$295000	118,481
2	2.8	Additional custodial support	No	$885,000.00	930,000
2	2.9	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	Yes	$37,000.00	14,780
2	2.10	Improved safety and security protocols and procedures	No	$202,174.00	195,624
2	2.11	Implement Farm to School Program districtwide	No	$0.00	0
2	2.12	Improved safety and security protocols and procedures	Yes	$48,106.00	48,906

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Career Technical Education	No	$1,796,804.00	2,465,717
3	3.2	Parent University and Family Engagement	Yes	$15,000.00	450
3	3.3	District/School/Home communication tools	No	$546,682.00	687,593
3	3.4	District/School/Home communication tools for unduplicated students	Yes	$142,043.00	95,340
3	3.5	Attendance and Student Engagement	Yes	$10,000.00	11,500
3	3.6	Career Technical Education	Yes	$328,150.00	506,062

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,287,893	$5,607,660.00	$6,023,522.00	($415,862.00)	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	1.2	Instructional strategies to address achievement gaps for unduplicated students	Yes	$720,031.00	752,164		
1	1.3	Academic interventions for unduplicated students	Yes	$3,277,526.00	3,453,562		
1	1.5	Supplemental academic supports for English Learners	Yes	$233,125.00	247,447		
1	1.7	Site based budgets for intervention	Yes	$290,260.00	290,260		
1	1.9	Mental health and social emotional supports specifically for unduplicated students	Yes	$476,751.00	574,250		
2	2.2	Professional development and collaboration focused on unduplicated students	Yes	$14,236.00	13,579		
2	2.4	Supplemental instructional materials for unduplicated students	Yes	$14,372.00	14,022		
2	2.6	Computer hardware and software for unduplicated students	Yes	$1,060.00	1,200		
2	2.9	Diversity, Equity, Inclusion, & Belonging (DEIB) Strategic Plan	Yes	$37,000.00	14,780		
2	2.12	Improved safety and security protocols and procedures	Yes	$48,106.00	48,906		

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)
3	3.2	Parent University and Family Engagement	Yes	$15,000.00	450		
3	3.4	District/School/Home communication tools for unduplicated students	Yes	$142,043.00	95,340		
3	3.5	Attendance and Student Engagement	Yes	$10,000.00	11,500		
3	3.6	Career Technical Education	Yes	$328,150.00	506,062		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$118,824,054	$5,287,893	0	4.450%	$6,023,522.00	0.000%	5.069%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

    o 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).

    o 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.

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- 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%).

  o 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)**

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023

School	Indicator	Stu Grp	Perf Lvl	LCAP Criteria	Mentioned in Annual Performance?	Action
Buena Vista Elementary	Chronic Absenteeism	ALL	1	1	X	3.5
Kelly Elementary	Chronic Absenteeism	ALL	1	1	X	3.5
Carlsbad Village Academy	College/Career	ALL	1	1	X	1.3, 1.4, 3.1, 3.2
Aviara Oaks Middle	English Learner Progress	ALL	1	1	X	1.5, 1.6
Carlsbad Village Academy	Graduation Rate	ALL	1	1	X	1.3, 1.4, 1.7
Carlsbad Village Academy	Suspension Rate	ALL	1	1	X	3.5
District	Graduation Rate	Homeless	1	2	X	1.3, 1.4, 1.7
District	Graduation Rate	English Learner	1	2	X	1.3, 1.4, 1.7
District	Suspension Rate	African American	1	2	X	3.5
District	Suspension Rate	English Learner	1	2	X	3.5
District	Suspension Rate	Foster Youth	1	2	X	3.5
Buena Vista Elementary	Chronic Absenteeism	Hispanic	1	3	X	3.5
Kelly Elementary	Chronic Absenteeism	Hispanic	1	3	X	3.5
Kelly Elementary	Chronic Absenteeism	Two or More	1	3	X	3.5
Kelly Elementary	Chronic Absenteeism	Students with Disabilities	1	3	X	1.8, 3.5
Kelly Elementary	Chronic Absenteeism	White	1	3	X	3.5
Magnolia Elementary	Chronic Absenteeism	Hispanic	1	3	X	3.5
Magnolia Elementary	Chronic Absenteeism	Socio-economically Disadvangaged	1	3	X	3.5
Valley Middle	Chronic Absenteeism	Two or More	1	3	X	3.5
Valley Middle	Chronic Absenteeism	White	1	3	X	3.5
Carlsbad Village Academy	College/Career	Socio-economically Disadvangaged	1	3	X	1.3, 1.4, 3.1, 3.2
Carlsbad Village Academy	Graduation Rate	Socio-economically Disadvangaged	1	3	X	1.3, 1.4, 1.7
Jefferson Elementary	ELA	English Learner	1	3	X	1.3, 1.4, 1.7
Aviara Oaks Middle	English Learner Progress	English Learner	1	3	X	1.5, 1.6
Calavera Hills Middle	Math	English Learner	1	3	X	1.3, 1.4, 1.7
Calavera Hills Middle	Math	Students with Disabilities	1	3	X	1.3, 1.4, 1.7, 1.8
Calavera Hills Elementary	Suspension Rate	Hispanic	1	3	X	3.5
Calavera Hills Elementary	Suspension Rate	Students with Disabilities	1	3	X	1.8, 3.5
Calavera Hills Middle	Suspension Rate	English Learner	1	3	X	3.5
Carlsbad High	Suspension Rate	English Learner	1	3	X	3.5
Carlsbad Village Academy	Suspension Rate	Hispanic	1	3	X	3.5
Carlsbad Village Academy	Suspension Rate	Socio-economically Disadvangaged	1	3	X	3.5