



## 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
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## 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.

The Salinas City Elementary School District (SCESD) is committed to providing all students with a safe and caring learning environment. Our educational program prepares our students for both the digital and global arena. Our dedicated staff of classified and certificated personnel supports our mission for every child to succeed. We are located in Monterey County, known for its immense agriculture industry with an economy that produced \$4,638,336,000 billion in crop revenue in 2022.

Our 2023-2024 California Basic Education Data System (CBEDS) data reported our enrollment at 8,206 students, decreasing 81 students from 2022-2023. Demographically, we are a diverse school district that includes the following: 90.6% Hispanic, 4.1% White, 5.3% other races: 51% English Learners, 76.54% Socio-Economically disadvantaged, with 17 students who are Foster Youth. Approximately 10.68% of our students have been identified as Students with Disabilities. The 2023 CALPADS census report homeless count reflects 40.8% of all students enrolled.

SCESD serves students from preschool through sixth grade at 15 school sites. Currently, 6 of our schools provide dual immersion programs, and two schools provide early exit transitional alternative (bilingual) programs. One additional school (Sherwood) will be starting a Dual Immersion program in TK and K during the 2024-2025 school year. Fourteen schools offer transitional kindergarten instruction. One of our schools is a virtual academy that provides learning for students who prefer to engage in distance learning. SCESD has 22.5 Transitional Kinder (TK) classrooms across the district. TK program options will include Dual Immersion (DI) and Structured English Immersion (SEI) options for students. Every school in SCESD will have TK available to families. SCESD also has full-day preschool options that continue to expand. Lastly, SCESD has worked hard to expand programs using Expanded Learning Opportunities Program (ELOP) funding. After-

school programs are available at all 15 sites and student capacity is steadily increasing. Currently, the district can accommodate almost 2,000 students. The SCESD summer learning program has also been expanded to be able to serve 3,000 students. During this time, students get homework support, physical activities, wellness activities, academic support, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) programs.

## Reflections: Annual Performance

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

The CAASPP/SBAC was administered in the Spring of 2023. SCESD dashboard indicators for the 2022-2023 school year showed growth in many areas, but areas for improvement as well. Overall, all students performed "orange" in Language Arts and Mathematics. This was improvement over the previous year, but not sufficient to move beyond the "low" range from the previous year.

Emergent Bilingual (English Learner) progress to English Proficiency was "orange" compared with "medium" from the previous year. This is a decline of 6.1%. Preliminary STAR Reading data shows that Emergent Bilinguals are progressing as compared to the previous year. Students with IEPs also continue to show growth in STAR Reading, when compared to the previous year's outcomes.

Suspension rates for SCESD students have continued to decline except with African American students who on the Dashboard are red.

Chronic Absenteeism rates have improved drastically over the last two years. Returning from COVID, Chronic Absenteeism rates were approximately 36%. Using the strategies outlined in the LCAP and working with community partners, at the end of the 2022-2023 school year the rate had improved to 26%. Although the final percentages are not yet available at this time, projections indicate that the rates will be approximately 19% at the end of the 2023-2024 school year. This will continue to be an area of focus for SCESD during the implementation of this LCAP.

SCESD has used the STAR assessment systems to guide decision-making during the school year. This allows for consistent feedback regarding student progress. All students, K-6, have taken the STAR assessments at the start of the year and at the end of each trimester (4 times a school year), which provides the data needed to continue to provide targeted support to students and inform instructional practices. Data collected from the trimester STAR assessments and other local indicators help to make informed decisions regarding instruction and interventions.

The LCAP has allowed SCESD to serve students and families based on their wellness and academic needs. The LCAP and other sources of funding have been directly used to continue addressing the learning loss of students as well as focus on building staff capacity in state and local standards, cultural awareness, and trauma informed practices. These services started off slowly during the 2021-2022 school year due to COVID-19 challenges; as well as additional challenges in hiring and maintaining highly qualified staff. By the end of the 2022-2023 school year, this started to change as SCESD has been able to begin carrying out the plans outlined in the LCAP by hiring additional staff and starting these important services. There are still some positions that are still difficult to fill, but there is significant progress. With additional training, staff, and support, we expect many of these programs and services to become systematic.

An area where the district has continued to increase services was mental health support for students. Additional mental health services continue to be provided to support students and their families who have experienced difficulty and trauma. The funding has helped the district address wellness and resource barriers that impede student achievement by adding counselors, psychologists, and additional hours for classified staff to support family needs. In addition to the strong wellness component, the staff has made a large effort to strengthen the focus on the strategies proven to accelerate learning. The addition of Multi-Tiered Systems of Support (MTSS), Intervention Specialists, instructional coaches, vice principals, additional para educator hours, and an all-hands-on-deck approach to maintaining a solid instruction base has allowed student academic progress to accelerate.

Feedback from parents, students, and teachers was collected throughout the year. Changes to this LCAP reflect what the district needs to continue and areas that require a renewed focus.

## Reflections: Technical Assistance

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

Not Applicable

## 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.

All schools in the SCESD do not meet the criteria for comprehensive support and improvement.

### ***Support for Identified Schools***

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

Not applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable

# 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
<p>Parents and school community educational partners</p>	<p>In person focus groups were conducted at all 15 schools in the district. Child care and light refreshments were provided. Parents were provided with opportunities to evaluate, discuss and provide input on LCAP actions, services, and goals.</p> <p>Meetings were conducted in English and Spanish on the following dates, locations and times:</p> <p>February 7, 2024:            El Gabilan School            6:00 - 8:00 pm</p> <p>February 27, 2024:            Monterey Park School            6:00 - 8:00 pm</p> <p>Boronda Meadows School            8:45 - 10:00 am and 5:15 - 6:545 pm</p> <p>February 28, 2024:            Mission Park School            5:30 - 7:30 pm</p> <p>Los Padres Elementary School            4:00 - 6:00 pm</p>

Educational Partner(s)	Process for Engagement
	<p>March 5, 2024: Roosevelt School 5:30 - 7:30 pm</p> <p>March 6, 2024: Loma Vista School 5:30 - 7:30 pm</p> <p>Salinas City Virtual Academy 5:00 - 7:00 pm</p> <p>Kammann School 5:15 - 7:15 pm</p> <p>March 9, 2024 University Park School - Parent Leadership Conference 8:00 am - 3:00 pm</p> <p>March 12, 2024 Natividad School 5:15-7:15 pm</p> <p>March 13, 2024 Boronda Dual Immersion Academy 5:30 - 6:30 pm</p> <p>Roosevelt School 8:00 - 10:00 am</p> <p>March 14, 2024 Lincoln School 6:00 - 7:30 pm</p> <p>March 20, 2024 Sherwood School 6:00 - 7:30 pm</p>

Educational Partner(s)	Process for Engagement
	<p>March 21, 2024 Laurel Wood School 5:30 - 6:30 pm</p> <p>April 18, 2024 University Park School 2:00 - 4:00 pm</p> <p>Feedback was also collected through surveys completed by parents. The surveys were offered in both Spanish and English and could be completed either online or on paper. The surveys were completed from _____ to _____. Data from the parent survey collected opinions on the following subjects:</p> <ul style="list-style-type: none"> <li>• Family Engagement</li> <li>• Family Support</li> <li>• Learning Behavior</li> <li>• School Climate</li> <li>• School Safety</li> </ul> <p>Additional opportunities to collect feedback was provided to all educational partners who participated in the Parent Leadership Conference. Information was provided in person in both English and Spanish. The conference took place on March 9, 2024, and University Park School, from 8:00 am - 3:00 pm.</p> <p>A public hearing was conducted on Thursday, May 28, 2024 in English with opportunities for Spanish translation.</p>
Students	Student opinions regarding school climate and culture was gathered in the form of surveys from students from third to sixth grade from April 1 - 8, 2024. All surveys were administered in English and conducted online.
Teachers/Certificated/Classified Staff	All staff was provided with opportunities to collaborate and give LCAP input at University Park School on May 2, 2024

Educational Partner(s)	Process for Engagement
Principals and Administrators	SCESD administrators were provided with an opportunity to collaborate and provided LCAP feedback, on person on April 8, 2024 at a administrators meeting that was held at the district office.
Parent Advisory Committee (PAC)	<p>PAC meetings were held virtually. Information was presented in English with Spanish translation as needed. PAC meetings were conducted on the following days and times:</p> <p>April 17, 2024 6:30 - 8:30 pm</p> <p>May 22, 2024 6:30 -8:30 pm</p>
District English Learner Advisory Committee (DELAC)	<p>LCAP input sessions were conducted at DELAC meetings on the following dates:</p> <p>February 28, 2024 March 20, 2024 April 17, 2024</p> <p>All meetings were conducted in Spanish with English translations when needed. All meetings were help from 6:00 - 8:00 pm at the district office. Childcare, light refreshments and snacks were provided for all participants.</p>
School Board of Education	<p>A Board Study session was conducted on Thursday, April 11, 2024 in English. Opportunities were provided for public comment. The district LCAP team presented details about district goals, actions and services and also gathered feedback.</p> <p>The LCAP was presented to the Board of Education for information on Thursday, May 30, 2024 in English. Opportunities for Spanish translation were provided.</p>
SPED Parent Advisory Committee	Listening LCAP sessions for parents of students with special needs were conducted in English and Spanish from 5:00 - 7:00 pm on the following days and locations:

Educational Partner(s)	Process for Engagement
	<p>February 27, 2024 Boronda Meadows School</p> <p>March 13, 2024 Boronda Meadows School</p> <p>Childcare, light refreshments and snacks were provided for all attendees.</p>
District Migrant Advisory Committee (DMAC)	An in person LCAP information gathering session was conducted at Sherwood school for all participants for DMAC on February 7, 2024, from 6:00 to 8:00 pm. The session was conducted in Spanish and English. Child care and light refreshments were provided.
Salinas Educators Aligned Leadership (SEAL)	An in person LCAP input session was conducted on February 27, 2024, from 1:00 - 5:00 pm at the Salinas City Elementary School District office. The input session was conducted in English. Light refreshments were provided.
District Climate Culture Leadership Team (DCCLT)	An in person LCAP input session was conducted for both teachers and administrators on March 13, at Laurel Wood School from 3:30 - 5:00 pm.

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

The district took great care to ensure there were ample opportunities for all parents, guardians, students, and staff, to have a voice and provide district input on the use of state and local funds.

Meetings were held at each site as well as district committees and other meetings to give feedback on the following questions:

- 1) What do you want a student to know or be able to do when they leave SCESD schools?
- 2) What do you want our district to look like in 10 years from now?

In addition, all educational partners had the opportunity to share specific feedback about the 2023-24 LCAP and tell what they want to keep/adjust, what they want to add, and what they want to remove.

A summary of the feedback provided by specific educational partners.

Input collected from:



1. Student and family surveys
2. District English Language Advisory Committee (DELAC)
3. Parent Advisory Committee (PAC)
4. Salinas City Elementary School District - Board of Education
5. Students
6. Central Office administration and teams
7. School administrators

Based on this feedback, the following main themes emerged:

1. Academic Excellence and Enrichment Programs
  - Emphasis on maintaining high academic standards, ensuring students are at or above grade level in core subjects like math, reading, and writing.
  - Introduction of specialized programs (e.g., STEAM, dual language immersion) to enhance learning capabilities and prepare students for advanced studies.
2. Student Emotional and Social Health
  - Initiatives to foster social-emotional learning (SEL), helping students develop better communication, empathy, and emotional regulation.
  - Programs aimed at improving mental health through counseling, mindfulness practices, and robust support systems.
3. Parent and Community Engagement
  - Strengthening partnerships with parents through workshops, more consistent communication, and active involvement in school programs.
  - Expanding community ties with local organizations, businesses, and cultural programs to support educational objectives.
4. Inclusive and Equitable Education
  - Ensuring all students, including those from diverse linguistic and cultural backgrounds or with special needs, have access to tailored and supportive educational experiences.
  - Promoting inclusive practices to create a welcoming and supportive learning environment for all students.
5. Safety and Bullying Prevention
  - Implementing comprehensive strategies to make schools free from bullying and enhancing safety protocols to protect students.
  - Programs and training aimed at preventing violence and ensuring a safe school climate.
6. Professional Development and Teacher Support
  - Ongoing training and development opportunities for teachers to stay abreast of the latest educational practices and strategies.
  - Enhanced support for teachers including better planning time, resources, and community consultation to improve teaching efficacy.
7. Facilities and Infrastructure Upgrades

- Upgrading school facilities with modern technology, improved playgrounds, and well-maintained classrooms.
- Investing in better equipment, materials, and environments that facilitate learning and accommodate the diverse needs of students.

#### 8. Curriculum Innovation and Technology Integration

- Integrating cutting-edge technology and innovative teaching methods to enhance learning outcomes and engage students.
- Developing curriculums that include modern tech skills, coding, and digital literacy to prepare students for the future.

#### 9. Health and Wellness Programs

- Incorporating physical education, wellness centers, and nutritional programs to promote a healthy lifestyle among students.
- Providing resources for physical and mental well-being, including access to sports and recreational activities.

#### 10. Specialized Programs for Special Needs and Advanced Learners

- Tailoring programs for gifted students and those with special needs to ensure they receive the necessary support and challenges.
- Implementing targeted interventions and support mechanisms to help all students achieve their potential.

As a result of the feedback, the common themes that were identified provide valuable insights into areas of focus and priority. The feedback's impact guarantees that this plan caters to the comprehensive requirements of students, advocates for fairness and inclusivity, and encourages collaboration among all educational partners.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Fostering Inclusive Academic Excellence	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all students are prepared academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to “mastered” on the BPST, “at or above benchmark” on STAR in Reading and Mathematics, and will continue to demonstrate growth on the Dashboard indicators.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL)  [Data Source: CA Dashboard]	A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red			Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard				
1.2	Points in Distance from Standard (DFS) in Math and Color Performance Level (PL)  [Data Source: CA Dashboard]	A. All: -72, Orange B. EL: -89.5, Red C. FY: n/a D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red  2023 CA Dashboard			Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved.	
1.3	Suspension Rate  [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow  KAM <ul style="list-style-type: none"> <li>HOM: 4.3%, Red</li> </ul> MoP <ul style="list-style-type: none"> <li>EL: 4.1%, Red</li> </ul> NAT <ul style="list-style-type: none"> <li>SWD: 10.6%, Red</li> </ul> 2023 CA Dashboard			Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green F. HOM: 1.5%, Green G. SED: 1.5%, Green H. SWD: 2.2%, Green  Kammann <ul style="list-style-type: none"> <li>HOM: 2.1%, Green</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Monterey Park <ul style="list-style-type: none"> <li>EL: 2.1%, Green</li> </ul> Natividad <ul style="list-style-type: none"> <li>SWD: 3.0%, Green</li> </ul>	
1.4	Percent of students performing at meeting or exceeding standards on the grade 5 CA Science Test (CAST)  [Data Source: CAASPP-ELPAC.ETS.ORG]	A. All: 14.08% B. EL: 0.81% C. FY: n/a D. HIS: 12.72 E. HOM: 9.14% F. SED: 10.36% G. SWD: 4.50%  2022-23 CAASPP-ELPAC.ETS.ORG			Achievement increases at least 3% of students meeting or exceeding standards each year	
1.5	Percent of students performing at or above state benchmarks on ELA and Math district progress monitoring assessments.  [Data Source: STAR Reading & Math]	A. All: ELA 35.7% & Math 44% B. EL: ELA 11.9% & Math 27.9% C. SWD: ELA 11.4% & Math 17%  Spring 2023 T2 STAR Renaissance Analytics			STAR achievement increases at least 3% each year in Language Arts and Mathematics. A. All: ELA 44.7% & Math 53% B. EL: ELA 20.9% & Math 36.9% C. SWD: ELA 20.4% & Math 26%	
1.6	Percent of students performing at or above	A. All: 36.9% B. EL: 24.5%			STAR achievement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	district benchmarks on ELA district progress monitoring assessments.  [Data Source: STAR Early Literacy]	C. SWD: 13.4%  Spring 2023 T2 STAR Renaissance Analytics			increases at least 3% each year. A. All: 45.9% B. EL: 33.5% C. SWD: 22.4%	
1.7	Percent of students performing at or above district benchmarks on SLA and Math district progress monitoring assessments.  [Data Source: STAR SEL Span., Reading Span. & Math Span.]	SEL: 69% RDG: 61.3% Math: 66.4%  Spring 2023 T2 STAR Renaissance Analytics			STAR achievement increases at least 3% each year. SEL: 78% RDG: 70.3% Math: 75.4%	
1.8	Percent of students meeting or exceeding standards on Basic Phonics district progress monitoring assessment.  [Data Source: Local Assessment BPST III]	K (Eng) = 52.1 % K (Span) = 50.2% 1st (Eng) = 32.1% 1st (Span) = 84.2% 2nd (Eng) = 54.5% 2nd (Span) = 80.3%  Spring 2023 T2 BPST III-Illuminate			BPST III achievement increases at least 3% each year. K (Eng) = 61.1 % K (Span) = 59.2% 1st (Eng) = 41.1% 1st (Span) = 93.2% 2nd (Eng) = 63.5% 2nd (Span) = 89.3%	
1.9	Percent of students meeting or exceeding standards on Basic Math district progress monitoring assessment.	K (Eng) = 77.7% K (Span) = 82.3%  Spring 2023 T2 BMST-Illuminate			BMST achievement increases at least 3% each year. K (Eng) = 86.7% K (Span) = 88.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Local Assessment BMST]					
1.10	Percent of EL students making progress toward English Language Development and color performance level (PL)  [Data Source: CA Dashboard English Language Progress Indicator (ELPI)]	46.9% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Orange  El Gabilan: 41.7%, Red Los Padres: 40.9%, Red Monterey Park: 43.1%, Red Sherwood: 42%, Red  2023 CA Dashboard			ELPI increases at least 5% and one color PL each year until green or better.  58.9% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Green  El Gabilan: 57.3%, Green Los Padres: 56.9%, Green Monterey Park: 57.7%, Green Sherwood: 57.4%, Green	
1.11	Percent of ELs who: <ul style="list-style-type: none"> <li>decreased at least one ELPI level</li> <li>maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> </ul>	<ul style="list-style-type: none"> <li>16.5% of ELs decreased at least one ELPI level</li> <li>36.4% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> </ul>			Percent of ELs increase at least 5% each year in progressing at least one ELPI level or maintaining ELPI Level 4 and one color PL until green or better.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> <li>progressed at least one ELPI Level</li> <li>maintained ELPI Level 4</li> </ul> [Data Source: CA Dashboard]	<ul style="list-style-type: none"> <li>45.7% of ELs progressed at least one ELPI Level</li> <li>1.3% of ELs maintained ELPI Level 4</li> </ul> 2023 CA Dashboard			<ul style="list-style-type: none"> <li>12.1% of ELs decreased at least one ELPI level</li> <li>29% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</li> <li>58% of ELs progressed at least one ELPI Level</li> <li>0.9% of ELs maintained ELPI Level 4</li> </ul>	
1.12	Percent of EL students who are reclassified. [Data Source: CALPADS EOY3 Report]	9.8% (398/4072) of students were reclassified to fluent English proficient (RFEP). 2023 CALPADS EOY3 (2.16 Report)			10% or more eligible students reclassify each year.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Points in Distance from Standard (DFS) in ELA and Mathematics by School Site.  [Data Source: CA Dashboard]	<p>DIA: ELA -68.3 &amp; Math - 62.1</p> <ul style="list-style-type: none"> <li>• EL = ELA -90.6</li> </ul> <p>BM: ELA -71 &amp; Math - 72.5</p> <ul style="list-style-type: none"> <li>• EL = ELA -89.5</li> <li>• HIS = ELA - 70.6</li> <li>• SED = ELA - 73.4</li> </ul> <p>EG: ELA -78.7 &amp; Math - 83.9</p> <ul style="list-style-type: none"> <li>• EL = ELA -89.5</li> <li>• HIS = ELA - 78.2</li> <li>• HOM = ELA - 84.5</li> <li>• SED = ELA - 85.2</li> </ul> <p>KAM: ELA -78.6 &amp; Math -81.9</p> <ul style="list-style-type: none"> <li>• EL = ELA -93.9</li> <li>• HIS = ELA - 81.1</li> <li>• HOM = ELA - 95.3 &amp; Math - 99.1</li> <li>• SED = ELA - 88.9</li> <li>• SWD = ELA - 120.7 &amp; Math - 127.6</li> </ul>			Achievement improves at least 5% in DFS each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>LW: ELA -44 &amp; Math - 60.7</p> <ul style="list-style-type: none"> <li>• EL = ELA -91.2 &amp; Math -116</li> <li>• SWD = ELA - 146.1 &amp; Math - 171.6</li> </ul> <p>LIN: ELA -13.5 &amp; Math - 18.9</p> <p>LV: ELA -101.9 &amp; Math -113.9</p> <ul style="list-style-type: none"> <li>• EL = ELA - 117.3 &amp; Math - 129</li> <li>• HIS = ELA - 101.5 &amp; Math - 113.6</li> <li>• HOM = ELA - 110.1 &amp; Math - 117.9</li> <li>• SED = ELA - 106 &amp; Math - 117.8</li> </ul> <p>LP: ELA -69.9 &amp; Math - 65</p> <ul style="list-style-type: none"> <li>• EL = ELA -86.9</li> <li>• HIS = ELA - 70.2</li> <li>• HOM = ELA - 91.1</li> <li>• SED = ELA - 76.1</li> </ul>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MiP: ELA -33.4 & Math -54.6 <ul style="list-style-type: none"> <li>• EL = Math - 95.6</li> <li>• SWD = ELA - 124.6 &amp; Math - 135.2</li> </ul>				
		MoP: ELA -64.6 & Math -70 <ul style="list-style-type: none"> <li>• EL = ELA - 102.6 &amp; Math - 105.6</li> <li>• HOM = ELA - 74</li> <li>• SWD = ELA - 161.9 &amp; Math - 180.7</li> </ul>				
		NAT: ELA -78.2 & Math -91.7 <ul style="list-style-type: none"> <li>• EL = ELA -90.2</li> <li>• HOM = ELA - 87.1</li> </ul>				
		ROS: ELA -69.9 & Math -80.4 <ul style="list-style-type: none"> <li>• EL = ELA -81</li> <li>• HIS = ELA - 72.2</li> <li>• HOM = ELA - 81.6</li> </ul>				
		SCVA: ELA -52 & Math -67.7 <ul style="list-style-type: none"> <li>• EL = ELA -73.5</li> </ul>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SES: ELA -87.1 &amp; Math -81.9</p> <ul style="list-style-type: none"> <li>• EL = ELA -93.4</li> <li>• HIS = ELA -85.9</li> <li>• HOM = ELA -93</li> <li>• SED = ELA -87.8</li> <li>• SWD = ELA -181 &amp; Math -197.1</li> </ul> <p>UP: ELA -34.5 &amp; Math -57.3</p> <ul style="list-style-type: none"> <li>• SWD = Math -105.9</li> </ul> <p>2023 CA Dashboard</p>				
1.14	<p>Access to and enrollment in a Broad Course of Study</p> <p>Data Source: Local Indicator</p>	<p>All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom.</p> <p>2023 CA Dashboard - Local Indicator</p>			<p>All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Implementation of State Standards  Data Source: Local Indicator	100% of teachers are implementing the CA State Standards. All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless have access to state standards including English Language Development Standards. Administrators to observe implementation of the CA Standards.  2023 CA Dashboard - Local Indicator			100% of teachers are implementing the CA State Standards	

## 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	Foster Youth and Homeless Student Supports	To support Foster Youth and Homeless students' academic acceleration needs, this action seeks to supplement the Certificated and Classified staffing to assist Foster Youth students and families in the Family Resource Center and across the District.	\$340,000.00	Yes
1.2	Paraprofessional Support for Unduplicated Students	To increase or improve the services of unduplicated students, this action includes enhancing paraeducator support, as well as providing interventions during the instructional day, interventions outside of the instructional day, teacher support for implementing best practice strategies, etc. This includes paraprofessional support for Kindergarten classrooms. Other grades and programs, including classes and supports for students with an IEP, may be included.	\$3,900,000.00	Yes
1.3	Class Size Reduction Teachers	To support unduplicated students' academic excellence, this action seeks to decrease the number of students per class. This allows for more 1:1 interactions between teachers and students, particularly in classrooms with high numbers of English Learners and students experiencing homelessness.	\$2,200,000.00	Yes
1.4				

Action #	Title	Description	Total Funds	Contributing
1.5	English Language Learner - Teacher and Support Staff	To support ELL/LTEL/Newcomer students' academic acceleration needs, this action item provides teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically.	\$709,000.00	Yes
1.6	English Language Learner Program Support	To support English Language Learner students' academic acceleration and linguistic skills, this action seeks to expand the services provided to them including options for a Language Development Center, certificated and classified staff support.	\$25,000.00	Yes
1.9	BCBA and Behavior Supports	To support unduplicated students' social emotional and behavior needs, this action item provides Board Certified Behavior Analysts to give training and support for both classified and certificated school district staff as well as direct services to unduplicated students. This item would provide support also for unduplicated students who have an IEP.	\$400,000.00	Yes
1.10	Extended School Year	To support unduplicated students' academic acceleration needs, this action item provides programming to supplement the required Extended School Year (ESY) for students with disabilities. This funding is to be used during the summer to help integrate and enrich the experiences of unduplicated students with IEPs.	\$45,000.00	No
1.11	Academic Acceleration	To support unduplicated students' academic acceleration needs and support inclusive academic excellence, SCESD provides staff and programs to provide academic acceleration and enrichment interventions to students. This action may include hourly pay for teachers and staff as well as programs to support academic inclusion and acceleration.	\$350,000.00	Yes
1.13	Vice Principals	To support unduplicated student's' academic acceleration needs, this action seeks to ensure schools have Vice Principals to provide additional services that support both the supplemental and extended learning opportunities. They work with families, community groups, special	\$2,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education staff, etc. to support the teaching and learning of students, focusing on students who are English Learners, Special Education, Foster Youth, and Homeless.		
<b>1.14</b>	District Administrative Support	To support unduplicated students' academic acceleration needs, this action seeks to pay for administrative and classified personnel who provide unduplicated pupil support to students, teachers, administrators, and programs throughout the district.	\$1,100,000.00	Yes
<b>1.16</b>	Electronic Technicians	To support unduplicated students' academic acceleration needs, this action seeks to provide additional instructional technology (IT) staff who support the setup, maintenance, and repair of district online and technology services. In addition, these funds are to be used to fund one Education Technology Coach to support technology-based instruction in support of unduplicated student achievement. This action allows educators to drill down and disaggregate student data to determine needs in an accurate and efficient manner to better meet their needs.	\$995,000.00	Yes
<b>1.17</b>	Intervention Teacher Support	To support unduplicated students' academic acceleration needs, this action seeks to ensure that schools have access to a MTSS Intervention Teacher. This will be a certificated teacher focused on working with students as well as training teachers, and overseeing para-educators working with small groups.	\$1,900,000.00	Yes
<b>1.18</b>	*Field Trips (district funded)	To support unduplicated students' academic acceleration needs, this action seeks to provide district-wide inclusive academic enrichment trips for classes and grades across the district, and to support unduplicated students to participate in these experiences.	\$400,000.00	



Action #	Title	Description	Total Funds	Contributing
1.19	Visual and Performing Arts Instruction	To support unduplicated students', this action seeks to ensure they have access to a broad course of study in music and art in schools and individual classrooms.	\$720,000.00	Yes
1.20	*Online Supplemental Programs	To support unduplicated student's academic acceleration needs, this action seeks to purchase online supplemental programs designed to be used by teachers as part of their intervention program to support unduplicated students beyond the core instruction. These programs will be annually evaluated for effectiveness, and pilot programs will be supported to find the most effective programs for students.	\$483,930.00	Yes
1.21	Learning for All Students at School Sites	<p>To support unduplicated students' academic acceleration needs, this action seeks to provide schools with LCAP funds to use at their sites as needed for their unduplicated student population to improve literacy and Mathematics achievement. These funds are distributed based on the number of unduplicated students and will primarily benefit unduplicated student groups. (Schools will be provided the additional funds as follows:</p> <p>Boronda DIAS, \$41,733  Boronda Meadows, \$128,556  El Gabilan, \$112,966  Kammann, \$145,345  Laurel Wood, \$66,437  Lincoln, \$69,554  Los Padres, \$149,182  Loma Vista, \$101,694  Mission Park, \$87,782  Monterey Park, \$95,698  Natividad, \$156,378  Roosevelt, \$124,958  SCVA, \$22,072  Sherwood, \$207,704  University Park, \$89,942</p>	\$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This per student allocation of funds will be distributed by dividing the total allocation by the number of qualifying unduplicated students in these schools.</p> <p>Sites are asked to analyze the needs of their unduplicated students and craft action plans to support those needs in their school plans (SPSAs). In this way, the SPSAs align with the LCAP. All plans are monitored every quarter to monitor effectiveness and to make adjustments.</p>		
<b>1.22</b>	<b>*Tutoring Services</b>	To support unduplicated students' academic acceleration needs, this action seeks to provide additional small group support through tutoring services through extended learning programs.	\$200,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Safe, Positive, and Well-Resourced Schools	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all students will thrive in a safe, inclusive, nurturing, and well-maintained environment that prepares them to be respectful, compassionate, and empathetic global citizens.

This goal was developed to ensure safe, inclusive, nurturing, and well-maintained havens for all students to learn, develop and grow emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. The actions are intentionally subdivided into student groups and are designed to move SCESD students to “mastered” on the BPST, “at or above benchmark” on STAR assessments.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate M7  SIS	The Chronic Absenteeism Rate = 18.5%  M8 SIS Analytics Dashboard			Reduce chronic absenteeism rate to 10%	
2.2	Average Daily Attendance (ADA) Rate	The ADA rate for M8 = 93.75%			Increase the ADA rate to 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: SIS ADA Reports]					
2.3	Chronic Absenteeism Rate and Color Performance Level (PL)  [Data Source: CA Dashboard]	A. All: 27.1%, Yellow B. EL: 22.4%, Yellow C. FY: 33.3%, n/a D. HOM: 26.8%, Yellow E. SED: 28.7%, Yellow F. SWD: 40.2%, Yellow G. HIS: 27.4%, Yellow			Reduce chronic absenteeism rate to 10% and increase one color PL each year until green or better is achieved. A. All 10%, Green B. EL: 10%, Green C. FY: 10%, n/a D. HOM: 10%, Green E. SED: 10%, Green F. SWD: 10%, Green G. HIS: 10%, Green	
2.4	Suspension Rate  [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow  Kammann <ul style="list-style-type: none"> <li>HOM: 4.3%, Red</li> </ul> Monterey Park			Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green F. HOM: 1.5%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>EL: 4.1%, Red</li> </ul> Natividad <ul style="list-style-type: none"> <li>SWD: 10.6%, Red</li> </ul> 2023 CA Dashboard			Green G. SED: 1.5%, Green H. SWD: 2.2%, Green  Kammann <ul style="list-style-type: none"> <li>HOM: 2.1%, Green</li> </ul> Monterey Park <ul style="list-style-type: none"> <li>EL: 2.1%, Green</li> </ul> Natividad <ul style="list-style-type: none"> <li>SWD: 3.0%, Green</li> </ul>	
2.5	Expulsion Rate [Data Source: DataQuest]	The LEA's expulsion rate was 0%  2022/23 DataQuest			Maintain expulsion rate to 0%	
2.6	Culture and Climate Survey - School Belonging  Percent of students who report a favorable response in feeling like they belong at the school.	Favorable responses = 59%  2023-2024 Student Survey			At least 65% of students provide a favorable response	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Panorama Student Culture and Climate Survey]					
2.7	<p>Culture and Climate Survey - School Safety</p> <p>Percent of students who report a favorable response in how often they worry about violence at their school.</p> <p>[Data Source: Panorama Student Culture and Climate Survey]</p>	<p>Favorable responses = 56%</p> <p>2023-2024 Student Survey</p>			At least 65% of students provide a favorable response	
2.8	<p>Culture and Climate Survey - School Belonging</p> <p>Percent of students who report a favorable sense of school climate</p> <p>[Data Source: Panorama Student Culture and Climate Survey]</p>	<p>Favorable responses = 54%</p> <p>2023-2024 Student Survey</p>			At least 65% of students provide a favorable response	
2.9	<p>Safe, Clean, Functional Schools</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies</p>	<p>Number of identified instances = 13</p> <p>2022-23 Facility Inspection Tool (FIT)</p>			Maintain or reduce number of identified instances to 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and extreme deficiencies)  [Data Source: Facility Inspection Tool (FIT) as reported on SARCs]					
2.10	Percentage of meals provided meet nutritional guidelines  [DataSource: National School Lunch Program (NSLP) Requirements]	Percentage of meals provided meet nutritional guidelines = 100%			Maintain 100% of meals provided meet nutritional guidelines	
2.15						
2.16						
2.17						
2.18						
2.19						
2.20						

## 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	MTSS & SEL - Teachers and Support Staff	To support the academic, social emotional, and behavioral needs of unduplicated students, this action provides certificated and classified personnel who support teachers and administrators, in order to ensure the researched-based tiered systems and strategies for students related to aspects of SEL and MTSS are organized, monitored, and well implemented.	\$250,000.00	Yes
2.2	MTSS & SEL - Monitoring and Support	To support the wellness needs of unduplicated students this action provides a system software plan to support the organization of the district-wide MTSS to be used by all staff throughout the district in support of the unduplicated students.	\$43,000.00	Yes
2.3	Positive School Events	To support the wellness needs of unduplicated students, this action provides for positive school events. The programs could include but are not limited to: Red Ribbon Week, Pink Shirt Day, Kindness Challenge, Anti-Bully activities, mindfulness campaigns, etc.	\$40,000.00	Yes
2.4	Student Leadership Advisor	To support the wellness needs of unduplicated students, this action provides student leadership opportunities at every site overseen by a certificated teacher. This would be utilized to pay teachers the additional amounts to oversee these programs as well as provide possible field trips, experiences, and training for student leadership participants.	\$30,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.5	*Recess Enrichment and Positive Play	Program, training, and support for staff to promote a positive recess environment	\$80,000.00	Yes
2.6	Nutritious Meals	To support the health needs of unduplicated students, this action provides funding for the implementation of healthy meals and training for students and parents to help prepare meals from scratch, with fresh fruits and vegetables.	\$125,000.00	Yes
2.7	School Program Administrative Assistance	To support the wellness needs of unduplicated students, this action provides additional hours used by an Administrative Assistant to support families of unduplicated students and staff who serve them at the school. This support may include communicating directly with families for students struggling with attendance, providing resources for families, attending meetings related to student engagement, etc.	\$485,000.00	Yes
2.8	School Library Technicians	To support the library access needs of unduplicated students this action provides additional hours for Library Techs to ensure access and to support families of unduplicated students and staff who serve them at the school.	\$520,000.00	Yes
2.9	*School Secretaries. AA 2	To support the family needs of unduplicated students, this action provides additional hours for School Secretaries to support families of unduplicated students and staff who serve them at the school. REMOVE? CUT TO \$15,000	\$15,000.00	Yes
2.10	Campus Supervisors	To support the safety needs of unduplicated students, this action provides additional hours for Campus Supervisors for training and to support unduplicated students and help them stay safe while at school.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.11</b>	*Health Technicians and support staff	To support the health needs of unduplicated students, this action provides additional hours for Health Aides and other health services personnel to support families of unduplicated students and staff that serve them at the school.	\$90,000.00	Yes
<b>2.12</b>	Licensed Vocational Nurses	To support the health needs of unduplicated students, this action provides a salary to provide additional district's LVNs to support families of unduplicated students and staff that serve them at the school.	\$300,000.00	Yes
<b>2.13</b>	MTSS - Materials and Supplies	To support the wellness needs of unduplicated students this action provides materials, professional services, supplies, and software to support PBIS and MTSS programs that support unduplicated students, their families and staff that serve them at the school.	\$80,000.00	Yes
<b>2.15</b>	Mental Health Counselors - LCSW, LMFT	To support the mental health needs of unduplicated students, this action provides designated mental health counselors to ensure unduplicated student needs are met.	\$1,230,000.00	Yes
<b>2.16</b>	Psychologists	To support the mental health and needs of unduplicated special needs students, this action provides funding to ensure a designated psychologist at each site. This action partially pays for additional positions.	\$320,000.00	Yes
<b>2.17</b>	Bully Prevention Services	To support the wellness needs of unduplicated students, this action provides funding for a bully prevention program in the schools that teaches unduplicated students and their peers ways to respond to possible bullying situations. The program also helps classes discuss situations before they become bully opportunities.	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.20</b>	Chronic Absenteeism	This action is to fund staff and services to support the improvement in absenteeism of unduplicated students. By hiring two classified staff members to organize resources, coordinate staff, monitor progress efforts, and conduct visits to the most chronically absent unduplicated students. The action also provides the purchasing of resources and supplies to support the chronic absenteeism efforts.	\$300,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Cultivate Quality Staff to Provide Excellent Service	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all staff is highly qualified. Staff members who are hired will be retained, and provided with ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

This goal was developed with the belief that all students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers are appropriately assigned.  [Data Source: Data Quest -Teacher Assignment Monitoring	Total Teaching FTE = 374.5 Clear = 312.5 (83.4%) Out-of-Field = 8 (2.1%) Intern = 5 (1.3%) Ineffective = 47 (12.6%)			100% of Teachers are appropriately assigned.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Outcomes by Full-Time Equivalent (FTE)]	Incomplete = 2 (0.5%) Unknown = 0 (0.0%) N/A = 0 (0.0%)  DataQuest 2021-22				
3.2	Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home  [Data Source: Williams Walkthroughs]	0/0%			0/0% of Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home.	
3.3	Suspension Rate  [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow  Kammann <ul style="list-style-type: none"> <li>HOM: 4.3%, Red</li> </ul> Monterey Park <ul style="list-style-type: none"> <li>EL: 4.1%, Red</li> </ul> Natividad <ul style="list-style-type: none"> <li>SWD: 10.6%, Red</li> </ul>			Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green F. HOM: 1.5%, Green G. SED: 1.5%, Green H. SWD: 2.2%, Green  Kammann	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard			<ul style="list-style-type: none"> <li>HOM: 2.1%, Green</li> </ul> <p>Monterey Park</p> <ul style="list-style-type: none"> <li>EL: 2.1%, Green</li> </ul> <p>Natividad</p> <ul style="list-style-type: none"> <li>SWD: 3.0%, Green</li> </ul>	
3.4	Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL)  [Data Source: CA Dashboard]	A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red  2023 CA Dashboard			Achievement increases at least 3% in DFS and one color PL each year until green or better is achieved.	
3.5	Points in Distance from Standard (DFS) in Math and Color Performance Level (PL)  [Data Source: CA Dashboard]	A. All: -72, Orange B. EL: -89.5, Red C. FY: n/a D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red  2023 CA Dashboard			Achievement increases at least 3% in DFS and one color PL each year until green or better is achieved.	
3.6	Teacher and staff satisfaction related to professional development (PD)	Rate Level 4 = 48.5% Rate Level 5 = 37.9% Total = 86.4%			Teacher and staff satisfaction related to professional development	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities is 75% or higher on local surveys following the events.  [Data Source: LEA Staff PD Evaluation Survey]	03.08.2024 PD Day Evaluation			opportunities is 80% or higher on local surveys following the events.	
3.7						
3.9						
3.10						
3.11						
3.12						
3.13						

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning to develop strong Tier I supports	To support unduplicated student academic, behavioral, and wellness needs, this action provides for training for teachers, students, and families on topics addressing developing strong Tier I academic, behavior, and social emotional supports.	\$15,000.00	Yes
3.2	ELL/LTEL NEWCOMERS - Professional Learning and Training	Increase or improve the services to ELL / LTEL / Newcomer students at schools with high numbers, this goal seeks to provide training and support to Paraeducators, teachers, Campus supervisors, and other staff to implement programs and strategies that would support achievement and the improved implementation of MTSS structures for these students. This training may include professional learning for Designated and Integrated English Language Development, GLAD, Thinking Maps, reclassification, Dual Immersion, cultural sensitivity, etc.	\$100,000.00	Yes
3.4	Incentives and Stipends for Hard to Fill Positions	To support ELL/LTEL/Newcomer student academic acceleration, this action seeks to provide stipends of \$1,500 for each BCLAD certified teacher in a position using these authorizations. To support Students with Disabilities student academic acceleration, this action provides stipends of \$1,500 for hard to fill SPED positions.	\$200,000.00	Yes
3.5	New Teacher Support	To support unduplicated student academic acceleration, this action seeks to ensure a robust program for new teachers as they work with this student population (NT Support Coach, MCOE collaboration, PD days, and supplies, induction coaches, stipends, etc.).	\$380,000.00	Yes
3.6	Professional Development Days and Additional Hourly	To support unduplicated student academic acceleration and wellness needs, this action establishes professional development and learning days (3 days per contract) as well as additional hours for attending approved events outside of the contracted workday in support of unduplicated students across the district.	\$1,150,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Academic Coaches	To support unduplicated student academic acceleration needs, this action provides additional funds to ensure that academic coaches provide instructional support for teachers in general and Special Education settings in the form of professional development and job-embedded coaching. This amount represents 59% of their salary as being paid from the LCAP.	\$1,600,000.00	Yes
<b>3.8</b>	Grade Level Release Teachers	To support unduplicated student academic acceleration needs, this action provides Grade Level Release Teachers and other substitute teachers to relieve teachers in order for teams to collaborate and plan for improved instruction of unduplicated students and provide long-term substitute coverage.	\$670,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Enhance Belonging and Strengthen Home, School, and Community Partnerships	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

The accomplishment of this goal will foster positive working relationships between families, and community partners to ensure equitable activities across all schools to nurture the whole child in their learning experience.

This goal was developed to demonstrate the commitment to the education of our students by increasing parent involvement, participation, engagement and education. We understand the need to work together as a community, in order to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet the individual needs of all students, including foster youth, students with disabilities, English Learners, and students currently experiencing homelessness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The completion rate of district wide parent surveys.  [Data Source: LEA Parent Survey]	Parent surveys completed: 4,706 (58.9%)  2023-24 LEA Parent Survey via Panorama			Increase parent participation in surveys by 3% each year or maintain at least 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	<p>Parent Involvement - Q5: "The school provides parents with resources and training to promote parental involvement and student's learning at home."</p> <p>[Data Source: LEA Parent Survey]</p>	<p>Parent Involvement - Family Support average score = 69%</p> <p>2023-24 LEA Parent Survey via Panorama</p>			Increase parent involvement in surveys by 2% each year or maintain at least 60%	
4.3	<p>Parent participation in site and district meetings and events, such as PTO/PTA, Open House, Back to School, etc.</p> <p>[Data Source: Sites/District Participation Logs]</p>	<p>Parent participants = 24,870</p> <p>2023-24 Sites/District Participation Logs</p>			Increase parent overall participation by 3% each year or overall by 10%.	
4.4	<p>Parent engagement through input and advisory roles in events such as DELAC, PAC, SSC, ELAC, Title I, etc.</p> <p>[Data Source: Sites/District Engagement Participation Logs]</p>	<p>Parent engagement participation = 3,010</p> <p>2023-24 Sites/District Participation Logs</p>			Increase parent engagement participation by 3% each year or overall by 10%.	
4.5	<p>Parent education initiatives include school site and district-targeted learning events such as</p>	<p>Parent education participation = 6,421</p>			Increase parent education efforts by 3% each year or overall by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Literacy Nights, Math Nights, and workshops on assisting children at home.  [Data Source: Sites/District Parent Education Participation Logs]	2023-24 Sites/District Participation Logs				
4.6						
4.7						
4.8						
4.9						
4.10						
4.11						

## 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
4.1	Translation Clerk	To support ELL/LTEL/Newcomer students' academic acceleration and wellness needs, this action allows for the translation of documents and live translation for parents and the community.	\$50,600.00	Yes
4.2	Foster Youth and Homeless - Certificated and Support Staff	To support foster and homeless students' academic acceleration and wellness needs, this action provides for partial salary coverage for the certificated administrator and support staff focused on supporting foster and homeless youth.	\$300,000.00	Yes
4.3	Foster Youth and Homeless - Supplies and Resources	To support foster and homeless students' academic acceleration and wellness needs, this action provides for unique supplies for these students not already provided through other resources.	\$107,000.00	Yes
4.4	Foster Youth and Homeless - FRC Clerical Support	To support unduplicated student academic acceleration and wellness needs, this action provides for additional hourly pay for staff working in the Family Resource Center focusing on homeless, low-income, migrant and foster families.	\$1,500.00	Yes
4.5	Parent Coordinators	To support unduplicated student academic acceleration and wellness needs, this action ensures a Parent Coordinator for sites. Parent Coordinators reach out and communicate with the families of our unduplicated students.	\$1,000,000.00	No
4.6	Districtwide Communication Platform	To support unduplicated student academic acceleration and wellness needs, this action provides funds to pay for a district-wide communication	\$48,000.00	No

Action #	Title	Description	Total Funds	Contributing
		platform for all parents. The platform should provide home language communication to support our EL households.		
<b>4.7</b>	Parent Training	<p>To support unduplicated student academic acceleration and wellness needs, this action provides funding for parent training for our unduplicated student families inclusive of, but not limited to:</p> <ul style="list-style-type: none"> <li>Parent Leadership Conference</li> <li>English as a Second Language (ESL) - provide classes through Family Resource Centers</li> <li>Mental health parent training</li> <li>Computer classes</li> <li>Computer technology devices</li> <li>Advertising of language acquisition programs (DI)</li> <li>Reclassification</li> <li>Life Skills training (budgeting, applications, housing, etc.)</li> </ul> <p>Funds to be used for: transportation, materials, child care, trainers, refreshments, etc.</p> <p>These beneficial sessions focus on supporting all families including any families of unduplicated students.</p>	\$295,000.00	No
<b>4.9</b>	SPED - Parent Training	To support unduplicated special education students' academic acceleration and wellness needs, this action asks SCESD to hold parent training in the evenings. This will help parents support unduplicated students with special needs with social and emotional development.	\$12,000.00	No
<b>4.11</b>				

# 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
\$27,115,030	\$3,189,906

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.608%	0.000%	\$0.00	32.608%

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
1.2	<p><b>Action:</b> Paraprofessional Support for Unduplicated Students</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres,</li> </ul>	This action will increase time and resources to provide specific academic and behavioral supports for unduplicated students across the district with opportunities for small group and individual differentiated services.	Individual school SBA (CAASPP) achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups.

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
	<p>Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</p> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p>English Learners were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Natividad</li> </ul>		



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
	<p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Loma Vista</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
1.3	<p><b>Action:</b> Class Size Reduction Teachers</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>English Learners were red on the 2023 CA</p>	<p>This additional staffing is designed to provide more personalized and individual instructional support and keep class sizes low. If possible, it will be used to avoid combination classes. This will support the academic and social emotional needs to unduplicated and other students.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p>

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
	<p>Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Loma Vista</li> </ul>		

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.9</b></p>	<p><b>Action:</b> BCBA and Behavior Supports</p> <p><b>Need:</b> English Learner students at Monterey Park, homeless youth at Kammann, and Students with Disabilities at Natividad were all red on the 2023 Dashboard for suspensions. In addition, on the Spring 2024 student culture and climate survey, the lowest performing areas for students across the district was School Engagement with an overall favorable response of 53% English Learners responded with 55% positive responses.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This support and training is designed to assist students and the staff who work with Homeless Youth, English Learners and others to decrease suspension rates and improve school belonging and engagement. Unduplicated students as well as students with disabilities are across the district, necessitating the need to provide services district-wide.</p>	<p>Suspension rates in 2025 are yellow or better for unduplicated, students with disabilities, and all other student groups. Results from the student survey identify that positive responses for student engagement are at least 60%.</p>
<p><b>1.11</b></p>	<p><b>Action:</b> Academic Acceleration</p> <p><b>Need:</b></p> <p><b>Scope:</b> LEA-wide</p>		

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
<p><b>1.13</b></p>	<p><b>Action:</b> Vice Principals</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Suspensions:  <ul style="list-style-type: none"> <li>• Kammann</li> </ul> English Learners were red on the 2023 CA Dashboard for: Language Arts: Suspensions:  <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> Students with Disabilities were red on the 2023 CA Dashboard for: Suspensions:  <ul style="list-style-type: none"> <li>• Natividad</li> </ul> Black/African American students district wide were red on the dashboard for Suspensions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This additional staffing is designed to provide more personalized and individual instructional support for classes and students. Vice Principals assist in the monitoring of academic, social emotional, behavior, and family programs. They work with families and represent SCESD as LEA representatives.</p> <p>While primarily designed to support unduplicated students these actions are being provided at an LEA level because it is the most effective way to use staff and fiscal resources.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p> <p>Unduplicated students are not red on the dashboard for suspensions at any site.</p>
<p><b>1.14</b></p>	<p><b>Action:</b> District Administrative Support</p> <p><b>Need:</b> Districtwide we are seeing ELA scores for unduplicated students and Students with Disabilities scoring red on the CA dashboard. We know that the academic needs are part of</p>	<p>Administrators overseeing the programs and effectiveness of services provided for unduplicated youth.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p>

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
	<p>holistic support for the education process designed to help our students in these processes.</p> <p><b>Scope:</b> LEA-wide</p>		
1.16	<p><b>Action:</b> Electronic Technicians</p> <p><b>Need:</b> PROVIDE SERVICES AND SUPPORTS, MAINTAIN PROGRAMS. REPORTS AND EDUCATIONAL PARTNERS</p> <p><b>Scope:</b> LEA-wide</p>	<p>This staff designs and maintains platforms that provide tools and supports for both academic and social emotional needs. They provide training to teachers and families. They organize and implement large events related to technology such as the STEAM Showcase, the Student Film Festival, and CUE Rockstar Days. They ensure that students and staff have access to online tools both at school and in their homes. Fiscally and logistically, it makes sense to provide these services to all students who will benefit from them.</p>	1:1 policy maintained
1.17	<p><b>Action:</b> Intervention Teacher Support</p> <p><b>Need:</b> GENERAL NEED WITH WHAT WE ARE SEEING FOR ACADEMIC SUPPORT</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides organizational and direct support for the academic, behavior, and social-emotional services provided to unduplicated and all other student groups.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p> <p>Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.</p>
1.19	<p><b>Action:</b> Visual and Performing Arts Instruction</p>		

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
	<p><b>Need:</b> EDUCATIONAL PARTNERS, OFTEN ENCOURAGES POSITIVE ATTENDANCE, LEARNIGN NEW SKILLS</p> <p><b>Scope:</b> LEA-wide</p>		
1.20	<p><b>Action:</b> *Online Supplemental Programs</p> <p><b>Need:</b> FORMATIVE ASSESSMENTS AND TARGETING SUPPORTS</p> <p><b>Scope:</b> LEA-wide</p>	This action will provide funding and guidance to schools related to online academic programs that will be used to differentiate practice for students and assist teachers in planning instruction.	Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.
1.21	<p><b>Action:</b> Learning for All Students at School Sites</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:  <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> Mathematics:  <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> English Learners were red on the 2023 CA</p>	This action provides schools with additional funding to assist with their school wide and grade level programs targeting academic acceleration, intervention, and inclusion.	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Loma Vista</li> </ul>		

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.22</b></p>	<p><b>Action:</b> *Tutoring Services</p> <p><b>Need:</b> NEED FOR TARGETED SUPPORTS FOR UNDUPLICATED STUDENTS, ELO</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides additional after school, weekend, and vacation time tutoring options for unduplicated students throughout the district.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.</p>
<p><b>2.1</b></p>	<p><b>Action:</b> MTSS &amp; SEL - Teachers and Support Staff</p> <p><b>Need:</b> Chronic absenteeism rate 27.1% Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> <li>• African American students - district wide</li> <li>• Homeless youth at Kammann</li> <li>• English Learners at Monterey Park</li> <li>• Students with Disabilities at Natividad</li> </ul> <p>Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul>	<p>This action ensures the implementation of multi tiered systems of supports to foster safe and inclusive schools to increase student belongingness, engagement and wellbeing, decrease chronic absenteeism and student suspension for English Learners, Low Income, and Homeless students. Because other students such as Students with Disabilities, Low Income, African American, and other student groups require these services, these services will be provided LEA wide.</p>	<p>Dashboard - Chronic Absenteeism: 10% or less in 3 years, All groups green or blue on the Dashboard.</p> <p>Suspension rates: All students and groups are yellow or better on the dashboard by 2027.</p> <p>Culture and Climate survey results: At least 70% of students provide a favorable response in engagement, climate and belonging.</p>



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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> MTSS &amp; SEL - Monitoring and Support</p> <p><b>Need:</b> Chronic absenteeism rate 27.1% Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> <li>• African American students - district wide</li> <li>• Homeless youth at Kammann</li> <li>• English Learners at Monterey Park</li> <li>• Students with Disabilities at Natividad</li> </ul> <p>Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul> <p>AS A RESULT OF THE RESULTS FROM THE SURVEY</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is being provided LEA -wide with a focus on English Learners, Foster Youth and Low Income students and provides staff with a systematic way to collect and evaluate student information and data, identify trends, and implement effective behavioral skills and strategies to increase student engagement and participation and reduce chronic absenteeism and suspension rates.</p>	<p>Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul>
<p><b>2.3</b></p>	<p><b>Action:</b> Positive School Events</p> <p><b>Need:</b></p>	<p>This action supports the social-emotional, well-being and academic success of students by promoting positive behaviors, fostering a sense of belonging, and creating a supportive and inclusive environment to reduce suspension and chronic</p>	

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
	<p>SUPPORT AN INCREASE IN ATTENDANCE RATES AND SUPPORT CHRONIC ABSENTEEISM            Chronic absenteeism rate 27.1%            STUDENT SURVEY RESULTS - SCHOOL ENGAGEMENT            Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul> <p>SEL SCREENER RESULTS</p> <p><b>Scope:</b> LEA-wide</p>	<p>absenteeism with a focus on English Learners, Foster Youth and Low Income students.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Student Leadership Advisor</p> <p><b>Need:</b> STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&amp;C SURVEY            Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul> <p>FAMILY AND STAKEHOLDER INPUT/FEEDBACK</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action encourages active participation and engagement in school activities district-wide and seeks to promote the development of leadership and social skills prioritizing English Learners, Foster Youth and Low Income students.</p>	<p>STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&amp;C SURVEY</p>
<p><b>2.5</b></p>	<p><b>Action:</b> *Recess Enrichment and Positive Play</p>	<p>This action fosters safety within schools district-wide while enhancing student involvement and</p>	<p>AS A RESULT, HOW HAS THIS IMPACTED</p>

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
	<p><b>Need:</b> STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&amp;C SURVEY Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>inclusivity through a diverse array of engaging activities catered specifically for English Learners, Foster Youth and Low Income students.</p>	<p>REDUCE IN ODRs and SUSPENSION STUDENT ENGAGEMENT SURVEY (WHich activities do you like during recess?)</p>
<p><b>2.6</b></p>	<p><b>Action:</b> Nutritious Meals</p> <p><b>Need:</b> The identified need comes from direct feedback from our educational partners; families of English Learners, Low Income families, the Board of Education, etc.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action fosters strong partnerships with agricultural farms in the Salinas Valley, promoting healthy food awareness and consumption options for students, thus enhancing their overall health and well-being. This action is being provided throughout the LEA in order to maximize the impact because all students benefit from healthy, nutritious meals.</p>	<p>Percentage of meals provided meet nutritional guidelines</p>
<p><b>2.7</b></p>	<p><b>Action:</b> School Program Administrative Assistance</p> <p><b>Need:</b> CA rates - reds</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action increases positive relationships specifically with families of English Learners, Foster Youth, and Low Income by providing additional opportunities for guardians to access the precise information required to promote student academic and social emotional well being and also contributing to increase school attendance, engagement and involvement.</p>	<p>Chronic Absenteeism rates</p>

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
2.8	<p><b>Action:</b> School Library Technicians</p> <p><b>Need:</b> FEEDBACK FROM EDUCATIONAL PARTNERS</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides extra opportunities for all students district-wide to overcome barriers to access to technology, academic resources, guidance, and one-to one academic support beyond the school day.</p>	<p>Culture and Climate belonging, engagement</p>
2.9	<p><b>Action:</b> *School Secretaries. AA 2</p> <p><b>Need:</b> FAMILY ENGAGEMENT SURVEY RESULTS ATTENDANCE IMPROVEMENT</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action fosters strong relationships with school community members and provides additional opportunities specifically for families of English Learners, Foster Youth and Low income to access necessary resources and information required to increase school attendance, engagement, involvement.</p>	
2.10	<p><b>Action:</b> Campus Supervisors</p> <p><b>Need:</b> STUDENT SAFETY SURVEY RESULTS CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% SUSPENSION RATES Suspension rate - Red on the 2023 CA Dashboard:  <ul style="list-style-type: none"> <li>• African American students - district wide</li> </ul> </p>	<p>This action contributes to the safety and well being of students and promotes positive relationships and school engagement to increase student attendance and participation.</p>	

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
	<ul style="list-style-type: none"> <li>• Homeless youth at Kammann</li> <li>• English Learners at Monterey Park</li> <li>• Students with Disabilities at Natividad</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
2.11	<p><b>Action:</b> *Health Technicians and support staff</p> <p><b>Need:</b> CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS STUDENT SAFETY RESULTS</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides additional hours to support and promote safety, good health and the wellbeing of students by providing targeted health education, access to healthcare for students who may face barriers, health screening and assessment opportunities in an effort to reduce chronic absenteeism and increasing student engagement and participation at school.</p>	
2.12	<p><b>Action:</b> Licensed Vocational Nurses</p> <p><b>Need:</b> CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA</p> <p><b>Scope:</b></p>	<p>This action provides additional professional services and training opportunities for staff that is required to meet the individual needs of students with unique circumstances and reduce barriers to good health and wellbeing while increasing school attendance, engagement and participation.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.13	<p><b>Action:</b> MTSS - Materials and Supplies</p> <p><b>Need:</b> CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHEIVEMENT STUDENT SURVEY RESULTS Student culture and climate survey results:</p> <ul style="list-style-type: none"> <li>• School engagement 53%</li> <li>• School climate 54%</li> <li>• School belonging 59%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	This actions provides opportunities for professional development to support the individual needs of diverse populations, software to collect and evaluate student data, monitor progress, and materials to implement researched based systems and supports to effectively implement Tier I strategies in order to reduce chronic absenteeism, and increase student engagement and participation.	
2.15	<p><b>Action:</b> Mental Health Counselors - LCSW, LMFT</p> <p><b>Need:</b> CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA STUDENT ACHIEVEMENT RESULTS</p> <p><b>Scope:</b></p>	This actions provides opportunities to decrease chronic absenteeism and suspension rates and increase student engagement, participation and well-being by providing culturally responsive counseling, trauma-informed care, accessible services, and social emotional skill building supports.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.16	<p><b>Action:</b> Psychologists</p> <p><b>Need:</b> CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides opportunities to support the unique needs of student groups and reduces barriers to access education by providing a series of supports that include, assessments and evaluations to identify learning disabilities and/or delays or other factors that impact learning, individual and group counseling, crisis intervention in emergency situations, consultation and collaboration with parents, teachers, administrators.</p>	
2.17	<p><b>Action:</b> Bully Prevention Services</p> <p><b>Need:</b> SUSPENSION RATES, MoP, NAT, KAM HOMELESS YOUTH, EL, SWD Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> <li>• African American students - district wide</li> <li>• Homeless youth at Kammann</li> <li>• English Learners at Monterey Park</li> <li>• Students with Disabilities at Natividad</li> </ul> <p>DISTRICT-WIDE AA STUDENTS</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action fosters a safe and inclusive learning environment that equip students with skills and strategies necessary to effectively address bullying and include skill building workshops, trauma-informed and cultural sensitivity approaches and parent and community involvement.</p>	

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
<p><b>2.20</b></p>	<p><b>Action:</b> Chronic Absenteeism</p> <p><b>Need:</b> Chronic absenteeism rate 27.1%</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action provides comprehensive supports tailored to the unique needs of students to reduce chronic absenteeism and includes, case management, crisis intervention, individual and group counseling, parent and family support and resources.</p>	<p>A. All: 27.1%, Yellow            B. EL: 22.4%, Yellow            C. FY: 33.3%, n/a            D. HOM: 26.8%, Yellow            E. SED: 28.7%, Yellow            F. SWD: 40.2%, Yellow            G. HIS: 27.4%, Yellow</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Professional Learning to develop strong Tier I supports</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park,</li> </ul>	<p>Professional development to support learning in the classroom, developing nurturing relationships with students, and working to give students and staff tools to assist with their social emotional learning are essential to future growth. These needs are so wide spread that it is logical to include all schools and staff in this action.</p>	<p>Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups.            SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups.            Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.</p>



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
	<p>Natividad, Roosevelt, SCVA, Sherwood, and districtwide</p> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Natividad</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul>		

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
	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Loma Vista</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.2	<p><b>Action:</b> ELL/LTEL NEWCOMERS - Professional Learning and Training</p> <p><b>Need:</b> English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>Professional development to support learning in the classroom for English Learners, developing nurturing relationships with them, and working to give these students and staff tools to assist with their social emotional learning are essential to future growth.</p>	<p>Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.</p>

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<p><b>3.4</b></p>	<p><b>Action:</b> Incentives and Stipends for Hard to Fill Positions</p> <p><b>Need:</b> English Learners were red on the CA Dashboard for:</p> <ul style="list-style-type: none"> <li>• Language Arts: DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, and Sherwood.</li> <li>• Mathematics: Laurel Wood, Loma Vista, Mission Park, Monterey Park</li> <li>• ELPI: El Gabilan, Los Padres, Monterey Park, Sherwood</li> <li>• Suspensions: Monterey Park</li> </ul> <p>Students with Disabilities were red on the CA Dashboard for:</p> <ul style="list-style-type: none"> <li>• Language Arts: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and Districtwide</li> <li>• Mathematics: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and Districtwide</li> <li>• Suspensions: Natividad</li> </ul> <p><b>Scope:</b> Schoolwide</p>	<p>This additional stipend is designed to attract and retain teachers for the dual language program which supports English Learners. The Dual Language program is one of the language development options for Newcomer students. The additional stipend also is designed to attract and retain teachers for the Special Education programs in the district.</p>	<p>No teachers in Dual Immersion or SPED classrooms with misassignments</p> <p>SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for English Learners and Students with Disabilities.</p>
<p><b>3.5</b></p>	<p><b>Action:</b> New Teacher Support</p>	<p>This action seeks to do two things. In order to provide the highest quality, well trained teachers, this will attract and attain a greater number of</p>	<p>Teaching Assignment Monitoring Outcomes from Data Quest</p>

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	<p><b>Need:</b> Based on the CALPADS current data, 83.4% of SCESD teachers are highly qualified.</p> <p><b>Scope:</b> LEA-wide</p>	<p>highly qualified, well-trained teachers. This action will also work with new and existing staff to increase their knowledge and skill to help them become highly qualified.</p>	
<p><b>3.6</b></p>	<p><b>Action:</b> Professional Development Days and Additional Hourly</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul>	<p>This action seeks to improve the services and support provided by SCESD staff. It will provide funding for staff to meet outside of their work hours and days to receive additional professionals learning and development.</p>	<p>Student groups identified as red on the Dashboard for Language Arts and Mathematics. Student groups identified as red on the Dashboard for Suspensions.</p>

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
	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Natividad</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Loma Vista</li> </ul> <p><b>Scope:</b></p>		

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	LEA-wide		
3.7	<p><b>Action:</b> Academic Coaches</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p>English Learners were red on the 2023 CA Dashboard for: Langauge Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul>	<p>This action is to ensure unduplicated students are provided with personalized academic guidance, mentorship and resources to help them be successful at school. This team works with those providing instructional supports to students to improve their practice.</p>	<p>Student groups who scored red on the Dashboard for Language Arts, Mathematics, Suspensions.</p>

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	<p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>Natividad</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>Loma Vista</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.8	<b>Action:</b> Grade Level Release Teachers	This action provides opportunities for teachers to foster a collaborative approach to meet the diverse needs of unduplicated students by evaluating 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
	<p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Monterey Park</li> </ul> <p>Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:</p>	<p>sharing best practices, developing support plans, and planning family engagement strategies.</p>	



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
	<ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Natividad</li> </ul> <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Loma Vista</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
4.1	<p><b>Action:</b> Translation Clerk</p> <p><b>Need:</b> English Learners were red on the 2023 CA Dashboard:</p>	<p>Increase family outreach and engagement for EL families and encourage them to be part of the decision making process, this position will provide opportunities for communication in the native language of families.</p>	<p>2023-24 Family Support average score of 70% will increase by 2% every year.</p>

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	<p>Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide.</p> <p>Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park.</p> <p>Suspensions: Monterey Park.</p> <p>ELPI: El Gabilan, Los Padres, Monterey Park, and Sherwood.</p> <p>Hispanic students were red on the 2023 CA Dashboard:</p> <p>Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, and Sherwood.</p> <p>Mathematics: Loma Vista.</p> <p>This is also a requirement of California's Education Code Section 48985.</p> <p><b>Scope:</b> LEA-wide</p>		
4.2	<p><b>Action:</b> Foster Youth and Homeless - Certificated and Support Staff</p> <p><b>Need:</b> Homeless Youth were red on the 2023 CA Dashboard: Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood. Mathematics: Kammann and Loma Vista. Suspensions: Kammann and Natividad.</p>	<p>Provides support services for families experiencing Homelessness and Foster Youth Families. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outdoor, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.</p>	<p>Number of parents served by FRC staff no less than 400.</p>

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	<p>Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard:            Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood.            Mathematics: Loma Vista            English Learners were red on the 2023 CA Dashboard:            Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Moterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide.            Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park.            Suspensions: Monterey Park.</p> <p><b>Scope:</b>            LEA-wide</p>		
4.3	<p><b>Action:</b>            Foster Youth and Homeless - Supplies and Resources</p> <p><b>Need:</b>            Homeless Youth were red on the 2023 CA Dashboard:            Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood.            Mathematics: Kammann and Loma Vista.            Suspensions: Kammann and Natividad.            Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard:</p>	<p>Provides supplies and resources to be used by the Family Resource Center staff as they provide support services for families experiencing Homelessness and Foster Youth Families. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outwear, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.</p>	<p>Number of parents served by FRC staff no less than 400.</p>

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
	<p>Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood.  Mathematics: Loma Vista  English Learners were red on the 2023 CA Dashboard:  Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide.  Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park.  Suspensions: Monterey Park.</p> <p><b>Scope:</b>  LEA-wide</p>		
4.4	<p><b>Action:</b>  Foster Youth and Homeless - FRC Clerical Support</p> <p><b>Need:</b>  Homeless Youth were red on the 2023 CA Dashboard:  Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood.  Mathematics: Kammann and Loma Vista.  Suspensions: Kammann and Natividad.  Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard:  Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood.</p>	<p>Supports additional hours that may be required to be used by the Family Resource Center staff as they provide support services for families experiencing Homelessness and Foster Youth Families. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outwear, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.</p>	<p>Number of parents served by FRC staff no less than 400.</p>

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
	<p>Mathematics: Loma Vista English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park. Suspensions: Monterey Park.</p> <p><b>Scope:</b> LEA-wide</p>		

### 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
1.1	<p><b>Action:</b> Foster Youth and Homeless Student Supports</p> <p><b>Need:</b> Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:  <ul style="list-style-type: none"> <li>Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres,</li> </ul> </p>	<p>This resource will provide staffing and basic needs resources through the Family Resource Centers. While this action is primarily to support homeless and low income youth, this will also be provided to any student and family facing challenges and needing additional supports. This will assist all families in the district for creating environments where their children are safe, well fed, and ready to learn.</p>	<p>Foster Youth and Homeless SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Foster Youth and Homeless STAR Reading and Mathematics</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide</p> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Kammann and Loma Vista</li> </ul> <p>Suspensions:</p> <ul style="list-style-type: none"> <li>• Kammann</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		<p>achievement increases at least 3% each year. Foster Youth and Homeless students are not red on the dashboard for suspensions at any site.</p>
<p><b>1.5</b></p>	<p><b>Action:</b> English Language Learner - Teacher and Support Staff</p> <p><b>Need:</b> English Learners were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This personnel will provide training and support to teachers and paraprofessionals giving service to English Learners. Because this need exists at every school in the District, services will be provided LEA-wide. Although primarily designed for English Learners, these strategies would support all students across the District.</p>	<p>English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups. Percent of EL students making progress toward English Language Development and color performance level (PL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p><b>Action:</b> English Language Learner Program Support</p> <p><b>Need:</b> English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> <li>• DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide</li> </ul> <p>ELPI:</p> <ul style="list-style-type: none"> <li>• El Gabilan, Los Padres, Monterey Park, and Sherwood</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Laurel Wood, Loma Vista, Mission Park, and Monterey Park</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The SCESD Emergent Bilingual Master Plan provides guidelines to provide differentiated support to Newcomer students in SCESD. This action will help provide staff and flexibility for schools to adapt the services according to the need of the individual English Language Learner Newcomer student.</p>	<p>English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups.</p>

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

***Additional Concentration Grant Funding***

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

The funding provided by the LCAP provides paraprofessional support to students and classrooms. The paraprofessionals work with individual and small groups of unduplicated students to provide targeted instruction and reinforcement of learning.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	1:61	1:58
Staff-to-student ratio of certificated staff providing direct services to students	1:20.5	1:19.9



# 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	83,153,300	27,115,030	32.608%	0.000%	32.608%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,115,030.00	\$1,230,000.00			\$28,345,030.00	\$23,982,100.00	\$4,362,930.00

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	Foster Youth and Homeless Student Supports	Foster Low	Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income			\$340,000.00	\$0.00	\$340,000.00				\$340,000.00	
1	1.2	Paraprofessional Support for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,900,000.00	\$0.00	\$3,900,000.00				\$3,900,000.00	
1	1.3	Class Size Reduction Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,200,000.00	\$0.00	\$2,200,000.00				\$2,200,000.00	
1	1.5	English Language Learner - Teacher and Support Staff	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$709,000.00	\$0.00	\$709,000.00				\$709,000.00	
1	1.6	English Language Learner Program Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.9	BCBA and Behavior Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$400,000.00	\$0.00	\$400,000.00				\$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Extended School Year	Students with Disabilities	No					\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.11	Academic Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$250,000.00	\$100,000.00	\$350,000.00				\$350,000.00	
1	1.13	Vice Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,500,000.00	\$0.00	\$2,500,000.00				\$2,500,000.00	
1	1.14	District Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,100,000.00	\$0.00	\$1,100,000.00				\$1,100,000.00	
1	1.16	Electronic Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$995,000.00	\$0.00	\$995,000.00				\$995,000.00	
1	1.17	Intervention Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,900,000.00	\$0.00	\$1,900,000.00				\$1,900,000.00	
1	1.18	*Field Trips (district funded)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	
1	1.19	Visual and Performing Arts Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$250,000.00	\$470,000.00	\$720,000.00				\$720,000.00	
1	1.20	*Online Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$483,930.00	\$483,930.00				\$483,930.00	
1	1.21	Learning for All Students at School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$2,000,000.00	\$2,000,000.00				\$2,000,000.00	
1	1.22	*Tutoring Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$100,000.00	\$100,000.00	\$200,000.00				\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	MTSS & SEL - Teachers and Support Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$250,000.00	\$0.00	\$250,000.00				\$250,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$43,000.00	\$43,000.00				\$43,000.00	
2	2.3	Positive School Events	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.4	Student Leadership Advisor	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.5	*Recess Enrichment and Positive Play	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
2	2.6	Nutritious Meals	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income			\$125,000.00	\$0.00	\$125,000.00				\$125,000.00	
2	2.7	School Program Administrative Assistance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$485,000.00	\$0.00	\$485,000.00				\$485,000.00	
2	2.8	School Library Technicians	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$520,000.00	\$0.00	\$520,000.00				\$520,000.00	
2	2.9	*School Secretaries. AA 2	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
2	2.10	Campus Supervisors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
2	2.11	*Health Technicians and support staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$90,000.00	\$0.00	\$90,000.00				\$90,000.00	
2	2.12	Licensed Vocational Nurses	English Foster	Learners Youth	Yes	LEA-wide	English Learners			\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Schoolwide	Foster Youth Low Income										
2	2.13	MTSS - Materials and Supplies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$80,000.00	\$80,000.00			\$80,000.00	
2	2.15	Mental Health Counselors - LCSW, LMFT	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,230,000.00	\$0.00		\$1,230,000.00		\$1,230,000.00	
2	2.16	Psychologists	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$320,000.00	\$0.00	\$320,000.00			\$320,000.00	
2	2.17	Bully Prevention Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$40,000.00	\$40,000.00			\$40,000.00	
2	2.20	Chronic Absenteeism	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$300,000.00	\$0.00	\$300,000.00			\$300,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$15,000.00	\$0.00	\$15,000.00			\$15,000.00	
3	3.2	ELL/LTEL NEWCOMERS - Professional Learning and Training	English	Learners	Yes	LEA-wide	English Learners			\$100,000.00	\$0.00	\$100,000.00			\$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	English	Learners	Yes	Schoolwide	English Learners			\$200,000.00	\$0.00	\$200,000.00			\$200,000.00	
3	3.5	New Teacher Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$380,000.00	\$0.00	\$380,000.00			\$380,000.00	
3	3.6	Professional Development Days and Additional Hourly	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,150,000.00	\$0.00	\$1,150,000.00			\$1,150,000.00	
3	3.7	Academic Coaches	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,600,000.00	\$0.00	\$1,600,000.00			\$1,600,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Grade Level Release Teachers		Yes	LEA-wide				\$670,000.00	\$0.00	\$670,000.00				\$670,000.00	
4	4.1	Translation Clerk	English Learners	Yes	LEA-wide	English Learners			\$50,600.00	\$0.00	\$50,600.00				\$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Foster Low Income	Yes	LEA-wide	Foster Youth Low Income			\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
4	4.3	Foster Youth and Homeless - Supplies and Resources	Foster Low Income	Yes	LEA-wide	Foster Youth Low Income			\$0.00	\$107,000.00	\$107,000.00				\$107,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Foster Low Income	Yes	LEA-wide	Foster Youth Low Income			\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
4	4.5	Parent Coordinators	All	No					\$1,000,000.00	\$0.00	\$1,000,000.00				\$1,000,000.00	
4	4.6	Districtwide Communication Platform	All	No					\$0.00	\$48,000.00	\$48,000.00				\$48,000.00	
4	4.7	Parent Training	All	No					\$0.00	\$295,000.00	\$295,000.00				\$295,000.00	
4	4.9	SPED - Parent Training	Students with Disabilities	No					\$6,000.00	\$6,000.00	\$12,000.00				\$12,000.00	

# 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
83,153,300	27,115,030	32.608%	0.000%	32.608%	\$25,315,030.00	0.000%	30.444 %	<b>Total:</b>	\$25,315,030.00
								<b>LEA-wide Total:</b>	\$24,041,030.00
								<b>Limited Total:</b>	\$1,074,000.00
								<b>Schoolwide Total:</b>	\$500,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Foster Youth and Homeless Student Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		\$340,000.00	
1	1.2	Paraprofessional Support for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,900,000.00	
1	1.3	Class Size Reduction Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,200,000.00	
1	1.5	English Language Learner - Teacher and Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$709,000.00	
1	1.6	English Language Learner Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	
1	1.9	BCBA and Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$400,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Academic Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$350,000.00	
1	1.13	Vice Principals	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,500,000.00	
1	1.14	District Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,100,000.00	
1	1.16	Electronic Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income		\$995,000.00	
1	1.17	Intervention Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,900,000.00	
1	1.18	*Field Trips (district funded)			English Learners Foster Youth Low Income		\$400,000.00	
1	1.19	Visual and Performing Arts Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$720,000.00	
1	1.20	*Online Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$483,930.00	
1	1.21	Learning for All Students at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,000,000.00	
1	1.22	*Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$200,000.00	
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$250,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$43,000.00	
2	2.3	Positive School Events	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Student Leadership Advisor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$30,000.00	
2	2.5	*Recess Enrichment and Positive Play	Yes	LEA-wide	English Learners Foster Youth Low Income		\$80,000.00	
2	2.6	Nutritious Meals	Yes	LEA-wide	Foster Youth Low Income		\$125,000.00	
2	2.7	School Program Administrative Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$485,000.00	
2	2.8	School Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income		\$520,000.00	
2	2.9	*School Secretaries. AA 2	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	
2	2.10	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$200,000.00	
2	2.11	*Health Technicians and support staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$90,000.00	
2	2.12	Licensed Vocational Nurses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$300,000.00	
2	2.13	MTSS - Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$80,000.00	
2	2.15	Mental Health Counselors - LCSW, LMFT	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.16	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income		\$320,000.00	
2	2.17	Bully Prevention Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.20	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		\$300,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	
3	3.2	ELL/LTEL NEWCOMERS - Professional Learning and Training	Yes	LEA-wide	English Learners		\$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	Schoolwide	English Learners		\$200,000.00	
3	3.5	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$380,000.00	
3	3.6	Professional Development Days and Additional Hourly	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,150,000.00	
3	3.7	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,600,000.00	
3	3.8	Grade Level Release Teachers	Yes	LEA-wide			\$670,000.00	
4	4.1	Translation Clerk	Yes	LEA-wide	English Learners		\$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	LEA-wide	Foster Youth Low Income		\$300,000.00	
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	LEA-wide	Foster Youth Low Income		\$107,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	LEA-wide	Foster Youth Low Income		\$1,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,767,133.00	\$30,218,235.00

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	12-01 A SPED personnel	Yes	\$1,362,000.00	\$82,299.00
1	1.2	12-12 A SPED - BCBA	Yes	\$564,000.00	\$356,073.00
1	1.3	12-14 B SPED - ESY	Yes	\$68,000.00	\$57,638.00
1	1.4	12-20 A SPED - Unduplicated student support	Yes	\$175,000.00	\$54,526.00
1	1.5	13-01 A ELL - teacher and support staff 13-04	Yes	\$756,000.00	\$679,991.00
1	1.6	13-17 A ELL/LTEL/ Newcomers - Language Development Center	Yes	\$250,000.00	\$11,740.00
1	1.7	13-20 A ELL/LTEL/ Newcomers- Unduplicated student support	Yes	\$285,000.00	\$238,636.00
1	1.8	14-01 A Foster Youth certificated and classified supports 14-02	Yes	\$152,000.00	\$151,460.00

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	1.9	14-11 B Materials for the Family Resource Center	Yes	\$100,000.00	\$99,071.00
1	1.10	15-03 A TK-Materials Classified and Certificated 15-04 Staff support 15-05 TK Materials, Certificated and Classified Staff	Yes	\$0.00	\$0.00
1	1.11	15-01 A PreS - Classified support 15-02	Yes	\$0.00	\$0.00
1	1.12	11-01 Class Size Reduction Teachers	Yes	\$1,400,000.00	\$2,146,942.00
1	1.13	11-02 A Vice Principals supporting schools	Yes	\$2,800,000.00	\$2,519,489.00
1	1.14	11-03 A District Administrative support 11-05 11-06 11-16	Yes	\$957,000.00	\$956,474.00
1	1.15	11-04 A Paraprofessional support	Yes	\$2,800,000.00	\$3,846,914.00
1	1.16	11-07 D Electronic Technicians 11-08 11-09 11-11	Yes	\$957,000.00	\$958,280.00
1	1.17	11-10 A Intervention teacher support for students to accelerate learning 11-15	Yes	\$1,400,000.00	\$2,196,168.00
1	1.18	11-30 B Field trips (district funded)	Yes	\$430,000.00	\$317,629.00

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	1.19	11-49 B Visual and Performing Arts Instruction	Yes	\$500,000.00	\$497,494.00
1	1.20	11-51 D Online supplemental programs including (but not limited to) Dreambox Lexia Seesaw Renaissance Learning Typing Club Other Supplemental Programs 11-60 11-53 11-52 11-54 11-56 11-57 11-58 11-61 11-62	Yes	\$150,000.00	\$295,553.00
1	1.21	11-99 Learning for all students at schools sites	Yes	\$2,000,000.00	\$1,598,636.00
1	1.23	11-13 Tutoring Unduplicated Students	Yes	\$2,481,133.00	\$3,170,132.00
2	2.1	21-10 MTSS & SEL - teachers and support staff 21-12 21-13	Yes	\$246,000.00	\$216,642.00
2	2.2	21-11 MTSS SEL - Certificated - stipends  21-01 Safety Patrol and Peer Mediators	Yes	\$0.00	\$0.00
2	2.3	No Action 2021-2022, 2022-2023 and 2023-2024	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	21-15 MTSS - Systems Platform	Yes	\$43,000.00	\$0.00
2	2.5	21-16 Positive School Events	Yes	\$65,000.00	\$23,159.00
2	2.6	21-17 Student Leadership Advisor	Yes	\$30,000.00	\$9,275.00
2	2.7	21-18 Recess Enrichment and Positive Play	No	\$180,000.00	\$180,500.00
2	2.8	21-19 Nutritious Meals	No	\$125,000.00	\$0.00
2	2.9	21-20 School Program Administrative Assistant	Yes	\$440,000.00	\$472,572.00
2	2.10	21-21 School - Library Techs	Yes	\$470,600.00	\$506,144.00
2	2.11	21-22 School - Secretaries	Yes	\$100,000.00	\$25.00
2	2.12	21-24 School - Campus supervisors	Yes	\$200,000.00	\$172,673.00
2	2.13	21-25 School - Health Technician	Yes	\$10,000.00	\$97,070.00
2	2.14	21-26 School - Licensed Vocational Nurse	Yes	\$259,000.00	\$307,134.00
2	2.15	21-27 School - EDC Aide	Yes	\$0.00	\$0.00
2	2.16	21-28 School - Maintenance/Custodial Hours 21-29 Machine Operators	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	21-30 Materials/Supplies - MTSS	Yes	\$100,000.00	\$17,069.00
2	2.18	21-40 Nurses	Yes	\$150,000.00	\$278,676.00
2	2.19	21-45 School Mental Health Counselors - LCSW, LMFT	Yes	\$500,000.00	\$1,287,845.00
2	2.20	21-50 Psychologists	Yes	\$330,000.00	\$304,161.00
2	2.21	21-52 Bully Prevention Services	No	\$40,000.00	\$40,000.00
2	2.22	22-20 SPED - Unduplicated student support	Yes	\$156,000.00	\$119,251.00
2	2.23	23-20 ELL/LTEL/NEWCOMERS - Unduplicated students support	Yes	\$344,000.00	\$295,257.00
2	2.24	21-14 Chronic Absenteeism	Yes	\$300,000.00	\$38,656.00
2	2.25	21-00 Consistent Communication with Families	Yes	\$0.00	\$0.00
3	3.1	32-20 SPED Related PD	Yes	\$15,000.00	\$0.00
3	3.2	32-15 Academic Coaching for SPED to support SPED teachers (MTSS coach)	Yes	\$350,000.00	\$257,178.00
3	3.3	31-99 Hiring Incentive	Yes	\$0.00	\$0.00

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)
3	3.4	31-98 Stipends for hard to fill positions	Yes	\$152,000.00	\$419,393.00
3	3.5	31-02 New teacher support provider 31-07 Induction Stipends 31-08 Induction PD	Yes	\$388,400.00	\$162,852.00
3	3.6	31-03 Teachers and Classified 31-06 PD days as per contract and additional hourly	Yes	\$880,000.00	\$1,086,105.00
3	3.7	31-04 Academic Coaches (MTSS Coach)	Yes	\$1,200,000.00	\$1,334,389.00
3	3.8	31-05 GLRTs & Subs	Yes	\$439,000.00	\$663,265.00
3	3.9	31-14 MTSS SEL - Tier I, II, III professional learning	Yes	\$100,000.00	\$1,013.00
3	3.10	31-20 PD, Materials and supplies	Yes	\$0.00	\$0.00
3	3.11	31-21 Conferences and 31-22 Seminars 31-23	Yes	\$0.00	\$0.00
3	3.12	32-21 SPED - unduplicated student support	Yes	\$70,000.00	\$49,059.00
3	3.13	33 -20 ELL/LTEL NEWCOMERS - Unduplicated student support	Yes	\$265,000.00	\$186,121.00
4	4.1	43-01 Translation Clerk	Yes	\$42,000.00	\$38,276.00
4	4.2	44-01 Certificated and support staff 44-02 44-03	Yes	\$556,000.00	\$143,063.00

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)
4	4.3	44-11 Supplies and resources	Yes	\$7,000.00	\$0.00
4	4.4	41-05 Clerical support	Yes	\$6,000.00	\$832.00
4	4.5	41-06 Parent Coordinators	Yes	\$2,142,000.00	\$939,044.00
4	4.6	41-08 District Wide Communication Platform	No	\$48,000.00	\$40,600.00
4	4.7	41-29 Parent Trainings	Yes	\$291,000.00	\$295,791.00
4	4.8	41-04 Parent Engagement TOSA	Yes	\$140,000.00	\$0.00
4	4.9	42-00 Training for Special Day Class- Parent Engagement	Yes	\$0.00	\$0.00
4	4.10	44-00 Professional Learning for adults	Yes	\$0.00	\$0.00
4	4.11	41-00 Provide Results for Parent Surveys Immediately	Yes	\$0.00	\$0.00



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$26,335,639.00	\$30,374,133.00	\$29,957,135.00	\$416,998.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	12-01 A SPED personnel	Yes	\$1,362,000.00	\$82,299.00		
1	1.2	12-12 A SPED - BCBA	Yes	\$564,000.00	\$356,073.00		
1	1.3	12-14 B SPED - ESY	Yes	\$68,000.00	\$57,638.00		
1	1.4	12-20 A SPED - Unduplicated student support	Yes	\$175,000.00	\$54,526.00		
1	1.5	13-01 A ELL - teacher and support staff 13-04	Yes	\$756,000.00	\$679,991.00		
1	1.6	13-17 A ELL/LTEL/ Newcomers - Language Development Center	Yes	\$250,000.00	\$11,740.00		
1	1.7	13-20 A ELL/LTEL/ Newcomers- Unduplicated student support	Yes	\$285,000.00	\$238,636.00		
1	1.8	14-01 A Foster Youth certificated and classified supports 14-02	Yes	\$152,000.00	\$151,460.00		

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	1.9	14-11 B Materials for the Family Resource Center	Yes	\$100,000.00	\$99,071.00		
1	1.10	15-03 A TK-Materials Classified and Certificated 15-04 Staff support 15-05 TK Materials, Certificated and Classified Staff	Yes	\$0.00	\$0.00		
1	1.11	15-01 A PreS - Classified support 15-02	Yes	\$0.00	\$0.00		
1	1.12	11-01 Class Size Reduction Teachers	Yes	\$1,400,000.00	\$2,146,942.00		
1	1.13	11-02 A Vice Principals supporting schools	Yes	\$2,800,000.00	\$2,519,489.00		
1	1.14	11-03 A District Administrative support 11-05 11-06 11-16	Yes	\$957,000.00	\$956,474.00		
1	1.15	11-04 A Paraprofessional support	Yes	\$2,800,000.00	\$3,846,914.00		
1	1.16	11-07 D Electronic Technicians 11-08 11-09 11-11	Yes	\$957,000.00	\$958,280.00		
1	1.17	11-10 A Intervention teacher support for students to accelerate learning 11-15	Yes	\$1,400,000.00	\$2,196,168.00		
1	1.18	11-30 B Field trips (district funded)	Yes	\$430,000.00	\$317,629.00		
1	1.19	11-49 B Visual and Performing Arts Instruction	Yes	\$500,000.00	\$497,494.00		

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	1.20	11-51 D Online supplemental programs including (but not limited to) Dreambox Lexia Seesaw Renaissance Learning Typing Club Other Supplemental Programs 11-60 11-53 11-52 11-54 11-56 11-57 11-58 11-61 11-62	Yes	\$150,000.00	\$295,553.00		
1	1.21	11-99 Learning for all students at schools sites	Yes	\$2,000,000.00	\$1,598,636.00		
1	1.23	11-13 Tutoring Unduplicated Students	Yes	\$2,481,133.00	\$3,170,132.00		
2	2.1	21-10 MTSS & SEL - teachers and support staff 21-12 21-13	Yes	\$246,000.00	\$216,642.00		
2	2.2	21-11 MTSS SEL - Certificated - stipends  21-01 Safety Patrol and Peer Mediators	Yes	\$0.00	\$0.00		
2	2.4	21-15 MTSS - Systems Platform	Yes	\$43,000.00	\$0.00		
2	2.5	21-16 Positive School Events	Yes	\$65,000.00	\$23,159.00		
2	2.6	21-17 Student Leadership Advisor	Yes	\$30,000.00	\$9,275.00		
2	2.9	21-20 School Program Administrative Assistant	Yes	\$440,000.00	\$472,572.00		
2	2.10	21-21 School - Library Techs	Yes	\$470,600.00	\$506,144.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	21-22 School - Secretaries	Yes	\$100,000.00	\$25.00		
2	2.12	21-24 School - Campus supervisors	Yes	\$200,000.00	\$172,673.00		
2	2.13	21-25 School - Health Technician	Yes	\$10,000.00	\$97,070.00		
2	2.14	21-26 School - Licensed Vocational Nurse	Yes	\$259,000.00	\$307,134.00		
2	2.15	21-27 School - EDC Aide	Yes	\$0.00	\$0.00		
2	2.16	21-28 School - Maintenance/Custodial Hours 21-29 Machine Operators	Yes	\$0.00	\$0.00		
2	2.17	21-30 Materials/Supplies - MTSS	Yes	\$100,000.00	\$17,069.00		
2	2.18	21-40 Nurses	Yes	\$150,000.00	\$278,676.00		
2	2.19	21-45 School Mental Health Counselors - LCSW, LMFT	Yes	\$500,000.00	\$1,287,845.00		
2	2.20	21-50 Psychologists	Yes	\$330,000.00	\$304,161.00		
2	2.22	22-20 SPED - Unduplicated student support	Yes	\$156,000.00	\$119,251.00		
2	2.23	23-20 ELL/LTEL/NEWCOMERS - Unduplicated students support	Yes	\$344,000.00	\$295,257.00		
2	2.24	21-14 Chronic Absenteeism	Yes	\$300,000.00	\$38,656.00		
2	2.25	21-00 Consistent Communication with Families	Yes	\$0.00	\$0.00		
3	3.1	32-20 SPED Related PD	Yes	\$15,000.00	\$0.00		
3	3.2	32-15 Academic Coaching for SPED to support SPED teachers (MTSS coach)	Yes	\$350,000.00	\$257,178.00		

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	3.3	31-99 Hiring Incentive	Yes	\$0.00	\$0.00		
3	3.4	31-98 Stipends for hard to fill positions	Yes	\$152,000.00	\$419,393.00		
3	3.5	31-02 New teacher support provider 31-07 Induction Stipends 31-08 Induction PD	Yes	\$388,400.00	\$162,852.00		
3	3.6	31-03 Teachers and Classified 31-06 PD days as per contract and additional hourly	Yes	\$880,000.00	\$1,086,105.00		
3	3.7	31-04 Academic Coaches (MTSS Coach)	Yes	\$1,200,000.00	\$1,334,389.00		
3	3.8	31-05 GLRTs & Subs	Yes	\$439,000.00	\$663,265.00		
3	3.9	31-14 MTSS SEL - Tier I, II, III professional learning	Yes	\$100,000.00	\$1,013.00		
3	3.10	31-20 PD, Materials and supplies	Yes	\$0.00	\$0.00		
3	3.11	31-21 Conferences and 31-22 Seminars 31-23	Yes	\$0.00	\$0.00		
3	3.12	32-21 SPED - unduplicated student support	Yes	\$70,000.00	\$49,059.00		
3	3.13	33 -20 ELL/LTEL NEWCOMERS - Unduplicated student support	Yes	\$265,000.00	\$186,121.00		
4	4.1	43-01 Translation Clerk	Yes	\$42,000.00	\$38,276.00		
4	4.2	44-01 Certificated and support staff 44-02 44-03	Yes	\$556,000.00	\$143,063.00		

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)
4	4.3	44-11 Supplies and resources	Yes	\$7,000.00	\$0.00		
4	4.4	41-05 Clerical support	Yes	\$6,000.00	\$832.00		
4	4.5	41-06 Parent Coordinators	Yes	\$2,142,000.00	\$939,044.00		
4	4.7	41-29 Parent Trainings	Yes	\$291,000.00	\$295,791.00		
4	4.8	41-04 Parent Engagement TOSA	Yes	\$140,000.00	\$0.00		
4	4.9	42-00 Training for Special Day Class- Parent Engagement	Yes	\$0.00	\$0.00		
4	4.10	44-00 Professional Learning for adults	Yes	\$0.00	\$0.00		
4	4.11	41-00 Provide Results for Parent Surveys Immediately	Yes	\$0.00	\$0.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 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)
\$76,932,895	\$26,335,639.00	4.36%	38.592%	\$29,957,135.00	0.000%	38.939%	\$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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.



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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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



**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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