LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Loma Elementary School District

CDS Code: 36-67595-0000000

School Year: 2024-25

LEA contact information:
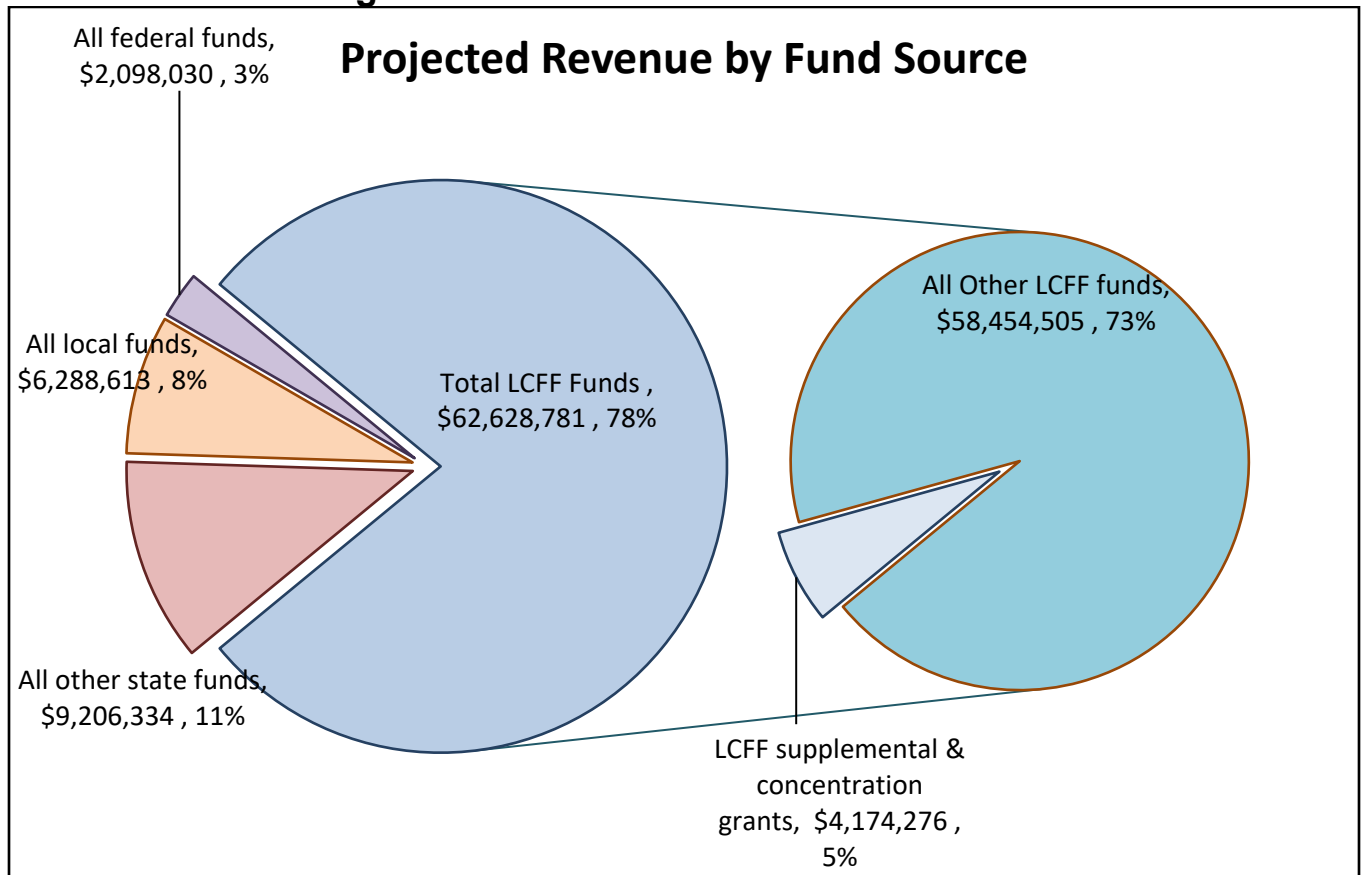
Dr. Christina Pierce

Assistant Superintendent

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $2,098,030 , 3%

All local funds, $6,288,613 , 8%

All other state funds, $9,206,334 , 11%

Total LCFF Funds , $62,628,781 , 78%

All Other LCFF funds, $58,454,505 , 73%

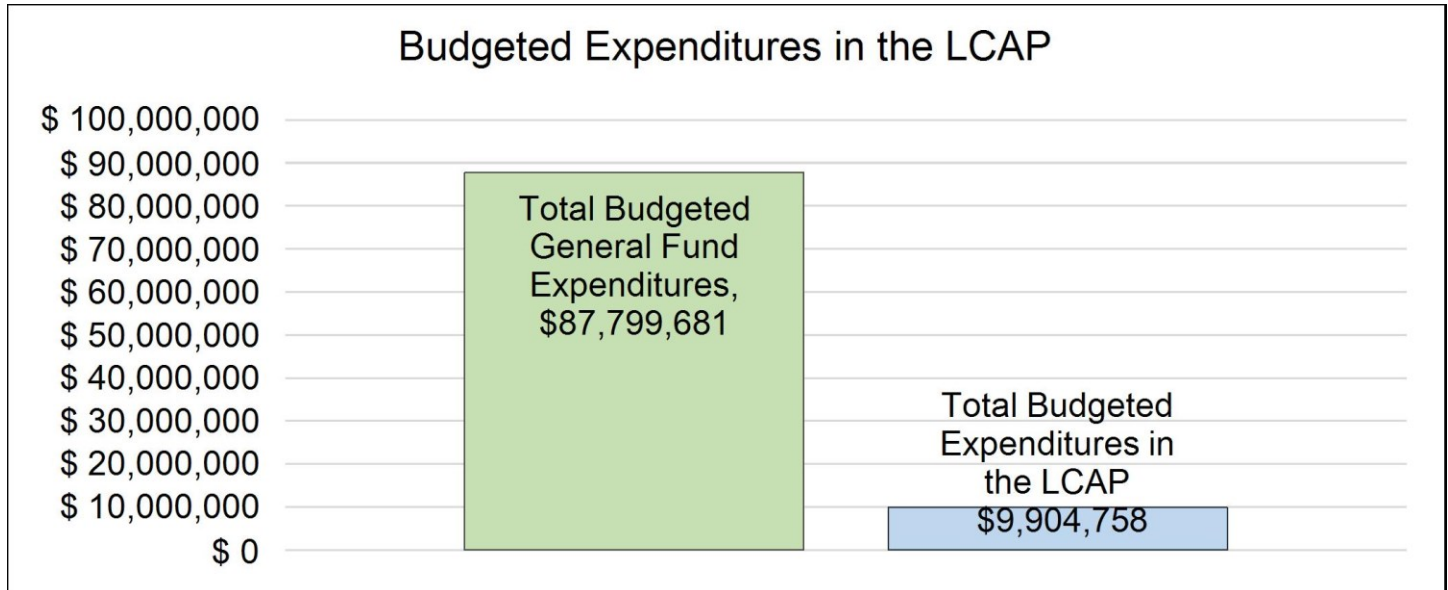LCFF supplemental & concentration grants, $4,174,276 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Alta Loma Elementary School District is $80,221,758, of which $62,628,781 is Local Control Funding Formula (LCFF), $9,206,334 is other state funds, $6,288,613 is local funds, and $2,098,030 is federal funds. Of the $62,628,781 in LCFF Funds, $4,174,276 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $87,799,681	
	Total Budgeted Expenditures in the LCAP $9,904,758

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

The text description of the above chart is as follows: Alta Loma Elementary School District plans to spend $87,799,681 for the 2024-25 school year. Of that amount, $9,904,758 is tied to actions/services in the LCAP and $77,894,923 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
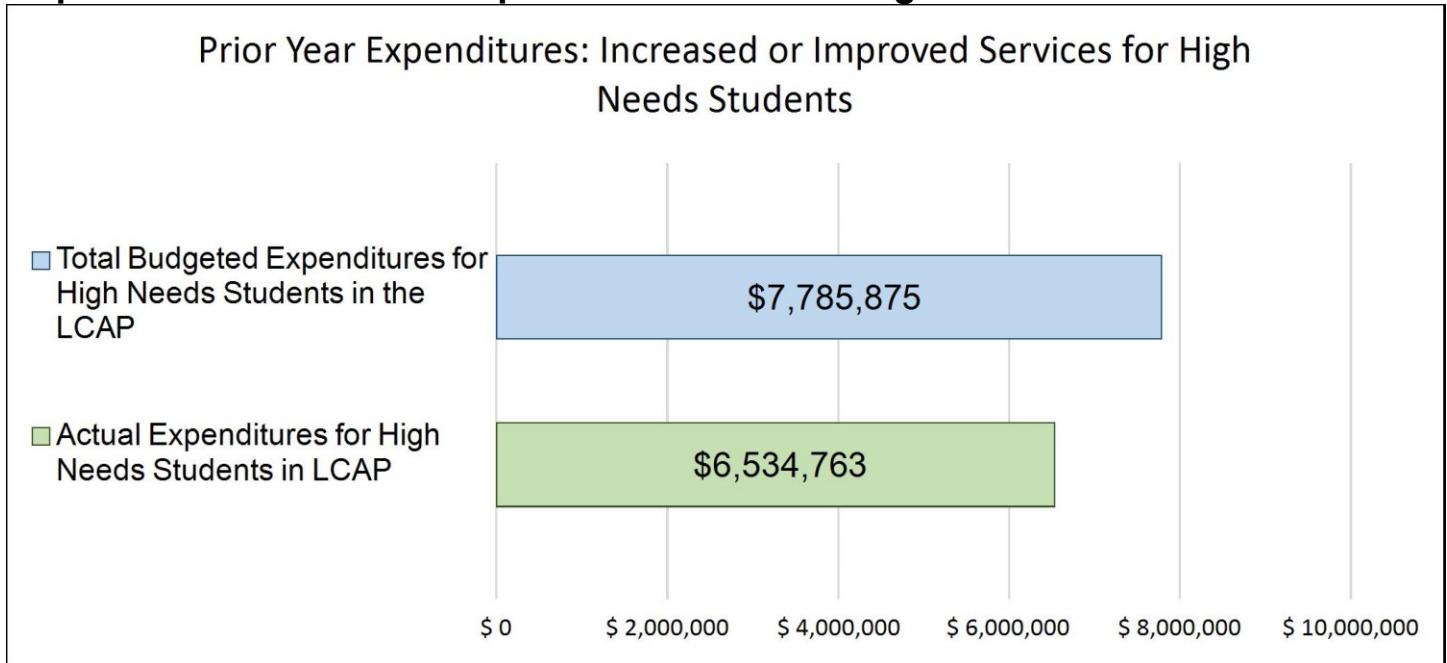
Items not included in the LCAP are the cost of certificated and classified staff providing base educational services to all students, special education, transportation, facilities maintenance, grounds, custodial, general supplies, utilities, textbooks, site administrative staff, site office staff, district administration, other instructional materials, and services both operational and instructional.

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

In 2024-25, Alta Loma Elementary School District is projecting it will receive $4,174,276 based on the enrollment of foster youth, English learner, and low-income students. Alta Loma Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Loma Elementary School District plans to spend $6,394,715 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $7,785,875
- ☐ Actual Expenditures for High Needs Students in LCAP — $6,534,763

(Horizontal axis: $ 0, $ 2,000,000, $ 4,000,000, $ 6,000,000, $ 8,000,000, $ 10,000,000)

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

The text description of the above chart is as follows: In 2023-24, Alta Loma Elementary School District's LCAP budgeted $7,785,875 for planned actions to increase or improve services for high needs students. Alta Loma Elementary School District actually spent $6,534,763 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,251,112 had the following impact on Alta Loma Elementary School District's ability to increase or improve services for high needs students:

The difference in budgeted expenditures is mainly due to a change in the structure of site administration, as 6 of our 8 elementary schools went from full time assistant principals to part time assistant principals. The services were not impacted, as the budget savings from this staffing change was used to hire school counselors who provided services that were primarily directed to our unduplicated students at these, providing support and services directly to students. Professional development was also impacted due to the continued struggle to find enough substitute teachers to cover classrooms, which reduced the number of opportunities actually attended by our certificated teaching staff. Cost of class size reduction was less due to declining enrollment, and a large number of new teachers who cost less than the retiring teachers they replaced.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta Loma Elementary School District	Dr. Christina Pierce Assistant Superintendent	cpierce@alsd.org (909) 484-5151

Goals and Actions

Goal

Goal #	Description
1	GOAL 1 High Levels of Learning (Broad Goal) - Ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned and research-based best practices. (State Priorities: State Standards, Course Access, Basic Services, Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Met or Exceed in ELA, Math and Science	68% of ALL students meet or exceed in ELA 58% of ALL students meet or exceed in Math 43% of 5th grade and 49% of 8th grade students meet or exceed in Science (2019 Dashboard)	No CAASPP data available at this time. Local indicators include: 59% of students met or exceeded benchmark in ELA 45% of students met or exceeded benchmark in Math (2021 data) No current data in the area of science	2022 CA Dashboard 67% of ALL students met or exceed in ELA 50% of ALL students met or exceed in Math 40% of 5th and 8th grade students met or exceed in Science 42% of 5th grade and 37% of 8th grade students meet or exceed in Science	2023 CA Dashboard 68% of ALL students met or exceeded in ELA 52% of ALL students met or exceeded in Math 47% of 5th and 47% of 8th grade students met or exceeded in Science	70% of ALL students meet or exceed in ELA 63% of ALL students meet or exceed in Math 50% of 5th grade and 55% of 8th grade students meet or exceed in Science
State Dashboard	ELA- 38 Points Above Standard for ALL students Math- 10.8 Points Above Standard for ALL students (2019 Dashboard)	No current data available at this time due to no CAASPP Testing in '19-'20 or '20-'21	2022 CA Dashboard ELA - 36.5 Points Above Standard for ALL students Math - 5.1 Points Below Standard for ALL students	2023 CA Dashboard ELA - 38.8 Points above standard Math - .8 Points above standard	ELA- 40 Points Above Standard for ALL students Math- 13 Points Above Standard for ALL students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Assessments	2020-21 57% of Students Meeting or Exceeding in Reading 54% of Students Meeting or Exceeding in Math	2021-22 59% of Students Meeting or Exceeding in Reading 50% of Students Meeting or Exceeding in Math	2022-23 67% of Students Meeting or Exceeding in Reading 56% of Students Meeting or Exceeding in Math	2023-24 I-Ready Growth Data 69% of Students Meeting or Exceeding in Reading 61% of Students Meeting or Exceeding in Math	67% of Students Meeting or Exceeding in Reading 60% of Students Meeting or Exceeding in Math
Student Access to Standard-Based Materials and Instruction- Williams Report and Educational Partner Surveys	2020-21 98% of students, 97% of parents and 84% of staff report they have access to standard-based materials	2021-22 100% of students have access to standard-based materials; 94% of students, 94% of parents and 97% of staff report students have access to standard-based instruction	2022-23 100% of students have access to standard-based materials; 92% of students, 94% of parents and 98% of staff report students have access to standard-based instruction	2023-24 100% of students have access to standard-based materials. 94% of students, 95% of parents and 98% of staff report students have access to standard-based instruction	100% of educational partner groups report access to standard-based materials
Class Size	2020-21 TK-3 class size of 24:1, grades 4-8 academic class size of 32:1	2021-22 TK-3 class size of 24:1, grades 4-8 academic class size of 32:1	2022-23 TK-3 class size of 24:1, grades 4-8 academic class size of 32:1	2023-24 TK - class size of 12:1/24;2, grades K-3 class size 24:1 and grades 4-8 academic class size of 32:1	K-3 class size of 24:1, grades 4-8 academic class size of 32:1 TK class ratio 10:1
Educational Partner Survey	2020-21 90% of teachers and 84% of students	2021-22 97% of teachers and 97% of students	2022-23 98% of teachers and 96% of students	2023-24 100% of teachers and 100% of students	100% of teachers and 100% of students report that students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	report that students have access to Chromebooks daily	report that students have access to Chromebooks daily	report that students have access to Chromebooks daily	report that students have access to Chromebooks daily	have access to Chromebooks daily
Educational Partner Survey - Staff	2020-21 68% of teachers self report they are proficient with the basics of Google applications in the classroom	2021-22 97% of teachers report that teachers use technology to teach	2022-23 97% of teachers report that teachers use technology to teach	2023-24 97% of teachers use technology to teach	100% of teachers self-report they use technology to teach
Staffing Reports	2020-21 100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction	2021-22 100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction	2022-23 100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction	2023-24 100% of students in grades 1-6 have access to a physical education teacher and chorus and/band instruction	100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction
Number of Spanish Sections at Junior High	2020-21 ALSD has 8 sections of Spanish for junior high students	2021-22 ALSD has 8.3 sections of Spanish for junior high students	2022-23 ALSD has 8.3 sections of Spanish for junior high students	2023-24 ALSD has 10 sections of Spanish for junior high students	ALSD has 8 sections of Spanish for junior high students
District STAR Reading Assessment	2020-21 63% of 1st and 2nd grade students read grade level text based on the 2020-21 end of	2021-22 65.4% of 1st and 2nd grade students read grade level text based on the 2021-22 end of	No longer utilize STAR Assessments - Metric Discontinued	In 2022-23 i-Ready replaced STAR Assessments	80% of 1st and 2nd grade students read grade level text at the end of year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year STAR Reading Assessment	trimester 2 STAR Reading Assessment	Data indicated in District Assessments Measure. Revised May 2023		
Highly Qualified Teacher Rate	2020-21 100% of teachers are highly qualified with appropriate credentials	2021-22 100% of teachers are highly qualified with appropriate credentials	2022-23 100% of teachers are highly qualified with appropriate credentials	2023-24 100% of teachers are highly qualified with appropriate credentials	100% of teachers are highly qualified with appropriate credentials
Number of Teachers Enrolled in an Induction Program and/or Participation in New Teacher Cohort Training	2020-21 100% of teachers requesting an Induction Program are provided Induction services 100% of new teachers participate in a year long cohort training	2021-22 100% of teachers requesting an Induction Program are provided Induction services 100% of new teachers participate in a year long cohort training	2022-23 100% of teachers requesting an Induction Program are provided Induction services 100% of new teachers participate in a year long cohort training	2023-24 100% of teachers requesting an Induction Program were provided Induction services 100% of new teachers participated in a year long cohort training	100% of teachers requesting an Induction Program are provided Induction services
Implementation of Academic Content and Performance Standards	2018-19 Standard Met California Dashboard	2021-22 Standard Met California Dashboard	2022-23 Standard Met California Dashboard	2023-24 Standard Met California Dashboard	Standard Met California Dashboard

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In implementing Goal 1, which aims to ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned and research-based best practices, the District for the most part has succeeded in adhering to its planned actions, though some differences and adjustments of implementation are noted. With implementation of Goal 1, the District experienced successes and challenges. Successes included teachers at all grade levels were provided professional development four times a year, K-8 students were provided access to Chromebooks and the District implemented a robust ELOP program and challenges included implementing teaching strategies with fidelity and providing small student group instruction in all classes with class size reduction.

A. Actions 1.1-1.3, 1.5 and 1.9-Staff Development/TOSA in Language Arts, Math, ELD and Technology and Meeting Student Needs - The District fully implemented professional development, teacher instructional committees, and provided teacher coaching to support state standards, frameworks and adopted curriculum for all content areas and technology integration. In addition, differentiation training was provided to teachers in order to assist students with unique instructional needs such as low-performing students and language support for English learners. Additionally, a Director of Technology was hired to support the full implementation of student devices and educational platforms. Curriculum Council was established to create a collaborative forum for instructional decision-making and to address students' instructional needs, particularly student groups in need.

B. Action 1.4 Class Size-The District fully implemented and maintained class size (TK - 24:2, K-3 24:1, grades 4-8 30:1) in all classrooms to lower teacher-to-student ratios in order to maximize individual attention focused on learning/instructional needs of students principally directed to socio-economically disadvantaged students, English learners and foster youth students.

C. Action 1.6 Course Access VAPA, Spanish and PE and Library Access - At the two junior high schools, the District increased course access by offering a robust music program, Spanish electives, PE courses and library access for students. At the elementary school, two full-time elementary PE teachers provided PE instruction to students, and two full-time elementary Band teachers provided Band instruction.

D. Action 1.7 and 1.8 Implementation of Media Clerks and GATE Coordinators-The District fully funded Media clerks, at each site to support, to provide access to library materials. GATE Coordinators, at each site, provided assistance for differentiating instruction and enrichment activities.

E. Action 1.10 Expanded Learning Opportunities Program -The District implemented a robust ELOP program by providing afterschool and intersession programs. The program provides intervention and enrichment opportunities at each of the District's elementary schools.

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.

Action 1.4 Class size -The difference is due to declining enrollment and the need for less teachers to meet our class size metric. The District had a higher number of new teachers, significantly lessening the costs from the previous veteran teachers.

Action 1.10 Expanding Learning Opportunities (ELOP) -The Expanded Learning Opportunities Program had higher participation than anticipated which required additional staffing and expenditures.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1, which aims to ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned and research-based best practices, varied in the actions.

A. Actions 1.1-1.6 Staff Development/TOSA in Language Arts, Math, ELD and Technology and Meeting Student Needs were determined to be mostly effective as demonstrated on the 2022-23 CAASPP and the 2023 CA Dashboard. In ELA, 68% of all students met or exceeded proficiency, scored 38.8 points above Distance from Standard and grew 2.5 points from 2021-22. In Math, 52% of all students met or exceeded proficiency, scored .8 above Distance from Standard, grew 2% from 2021-22 and earned the District a green status on the 2023 CA Dashboard.

B. Action 1.4 Class Size Class size was determined to be effective in supporting individual student groups academic and social-emotional needs. To support class size, staffing ratios and teacher additions were effectively implemented and maintained at all schools. As indicated on master schedules staffing ratios for TK class size was implemented, on average, at 12:1/24;2, K-3 class size at 24:1 and 4-8 class size at 32:1 all three years. Additionally, students maintained academic growth in ELA and increased math scores slightly as mentioned in section A of prompt 3.

C. Action 1.6 Course Access VAPA, Spanish, PE and Library Access was determined effective. At the two junior high schools, access to VAPA, Spanish and PE classes were provided based on the master schedule and staffing reports. In 2022-23, two additional Spanish sections were added. At the elementary level, two full-time PE teachers serviced eight elementary schools and two full-time elementary band teachers and one .5 choral teacher provided a music program to students in grades 1-5. All students in grades K-8 had access to libraries at all ten schools.

D. Action 1.7 Implementation of Media Clerks and Action 1.8 GATE Coordinators was determined to be effective. Based on staffing reports, ALSD was able to retain media/library clerks to support student access to quality reading materials and technology support, principally directed to socio-economically disadvantaged students, English learners and foster youth students. GATE Coordinators provided assistance with differentiation and expanded learning opportunities. The effectiveness was noted through students demonstrating academic growth in ELA and math slightly as mentioned in section A of prompt 3.

E. Action 1.8 Curriculum Council was determined to be effective. The effectiveness was noted through students demonstrating academic growth in ELA and math slightly between 2022-23 to 2023-24 as mentioned in section A of prompt 3.

E. Action 1.10 Expanded Learning Opportunities was determined effective. The District implemented a robust ELOP program by providing afterschool and intersession programs. To date, enrollment in the program has grown to 1200 students over the last three years. Additionally, the program also provided academic assistance as noted in math. The Mango math assessment, provided at the beginning and end of the summer program, reported a 10% growth.

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

In response to the comprehension needs analysis, review of student data and feedback from educational partners, the District will adjust some of the actions and metrics under Goal 1, which aims to ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned and research-based best practices and accurately measuring progress towards the goal. Metrics and actions in the 2024-25 LCAP are being updated to better align with our strategic goals and accurately measure our progress. This change is necessary to ensure we are effectively tracking our performance and making data-driven decisions to enhance student outcomes. By refining these metrics and action, we aim to provide clearer insights into our successes and areas needing improvement. The following are identified as changes.

The following actions were modified:
- Actions 1.1 - 1.3 - titles updated for clarity
- Previous Action 1.4 was moved to Action 1.6, previous Action 1.5 was moved to Action1.7 and previous Action1.6 was moved to Action1.8

The following actions were added:
- Actions 1.4,1.5 and 1.9

The following actions were deleted:
- Previous Actions 1.8 - 1.10The following adjustments will be made:

A. Action 1.1-1.6 Staff Development/TOSA in Language Arts, Math, ELD and Technology and Meeting Student Needs: Based on the data analysis, new state requirements, review of ELA and Math curriculum and educational partner feedback; staff development and support will continue, however, the topics of instruction will be adjusted to address current state curriculum and instructional expectations. In efforts to elevate and increase student engagement and student ownership of learning, the District will focus on designing 21st century learning activities through the implementation of high impact strategies. In ELA, the District will focus on strengthening the District's literacy programs by developing a more comprehensive K-5 effective literacy program through the integration of science of reading methodologies, implementing English Learner evidence-based strategies, elevating literacy across the curriculum to include more social studies and science activities to increase student achievement. In math, K-8 teachers will be provided training and support on the new math framework, effective

utilization of District adopted curriculum and designing curriculum that integrates the eight mathematical practices. In Science, the District will continue to focus on working with teachers to align instructional practices to NGSS and in social studies working with teachers to design activities based on the 2016 Social Science/History framework. Additionally, digital integration will continue but with a focus on integrating media literacy, utilizing learning platforms such as AI and engaging in computer science.

B. Action 1. 6 Course Access VAPA, Spanish, PE and Library Access: This action will be adjusted. The District will focus on expanding broad courses of study, grades K-8 to provide more equity and access for students through extra-curricular and elective opportunities. In Arts Education, the District will utilize Proposition 28 funding to expand music opportunities and develop a robust K-8 music program. Three new choral teachers will be added to support K-3 students and the use of the current elementary band teachers will be adjusted to provide music. In grade 4, students will have an opportunity to learn and read music through the use of recorders and students in grades 5 and 6 will be provided music exploration and an option to join Band. At the junior high level music, choir, visual arts, theater arts, STEAM and world languages will continue to be offered. The District will be adding computer science opportunities in grades K- 8. Elementary students will have access to computer science through enrichment activities. Both junior high schools are developing a computer science pathway by integrating it into the 6th grade elective wheel for all students and as a 7th and 8th grade elective option. Additionally, K-8 will implement a robust enrichment opportunities that will include Odyssey of the Mind, Spelling Bee, chess activities, History Day and Science/STEM fairs. The junior highs will continue to expand extracurricular with clubs, afterschool sports and other new activities such as eSports.

C. Action 1.7 Implementation of Media Clerks and Action 1. 8 GATE Coordinators will be adjusted to align with 21st century learning expectations, student needs and expanding equity and access for all students. In lieu of just focusing on media clerk positions, an action will be written to design and support more relevant library media centers in order to align with 21st century expectations and support media literacy. In lieu of providing GATE coordinators solely, this action will be adjusted to support enrichment programs at all sites and increasing access for all students, including GATE. This action will be reflected in the new LCAP as enrichment opportunities.

D. Action 1.10 Expanded Learning Opportunities will be deleted. Due to the success and the number of students in need of afterschool and intercession, the District will continue to provide ELOP opportunities before school and after school and during the summer and breaks, however, other funding sources will be utilized to support the program.

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

Goals and Actions

Goal

Goal #	Description
2	GOAL 2 Close Achievement Gaps (Broad Goal) - Ensure that students are prepared for high school and college/career readiness by providing targeted learning interventions, expanded opportunities and additional learning support to close achievement gaps and promote continuous improvement and growth for all students. (State Priorities: Pupil Outcomes, Pupil Achievement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Dashboard - Subgroups ELA and Math	Foster Youth - no performance data in ELA or Math Homeless - YELLOW in ELA, GREEN in Math EL - GREEN in ELA, GREEN in Math SWD - YELLOW in ELA, YELLOW in Math SED - GREEN in ELA, GREEN in Math African American - YELLOW in ELA, YELLOW in Math (2019 Dashboard)	2021-22: No State Dashboard data available at this time. Local indicators include: FY - no performance data in ELA or Math Socio-Economically Disadvantaged - 46% of students met or exceeded benchmark in ELA, 33% of students met or exceeded benchmark in Math EL - 18% of students met or exceeded benchmark in ELA,	2022-23: Status Only available on 2022 CA Dashboard Foster Youth 6% of FY met or exceeded Grade Level Standards in ELA 6% of FY met or exceeded Grade Level Standards in Math Socio-Economically Disadvantaged 50% of Socio-Economically Disadvantaged Students met or exceeded Grade	2023-24: The CA Dashboard is full return, Data reflects growth model - status and change: Foster Youth ELA: No Color Math: No Color Socio-Economically Disadvantaged 57% of Homeless Students met or exceeded Grade Level Standards in ELA 45% of Homeless Students met or exceeded Grade Level Standards in Math English Learners	FY - no performance data in ELA or Math Socio-Economically Disadvantaged - GREEN in ELA, GREEN in Math EL - GREEN in ELA, GREEN in Math SWD - GREEN in ELA, GREEN in Math African American - GREEN in ELA, GREEN in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		31% of students met or exceeded benchmark in Math Students w/ Disabilities 27% of SWD students met or exceeded benchmark in ELA, 20% of students met or exceeded benchmark in ELA in Math Socio-Economically Disadvantaged - 46% of students met or exceeded benchmark in ELA, 35% of students met or exceeded benchmark in Math African American - 45% of students met or exceeded benchmark in ELA, 26% of students met or exceeded benchmark in Math	Level Standards in ELA 50% of Socio-Economically Disadvantaged Students met or exceeded Grade Level Standards in Math English Learners 33% of EL met or exceeded Grade Level Standards in ELA 34% of EL met or exceeded Grade Level Standards in Math Students w/ Disabilities 31% of SWD met or exceeded Grade Level Standards in ELA 17% of SWD met or exceeded Grade Level Standards in Math Socio-Economically Disadvantaged 57% of SED met or exceeded Grade	60% of EL met or exceeded Grade Level Standards in ELA 31% of EL met or exceeded Grade Level Standards in Math Students w/ Disabilities 32% of SWD met or exceeded Grade Level Standards in ELA 21% of SWD met or exceeded Grade Level Standards in Math Socio-Economically Disadvantaged 56% of SED met or exceeded Grade Level Standards in ELA 41% of SED met or exceeded Grade Level Standards in Math African American	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Level Standards in ELA 39% of SED met or exceeded Grade Level Standards in Math African American - 49% of African American Students met or exceeded Grade Level Standards in ELA 28% of African American Students met or exceeded Grade Level Standards in Math	54% African American Students met or exceeded Grade Level Standards in ELA 36% of African American Students met or exceeded Grade Level Standards in Math	
ELPAC Summative	2020-21: 42% of students made one level of growth in the ELPI from initial to summative 16% of students reclassified as RFEP based on the ELPAC Summative Assessment	2021-22: 15% of students made one level of growth in the ELPI from initial to summative 35% of students reclassified as RFEP based on the ELPAC Summative Assessment (of 106 students tested, selected based on likelihood to reclassify)	2022-23: 67.3% of students made one level of growth in the ELPI from initial to summative 16% of students reclassified as RFEP based on the ELPAC Summative Assessment	2023-24 71.8% of students made one level of growth in the ELPI from initial to summative 23% of students reclassified as RFEP based on the ELPAC Summative Assessment	60% of students made one level of growth in the ELPI from initial to summative 30% of students reclassified as RFEP based on the ELPAC Summative Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey	2020-21: 79% of grades 3-6 students and 92% of junior high students report they get extra help before, during and/or after school (2020 LCAP Survey) 86% of elementary parents and 93% of junior high parents report their student receives extra help before, during and/or after school (2020 LCAP Survey)	2021-22: 89% of students report they get extra help before, during and/or after school if needed 74% of parents report that their student receives extra help before, during and/or after school if needed	2022-23: 84% of students report they get extra help before, during and/or after school if needed 74% of parents report that their student receives extra help before, during and/or after school if needed	2023-24 71% of students report they get extra help before, during and/or after school if needed 57% of parents report that their student receives extra help before, during and/or after school if needed	95% of students report they get extra help before, during and/or after school if needed 95% of parents report that their student receives extra help before, during and/or after school if needed

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In implementing Goal 2, which aims to ensure that students are prepared for high school and college/career readiness by providing targeted learning interventions, expanded opportunities and additional learning support to close achievement gaps and promote continuous improvement and growth for all students. The District succeeded with implementation with a few challenges noted. Successes included the new position - Director of Educational programs to provide additional support to administrators and teachers, Literacy Labs were implemented to provide additional reading and writing supports, English learners were serviced in the classrooms with the appropriate supports and primary reading professional development and support was provided to primary teachers. As for challenges, completing deep student data analysis and providing all struggling students the right supports and adjusting to part-time assistant principals was a challenge.

A. Action 2.1 Districtwide Assessments/Adaptive Practice and Action 2.2: Teacher Release For Data Analysis/Planning were fully implemented. Teachers were provided release time to evaluate site and classroom data and identified students in need of additional resources and assistance.

B. Action 2.3 Director of Educational Programs was fully implemented. The Director of Educational programs provided support for site leaders and teachers as well as monitored the support and funding provided for unduplicated students at each site including reading and math intervention curriculum and programs.

C. Action 2.4 Reading Intervention Program for Elementary was fully implemented by providing materials for Districtwide Literacy Labs for the purpose of early reading intervention and Science of Reading training materials were provided for K-2, principally directed for socio-economically disadvantaged students, English learners and foster youth students.

D. Action 2.5 Student Achievement Grants and Action 2.6: STATS for the junior highs were fully implemented. Sites utilized funding to add instructional aides to support Site Universal Access by providing school site intervention and tutoring programs, focused on closing achievement gaps, among students in academic need.

E. Action 2.7 Literacy Labs at School Sites was fully implemented. Literacy Labs were designed and implemented at each site for the purpose of early reading intervention, including guided reading materials and school site bookrooms, principally directed for socio-economically disadvantaged students, English learners and foster youth. Instructional Aides were provided to coordinate and assist students with additional academic support in math, ELA, and content related coursework to close learning gaps for targeted students.

F. Action 2.8 ELD Aides to Support Language Acquisition and Action 2.9 ELD Materials/Licenses were fully implemented. Instructional aides provided support to English learners and assisted with the assessment and monitor progress of English learners. Additionally, English learners were provided access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) in order to increase learning and ELD outcomes for our English learners.

G. Action 2.10 Assistant Principals at elementary sites were implemented but as a part-time model in order to provide the funding for school counselors. Although Assistant Principals were part-time, they were able to provide additional supports by monitoring student progress, support teachers, identifying student learning/instructional needs and supporting our instructional programs, especially for socio-economically disadvantaged students, English learners and foster youth.

H. Action 2.11 Summer School Discontinued and 2.12 On-line Homework Support were discontinued as one time funds were used to support these programs.

F. Action 2.13 Staff Development/Materials Primary Reading was fully implemented. Teachers were provided training and materials for primary guided reading to design and provide small reading group instruction.

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.

A. Action 2.2 Data Analysis and Release Time -Due to an increase in analyzing i-Ready data in order to identify student academic needs, there was a need to increase costs to provide more days for analyzing.

B. Action 2.5: Student Achievement Grants -Sites had an increase in costs due to providing additional staff time to support students with after school tutoring and more incentives for i-Ready success.

C. Action 2.7: Literacy Labs- here was an increase in costs due to providing staff additional hours to support students in ELA and Math intervention opportunities.

D. Action 2.10 Elementary Assistant Principals - The District spent less due to six sites shifting to a part-time assistant principal shared model. As a result, the District reduced the number of assistant principals from eight to five but added five elementary school counselors to continue providing student services and support. School Counselors have been added to our new LCAP.

F. Action 2.13 - Staff development and materials for primary reading: Costs were increased as the District provided staff development based on the science of reading, which is beyond what the District anticipated.

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

Over the three-year LCAP cycle, the effectiveness of Goal 2, which aims to ensure that students are prepared for high school and college/career readiness by providing targeted learning interventions, expanded opportunities and additional learning support to close achievement gaps and promote continuous improvement and growth for all students, varied across each action.

A. Action 2.1 Districtwide Assessments/Adaptive Practice and Action 2.2: Teacher Release For Data Analysis/Planning were determined to be mostly effective as demonstrated on the 2022-23 CAASPP results and the 2023 CA Dashboard. In ELA, 68% of ALL students met or exceeded proficiency and scored 38.8 points above standard, with a 2.5 point growth in 2022-23 earning the District a green status. In Math, 52% of ALL students met or exceeded proficiency and scored .8 above standard, with a 2% increase from 2021-22 and the District earned a green status. In Science, 47% of 5th and 47% of 8th grade students met or exceeded, which was a 10% increase from 2021-22.

B. Actions 2.3, 2.6 and 2.10 Director of Educational Programs, Reading Intervention Program for Elementary, Student Achievement Grants, Literacy Labs at School Sites and Assistant Principals at Elementary were mostly effective as demonstrated on the 2022-23 CAASPP scores and the 2023 CA Dashboard. In ELA, 68% of students met or exceeded proficiency and scored 38.8 points above standard and with a 2.5 point growth in 2022-23. In Math, 52% of ALL students met or exceeded proficiency and scored .8 above standard, which was a 2% increase from 2021-22 and earned the District a green status on the 2023 CA Dashboard, In Science, 47% of 5th and 47% of 8th grade students met or exceeded, which was a 10% increase from 2021-22.

C. Action 2.8 ELD Aides to Support Language Acquisition and Action 2.9 ELD Materials/Licenses were determined effective as demonstrated by the 29.8% growth made between 2019-2020 and 2022-23 on the ELPAC Summative. In the 2023 Dashboard, 71.8% of English Learners are making progress and increased 4.5 % from the previous year earning the District Blue status.

D. Action 2.13 Staff Development/Materials Primary Reading was determined mostly effective. This effectiveness was based on the 2022-23 CAASPP scores and the 2023 CA Dashboard. In ELA, 68% of students met or exceeded proficiency and scored 38.8 points above standard and with a 2.5 point growth in 2022-23. In Math, 52% of ALL students met or exceeded proficiency and scored .8 above standard, which was a 2% increase from 2021-22 and earned the District a green status on the 2023 CA Dashboard. In Science, 47% of 5th and 47% of 8th grade students met or exceeded, which was a 10% increase from 2021-22.

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

Because actions in Goal 2 effectiveness varied, the District will remove, adjust and revise several actions to address the specific needs of students in efforts to increase student and academic achievement outcomes in the new three year LCAP cycle. Metrics and actions in the 2024-25 LCAP are being updated to better align with our strategic goals, and accurately measure our progress. This change is necessary to ensure we are streamlining how the District reviews and using data to drive instruction, and effectively tracking our performance and making data-driven decision to enhance student outcomes. By refining these metrics and actions, we aim to provide clearer insights into our successes and areas needing improvement.

A. Action 2.1 Districtwide Assessments/Adaptive Practice will be adjusted. The action will focus on specific data tools and resources that teachers will utilize to monitor student academic progress to prepare them for CAASPP.

B. Action 2.3 Director of Educational Programs will be removed from the LCAP. Other funding sources will be used to support this position.

C, Action 2.4 Reading Intervention Program for elementary will be adjusted and addressed in Goal 1, action 1.4 Literacy and Language and also addressed in action 2.4 - Targeted Supports. Teachers will provide small group reading differentiated instruction.

D. Actions 2.6 through 2.10 will be adjusted and addressed in these two new actions: Action 2.1 - Illuminate, ESGI and i-Ready (data tools) and 2.2 Teacher Collaboration time. The District will continue to provide teacher release days for data analysis/planning, implement Science of Reading and targeted supports in place of a separate reading intervention program for elementary, and literacy labs at school sites will continue and will utilize i-Ready data to determine students who need small group instruction.

E. Action 2.8 ELD Aides to Support Language Acquisition and Action 2.9 ELD Materials/Licenses will be rolled into one action, Action 2.5 Supports and Services for English Learners. English learner support will remain but services will be adjusted to ensure students are accessing core curriculum and receiving academic and language supports to take place in the classroom. Additionally, LTEL support will be included.

F. Action 2.10 Assistant Principals at elementary sites will be removed from the LCAP but positions will remain and other funding sources will be used to support these positions.

G. Action 2.11 Summer School and action 2.12 2.12 On-line Homework Support were discontinued.

H. Action 2.13 Staff Development/Materials Primary Reading will be removed and addressed in a new action under Goal1, action 1.4 Literacy and Language. This action will focus on supporting and improving literacy and language through the science of reading implementation to address missing components in the ELA curriculum.

G. Few new actions will be added to further support analyzing student data and address student needs more effectively through differentiated supports. These actions 2.1, 2.2, 2.4 and 2.6. These actions focus on providing data tools and resources, collaboration opportunities for teachers, targeted supports for students through a specific timeframe each day, and expand enrichment and intervention opportunities for students in the classroom and afterschool in order to extend critical thinking and problem-solving opportunities to better prepare students for CAASPP.

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

Goals and Actions

Goal

Goal #	Description
3	GOAL 3 Positive Environment - Engagement (Broad Goal) - Create and maintain a positive climate and culture for learning that increases student engagement and school connectedness in a safe, well-maintained environment. (State Priorities: Basic Services, Pupil Engagement, Pupil Achievement, School Climate, Parent Involvement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Indicator for Chronic Absenteeism	2018-19: 5.5%	2020-21: 3.5%	2021-22: 22.8%	2022-23: 16.5%	Maintain Chronic Absenteeism rate at 5% or less
LCAP Survey Results - Climate Expectations	2020-21: 80% of students are most likely to agree that ALSD schools encourage students to participate in extracurricular activities	2021-22: 80% of students agree that ALSD schools encourage students to participate in extracurricular activities	2022-23: 75% of students agree that ALSD schools encourage students to participate in extracurricular activities	2022-23 85% of students agree that ALSD schools encourage students to participate in extra-curricular activities.	95% of students are most likely to agree that ALSD schools encourage students to participate in extracurricular activities
LCAP Survey Results- Admin and Staff	2021-22: 100% of administrators and 89% of teachers report training in cultural proficiency and equity	2021-22: 100% of administrators and 89% of teachers report training in cultural proficiency and equity	2022-23: 79% of administrators and 70% of teachers report training in cultural proficiency and equity	2023-24: 61% of administrators, 57% certificated, reported training in cultural proficiency and equity.	100% of administrators and 100% of teachers report training in cultural proficiency and equity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Results - Parents	2020-21: 55% of parents report they receive messages from school	2021-22: 87% of parents report they receive messages from school	2022-23: 81% of parents report they receive messages from school	2023-24 85% of parents report they receive messages from school	80% of parents report they receive messages from school
LCAP Annual Survey for Students, Parents and Staff Administered Annually	2020-21: 3,172 students in grades 3-8, 1,169 parents, 201 teachers and 21 administrators completed the annual LCAP survey	2021-22: 3,079 respondents completed the 2021 LCAP survey 51% of survey participants were students, 40% parents, and 9% staff	2022-23: 2,375 respondents completed the 2022 LCAP survey 55% of survey participants were students, 37% parents, and 8% staff	2023-24: 3292 educational partners completed this year's survey, 50% of survey participants were students, 34% parents, and 12% staff	Maintain a high response of LCAP Educational Partners surveys
LCAP Advisory, DELAC and TIDE Agendas and Calendar	2020-21: LCAP Advisory Committee represents all subgroups and met three times to provide community input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings	2021-22: LCAP Advisory Committee represents all subgroups and met four times to provide community input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings	2022-23: LCAP Advisory Committee represents all subgroups and met four times to provide community input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings	2023-24: LCAP Advisory Committee, representing all subgroups, met six times to provide community input, review student achievement data and revised LCAP survey. DELAC and TIDE held regular meetings	LCAP Advisory Committee represents all subgroups and met four times to provide community input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings
Dashboard Indicator for Suspension Rate	2020-21: 0.1%	2020-21: 0.1%	2021-22: 1.6%	2022-23: 1.7%	Maintain Suspension rate at 1% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Liaison Logs	2021-22: 100% of foster youth and socio-economically disadvantaged students receive direct support from the District Family Engagement Liaison	2021-22: 100% of foster youth and socio-economically disadvantaged students receive direct support from the District Family Engagement Liaison	2022-23: 100% of foster youth and socio-economically disadvantaged students receive direct support from the District Family Engagement Liaison	2023-24: 100% of foster youth and socio-economically disadvantaged students receive direct support from the District Family Engagement Liaison	100% of Foster Youth and Socio-Economically Disadvantaged students receive direct support from the District Family Engagement Liaison
Parent Attendance Roster	2020-21: 149 parents and guardians attended Parent University	2021-22: 75 parents attended the two Parent University opportunities available for 2021-22	2022-23: 81 parents attended the Parent University opportunities available for 2022-23	2023-24: In lieu of Parent University this year, the District is providing five Family Engagement Series throughout the year. On average 50 parents attended	300 parents and guardians attended Parent University
Foster Youth and Socio-Economically disadvantaged Contact Logs	2021-22: 100% of socio-economically disadvantaged and foster youth students met with the on-site liaison a minimum of 3 times per school year	2021-22: 100% of socio-economically disadvantaged and foster youth students met with the on-site liaison a minimum of 3 times per school year	2022-23: 100% of socio-economically disadvantaged and foster youth students met with the on-site liaison a minimum of 3 times per school year	2023-24: 100% of socio-economically disadvantaged and foster youth students have met with the on-site liaison a minimum of 3 times per year	100% of Socio-Economically disadvantaged and foster youth students met with the on-site liaison a minimum of 3 times per school year
Counseling Logs	2020-21: 183 students had access to Tier 2	2021-22: 184 students had access to Tier 2	2022-23: 163 students had access to Tier 2	2023-24:	100% of students meeting the referral

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	counseling through a referral process 100% of students requiring Tier 3 counseling were provided counseling services	counseling through a referral process 100% of students requiring Tier 3 counseling were provided counseling services	counseling through a referral process 100% of students requiring Tier 3 counseling were provided counseling services	96 individual Tier 2 counseling through a referral process 100% of students requiring Tier 3 counseling were provided counseling services	guidelines were provided counseling
LCAP Parent Survey	2020-21: 83% of elementary parents and 91% of junior high parents indicate a need for counseling and behavioral support at school	2020-21: 81% of parents report there is social, emotional and behavioral support available to students at school (Hanover Survey Unduplicated groups)	2022-23: 76% of parents report there is social, emotional and behavioral support available to students at school (Hanover Survey Unduplicated groups)	2023-24: 76% of parents report there is social, emotional and behavioral support available to students at school (Qualtrics Educational Partner Survey)	95% of parents report there is social, emotional and behavioral support available to students at school (Hanover Survey)
LCAP Teacher Survey	2020-21: 70% of teachers surveyed report the need for additional counseling and emotional support for students at school	2021-22: 85% of teachers report there are counseling and emotional support for students at school	2022-23: 84% of teachers report there are counseling and emotional support for students at school	2023-24 : 73% of teachers report there are counseling and emotional support for students at school	85% of teachers report there are counseling and emotional support for students at school
Counseling Referral/Intake Log	2020-21: As of March 1, 2021, there were 183 Tier 2 referrals and 150	2021-22: As of March 1, 2022, there were 268 Tier 2 referrals and 172	2022-23: As of April 3, 2023, there were 262 Tier 2 referrals and 150	2023-24: As of May 28, 2024 159 individual Tier 2 counseling referrals	45% reduction in the number of referrals (100 referrals) Revised May 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	crisis response interventions	crisis response interventions	crisis response interventions	and 161 crisis response interventions	
Staff Participation Rate - Staff Development Events	2020-21: 90% of teachers attend Staff Development Days	2021-22: 90% of teachers attend Staff Development Days	2022-23: 90% of teachers attend Staff Development Days	2023-24: 98% of teachers attended staff development days	100% of teachers attend Staff Development events regarding social emotional and mental health support for students
School Attendance Rates New Metric 2023	2019-20: 96.45%	2020-21: 97.83%	2021-22: 93.81%	2023- 2024: 95%	96% Attendance Rate
Middle School Dropout Rates New Metric 2023	2019-20: 2 Per CALPADS Rpt. 1.14	2020-21: 5 Per CALPADS Rpt. 1.14	2021-22: 4 Per CALPADS Rpt. 1.14	2022-23: 4 Per CALPADS Rpt. 1.14	Middle School Dropout Rate = 0
Facilities in Good Repair - FIT Inspection	2020-21: 100% of school sites participate in the FIT Inspection	2021-22: 100% of school sites participate in the FIT Inspection	2022-23: 100% of school sites participate in the FIT Inspection	2023-24: 100% of school sites participate in the FIT Inspection	100% of school sites participate in the FIT Inspection
Parent, Student and Staff Survey	2020-21: 99% of parents, 92% of students and 95% of staff report that school facilities are	2021-22: 95% of all groups surveyed report that school facilities are	2022-23: 92% of parents, 84% of students and 84% of staff report that school facilities are	2023- 2024: 85% of parents, 72% of students and 79% of staff report that school facilities are	95% of all groups surveyed report that school facilities are clean and in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	clean and in good repair	clean and in good repair (Hanover Survey 2021)	clean and in good repair	clean and in good repair	
Pupil Expulsion Rates New Metric 2023	2019-20: 1 student was expelled	2020-21: 0 students were expelled	2021-22: 6 students were expelled	2023-24: As of February 2024 - 0 expulsions	3 or less student expulsions

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In implementing Goal 3, which aims to create and maintain a positive climate and culture for learning that increases student engagement and school connectedness in a safe, well-maintained environment, the District succeeded in carrying out planned actions, though some differences and adjustments of implementation occurred and are noted. Successes included decreasing chronic absenteeism and exiting Differentiated Assistance. providing parent ambassadors and an after school sports program at the junior high schools. As for challenges, although we decreased chronic absenteeism, attendance continues to be a focus and implementing MTSS, PBIS and SEL at all school sites with fidelity continues to be a challenge.

A. Action 3.1 Chronic Absenteeism action was fully implemented. The Director of Student Services and site administrators worked closely to develop a Districtwide site plan monitoring attendance records at sites and design a plan for student success, monitor incidents of chronic absenteeism, increase daily attendance and hold SART, DART and SARB meetings.

B. Action 3.2 Districtwide Family Engagement and Communication was fully implemented. ALSD provided District and site-based family engagement activities such as Parent University, maintaining on-going communication with families to advance the achievement of students.

C. Action 3.3 Family Engagement Liaison was fully implemented. Family Engagement Liaisons were hired at each site to promote outreach to at-promise subgroups and families, including Title I sites, as well as provide Parent Ambassadors at the Title I school sites to increase parent participation in school events.

D. Action 3.4 After-School sports was fully implemented. Basketball, flag football, soccer and volleyball were provided to students at both junior high sites to increase student engagement and school connectedness opportunities.

E. Action 3.5 Safe School Ambassadors was fully implemented. The Dean position at the junior high school was added and maintained to improve school connectedness, safety and support for students, parents and staff at both junior high schools.

F. Action 3.6 Equity and Culturally Responsive Practices was implemented. Professional development in equity was provided to administrators. The team reviewed data, feedback, current practices and implications of efforts to create sustainable values and mindfulness amongst educators for the long-term success of our students.

G. Action 3.7 Social/Emotional Development of Students was fully implemented. Certificated and Classified staff were provided with ongoing professional development in Positive Behavior Intervention and Supports (PBIS), restorative practices, and other means of correction. Students were provided Social Emotional Learning (SEL) curriculum in order to help students reacclimate to in-person instruction and handle the adverse effects of the pandemic.

H. Action 3.8 Support for At-Promise Students was fully implemented. The Director of Student Services facilitated data collection and analysis of at-promise students, monitored student progress, and supervised the implementation of programs and services to address chronic absenteeism, pupil expulsion rates and middle school dropout rates.

I. Action 3.9 Translation services were fully implemented. District staff provided the necessary District documents (Doc-Tracking, Language Line, etc.) for equal access for all families in order to increase the effectiveness of communication, particularly English learners.

J. Action 3.10 Community Input from Educational Partners was fully implemented. District staff designed and implemented educational partner meetings and committees such as LCAP Advisory Committee, Superintendent Community Cabinet, DELAC,TIDE and Bargaining Unit Member Meetings to analyze data, review and discuss progress monitoring and provide input on the annual LCAP goals and actions. Additionally, the annual educational partner survey was provided to parents, community members, staff, teachers and students.

K. Action 3.11 School-Based Mental Health and Action 3.12 Behavioral Counseling Supervision and Support was fully implemented. The District developed a mental health team which included Coordinator of Counseling Services which included ERMHS, school-based counseling, counseling interns and two Clinical Counselors who provided Tier 3 counseling to support Students With Disabilities [SWD] to implement student IEPs. Training and professional development was provided to all staff, as well as crisis intervention response for students to improve social emotional development. The team worked closely and provided small group student support and integrated restorative practices and bully prevention. Additionally, the team provided Tier 2 and Tier 3 Behavioral Counseling through a referral process to address social-emotional needs for all students to be principally directed socio economically disadvantaged students and foster youth students.

L. Action 3.13 Board Certified Behavior Analyst and Behavior Support Paraprofessionals were fully implemented. The District provided and maintained one Program Specialist and one Board Certified Behavior Analyst (BCBA), who designed behavior intervention plans for special education students, ensured implementation and provided professional development to staff to support students in school.

M. Action 3.14 Student Safety Software was fully implemented. The District contracted with Gaggle to ensure student safety within the Google Classroom. The system provided an avenue for District and school administrators to monitor student safety and well-being on school-provided technology for all students K-8.

N. Action 3.16 Facility Inspection Tool Action was fully implemented. The Director of Maintenance and Operations regularly utilized the Facility Inspection Tool (FIT) for every school to ensure safe school environments.

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.

A. Action 3.6 Equity and Cultural Practices - In lieu of specific professional development related to this topic, the District embedded this topic into instructional professional development and teacher coaching support.

B. Action 3.15 Social Emotional Learning - In lieu of specific professional development related to this topic, the District embedded this topic into instructional professional development and teacher coaching support.

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

Over the three-year LCAP cycle, the effectiveness of Goal 3, which aimed to create and maintain a positive climate and culture for learning that increases student engagement and school connectedness in a safe, well-maintained environment effectiveness varied across actions.

A. Action 3.1 Reducing Chronic Absenteeism was mostly effective. In 2018-19, Chronic Absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%, which was the year students returned to school fulltime from the pandemic. The Director of Student Services and site administrators developed a plan that prioritized increasing attendance. The plan included identifying students who were chronically absent and working with families to provide a plan for student success and providing supports when and where necessary including SART, DART and SARB meetings. This focus pay off, was chronic absenteeism decreased by 6.3% dropping Chronic Absenteeism to 16.5% as demonstrated on the 2023 Dashboard. This improvement exited the District from Differentiated Assistance.

B. Action 3.2 Districtwide Family Engagement and Communication was mostly effective. Although ALSD provided District and site-based family engagement activities such as Parent University, Superintendent Community Cabinet and school site activities, participation varied over the three years. In 2020-21, District had 149 parents and guardians attend Parent University and this past year in 2023-24, the District experienced a decline with only 50 parents participating. In 2020-21, the event was offered virtually which we believe contributed to the higher numbers. In 2023-24, the program was in person, which we believed impacted the ability of parents to attend and contributed to smaller participation numbers.

C. Action 3.3 - Family Engagement Liaison (FEL) was effective. During the three years of this LCAP cycle the Family Engagement Liaison position supported the development of the Family Resource Center including a clothing closet and food pantry, four (4) clothing drives, four (4) canned food drives, two (2) toy drives, four (4) Operation School Bell events in collaboration with the Assistance League, two (seasons) of fall and spring donations from local foundations focusing on foster youth and socio-economically disadvantaged students. In addition, the Family Engagement Liaison continued to focus on improving attendance by supporting the school sites, as a District representative, with SART meetings for two years. The FEL also assisted in the monitoring of our foster youth students ensuring that resources were accessible and families had a point of contact for communication.

D. Action 3.4 After-school sports was determined effective with the overall decrease in chronic absenteeism as mentioned in section C and as demonstrated by each junior high participation numbers, although this was not a metric listed. Both junior high schools offered 3 seasons of sports including football, volleyball, soccer, basketball and track. At Vineyard Jr High, 262 students participated and at Alta Loma Jr High 272 students participated in the afterschool sports program. In addition to this, our Expanded Learning Program utilized our District PE staff to provide school sports as an option for students after school, during intersessions and in the summer, which the District believes contributed to the ELOP numbers.

E. Action 3.5 Safe School Ambassadors was determined effective as they provided additional support and services to students in the most need. In 2018-19, Chronic Absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%, which was the year students returned to school fulltime from the pandemic, placing the District in Differentiated assistance status. The Director of Student Services and site administrators developed a plan that prioritized increasing attendance. The plan included identifying students who were chronically absent and working with families to provide a plan for student success and providing supports when and where necessary including SART, DART and SARB meetings. This focus pay off, was chronic absenteeism decreased by 6.3% dropping Chronic Absenteeism to 16.5% as demonstrated on the 2023 Dashboard. Additionally, the District has maintained the goal of 100% of socio-economically disadvantaged and foster youth students have met with the on-site liaison a minimum of 3 times per year.

F. Action 3.6 Equity and Culturally Responsive Practices was determined partially effective. Although the District has made efforts to address equity and culturally responsive practices and has overall maintained low suspension rates, suspension rates did increase slightly since 2020-21, when the suspension rate was .1%. In 2021-22, suspension rates increased to 1.6% and then in 2022-23 increased again to 1.7%. Additionally, this past year based on local metric data, the District has had an increase in student name calling, inappropriate behaviors among peers and staff struggling with appropriate responses and providing other means of correction.

G. Action 3.7 Social/Emotional Development of Students was determined partially effective due to the challenges of returning to in-person instruction and the challenges of implementing programs with fidelity due to the disruption. Although the staff across the District was provided with ongoing professional development for the implementation of Positive Behavior Intervention and Supports (PBIS), restorative practices, other means of correction and implementing Social Emotional Learning curriculum, the implementation of these programs has been challenging due to time constraints and due to the turnover and training of new staff. In 2018-19, chronic absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%.The District developed a plan that prioritized improving attendance that included addressing and supporting students socio-emotional needs. The result was drop in chronic absenteeism by 6.3% as demonstrated on the 2023 Dashboard. Additionally, student suspension rates indicated a need on ongoing need to provide social-emotional supports. Although suspension rates remain overall low, there was a slight increase from 2020-21 from .1 to 1.7% in 2022-23. Additionally, counseling intake data continues to

indicate a need to support students. In 2020-21, The District had 183 Tier 2 referrals and 150 crisis response interventions and in 2023-24 the District had 159 individual Tier 2 counseling referrals and 161 crisis response interventions. Although Tier 2 referrals decreased, crisis response interventions increased, therefore demonstrating that students have an ongoing need of social emotional support.

H. Action 3.8 Support for At-Promise Students was determined effective. Over the last three years, student attendance and behaviors have fluctuated. In 2018-19, chronic absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%. The District developed and implemented an attendance plan that included addressing and supporting students socio-emotional needs. The result was a drop in chronic absenteeism by 6.3% as demonstrated on the 2023 Dashboard. Although The District has maintained relatively low suspension rates, rates did increase slightly since 2020-21 from .1%. to 1.7% in 2022-23. Furthermore,100% of socio-economically disadvantaged and foster youth students met with the on-site liaison a minimum of 3 times per school year between 2020-21 and 2023-24.

I. Action 3.9 Translation Services was determined effective. District staff provided the necessary District documents (Doc-Tracking, Language Line, etc.) for equal access for all families in order to increase the effectiveness of communication with families, particularly English learners and special education families. The effectiveness was demonstrated in a larger number of parents who completed the 2024 Educational Partner Survey. In 2020-21 1,169 parents completed the annual LCAP survey and in 2023-24 3292 educational partners completed the survey.

J. Action 3.10 Community Input from educational partners was determined effective. The effectiveness was demonstrated in the increased number of parents who completed the 2024 Educational Partner Survey for the last three years. In 2020-21, 1,169 parents completed the annual survey and in 2023-24, 3292 educational partners completed the annual survey.

K. Action 3.11 School-Based Mental Health and Action 3.12 Behavioral Counseling Supervision and Support was determined to be mostly effective. Over the last three years, student attendance and behaviors have fluctuated. In 2018-19, Chronic Absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%.The District developed and implemented an attendance plan that included addressing and supporting students socio-emotional needs. The result was a drop in chronic absenteeism by 6.3% as demonstrated on the 2023 Dashboard. Although suspension rates remain relatively low, there was a slight increase from 2020-21 from .1 to 1.7% in 2022-23 indicating an ongoing need. Additionally, counseling intake data continues to indicate a need to support students. In 2020-21, The District had 183 Tier 2 referrals and 150 crisis response interventions and in 2023-24 the District had 159 individual Tier 2 counseling referrals and 161 crisis response interventions. Although Tier 2 referrals decreased, crisis response interventions increased, therefore demonstrating that students have an ongoing need of social emotional support.

L. Action 3.13 Board Certified Behavior Analyst and Behavior Support Paraprofessionals was determined mostly effective. The District maintained the mental health support staff which consists of three Clinical Counselors, five part-time licensed Behavioral Health Therapists, a Board Certified Behavior Analyst (BCBA) and six Behavior Intervention Assistants. This support has been critical in helping the District address the increased need for mental health and behavioral supports after the pandemic. Over the last three years, student attendance and behaviors have fluctuated. In 2018-19, Chronic Absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%, which was the year students returned to school fulltime. Then after a focused effort to provide social-emotional support to improve attendance, chronic absenteeism rate decreased to 16.5% in 2022-23. In terms of suspension rates, although the rate is relevantly overall low, the rate did increase from .1 in 2020-21 to 1.7%, in 2022-23. Additionally, counseling referrals and crisis response interventions have demonstrated

students continue to be in need of support. In 2021-22, The District had 183 Tier 2 referrals and 150 crisis response interventions and in 2023-24 the District had 159 individual Tier 2 counseling referrals and 161 crisis response interventions.

M. Action 3.14 Student Safety Software was determined somewhat effective in monitoring and ensuring student's online safety. Gaggle and Go Guardian were placed on 100% of Chromebooks. Over the last three years, student attendance and behaviors have fluctuated. In 2018-19, Chronic Absenteeism rate was 5.5% and then increased in 2021-22 to 22.8%. Then a focused effort to improve attendance was put into place and as a result chronic absenteeism rate decreased to 16.5% in 2022-23. In terms of suspension rates, although the rate is relatively low, the rate did increase from .1 in 2020-21 to 1.7%, in 2022-23. Additionally, counseling referrals and crisis response interventions have demonstrated students continue to be in need of support. In 2021-22, The District had 183 Tier 2 referrals and 150 crisis response interventions and in 2023-24 the District had 159 individual Tier 2 counseling referrals and 161 crisis response interventions. The District had 183 Tier 2 referrals and 150 crisis response interventions and in 2023-24 the District had 159 individual Tier 2 counseling referrals and 161 crisis response interventions. Although Tier 2 referrals decreased, crisis response interventions increased, therefore demonstrating that students have an ongoing need of social emotional support and therefore monitoring online student safety and wellness needs to continue.

N. Action 3.16 Facility Inspection Tool was determined effective. The Director of Maintenance and Operations regularly utilized the Facility Inspection Tool (FIT) for every school to ensure safe school sites and the District has maintained 100% of school site participation since 2020-21.

O. Action 3.17 Work Orders/Deferred Maintenance was determined effective. The Director of Maintenance and Operations completed work orders and deferred maintenance projects according to schedule to ensure safe and attractive facilities. This is demonstrated by the The Facility Inspection Tool (FIT) 100% of school site participation maintenance since 2020-21.

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

In response to the comprehension needs analysis, review of student data and feedback from educational partners, the District will adjust some of the actions and metrics under Goal 3, which aims to ensure a positive climate and culture for learning that increases student engagement and school connectedness in a safe, well-maintained environment. Goal 3 actions will be adjusted to address the current data, student academic needs, and state expectations. The following adjustments will be made:

A) Action 3.1 Chronic Absenteeism and Action 3.8 Support for At Promise Students will be removed and replaced with actions 3.1 and action 3.2 that focuses on implementing a progress monitoring system that supports and provides Multi-Tiered System of Support (MTSS) for all students. This process will assist in identifying student barriers and challenges related to school connectedness and engagement and provide tiered interventions and supports aligned to student needs.

B) Actions 3.2 Districtwide Family Engagement and Communication opportunities and Action 3.3 Parent Ambassadors will roll into one action, action 3.3. With the addition of school counselors, ALSD is looking to redesign parent education and engagement opportunities in

order to ensure that relevant and meaningful topics are provided and increase participation Districtwide. Due to budget restraints, The Safe School Ambassadors program will only continue at the Title 1 schools.

C) Actions 3.11 School-Based Mental Health Counseling Supervision and Support, 3.12 Tier 2 and Tier 3 Behavioral Counseling and Support, Action 3.14 Board Certified
Behavior Analyst and Behavior Support Paraprofessionals and Action 3.15 Social Emotional Learning will roll into two actions, action 3.4 School-based Counseling program and 3.5 mental health counselors. These two actions will streamline programs and strengthen and expand current support structures and multi-tiered services and activities (particularly tier 1) across all school sites in efforts to reduce Tier 2 and Tier 3 student needs.

D). In addition to the actions listed above, new Action 3.6 bussing will be added to 2024-25 LCAP as part of the District's efforts to respond to parent requests, and efforts to increase student attendance.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta Loma Elementary School District	Dr. Christina Pierce Assistant Superintendent	cpierce@alsd.org (909) 484-5151

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.

Alta Loma School District (ALSD) is located in the foothill community of Rancho Cucamonga, California. The District currently serves 5,498 TK-8th grade achieving students with approximately 304 teachers and administrative staff, and an additional 467 support staff. The 2024-25 Local Control and Accountability Plan for Alta Loma Elementary School District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships, along with high expectations from teachers and administrators, encourage students to pursue excellence in learning and citizenship. A focus on

rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership, provides the foundation of success for Inspiring Learners for a Lifetime!

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50% Hispanic, 28.4% White, 9.6% Asian, 4.5% African American and 5.4% two or more races. American Indian or Alaska Natives, Pacific Islanders, and Filipino students make up our remaining 1.6%. 36.4% of our students are reported as being Socio-Economically Disadvantaged (SED), 5.9% are identified as English Learners (EL), 0.4% as Foster Youth (FY), 14% have been identified as Students with Disabilities (SWD), and 12.7% have been identified as advanced learners (GATE). Approximately .4% of our students participate in our Alta Loma Long Term Independent Study Program (ALLTIS).

Our motto, Inspiring Learners for a Lifetime, speaks to the learning goals we desire for our students and those who teach them. We believe that through encouragement, high-quality instruction and ongoing monitoring of student progress tied to strategic professional development that responds to identified need; our classrooms and learning environments will be engaging, rigorous and interactive. We are committed to building the capacity of teacher leaders to steward the best first-instructional practices and pedagogy through collaborative models. The District is also committed to ensuring parent learning, engagement and effective communication at both the District and site level. The District's parent engagement forums provide our parents with the opportunity to engage with District leaders, site leaders and teachers, learn how to best support their students and navigate the 21st century educational system. In an effort to maintain effective communication and solicit valuable community input from parents, Districtwide townhall meetings, site-based parent information evenings, scheduled collaboration events with site principals, annual community surveys and digital communication supports are in place to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

The Alta Loma School District is recognized for the quality of leadership of our Board and in our schools. The Board of Trustees are hands-on, supportive and interactive. They regularly attend school events, District trainings and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established core beliefs that include: Every student in the Alta Loma School District will be provided an excellent education; Every employee is critical to the mission of the District; Class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the core beliefs and then work diligently to accomplish those goals.

Reflections: Annual Performance

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

Based on a performance review of the state indicators and local indicators included on the California Dashboard, progress toward LCAP goals, local self-assessment tools and educational partners' input, Alta Loma School District (ALSD) is proud of the following successes and achievements as we strive to increase learning for all of our students, close achievement gaps by addressing learning loss and promoting learning acceleration and by implementing actions that promote a positive climate, culture and learning environment throughout our District:

2022-23 California Dashboard Data:

English Language Arts (ELA):
1. In the area of ELA, as reported on the California Dashboard, the District scored 38.8 points above standard and maintained 2.5 points for ALL students earning the District green status and placing the District as number one in San Bernardino County.
2. In the area of ELA, as reported on the California Dashboard, SED scored 13.9 points above standard, English Learners (EL) scored 15 points above standard earning the District green status.
3. Although the District did not have any student groups in red status for ELA, Alta Loma Jr High (ALJH) had one student group, Students with Disabilities (SWD), in the red. ALJH all students scored +46 Distance from Standard (DFS), while SWD scored -77.4 Distance from Standard (DFS).

Mathematics:
1. In the area of Mathematics, as reported on the California Dashboard, the District scored 0.8 points above standard with a growth of 6 points, earning the District green status and placing the District as number three in San Bernardino County.
2. In the area of Mathematics, as reported on the California Dashboard, SED scored 23.2 points below standard, but increased 6.6 points. English learners scored 4.4 points below standard but grew 12.7 points earning both student groups a green status.
3. Although the District did not have any groups in red status for mathematics, Alta Loma Jr High (ALJH) had one student group, Students with Disabilities (SWD), in the red. ALJH all students scored +22.9 Distance from Standard (DFS), while SWD scored -147.8 Distance from Standard (DFS).

English Learners (EL):
1. The California Dashboard English Learner Progress Indicator demonstrated 71.8% of ALSD English Learners (EL) are making progress towards English language proficiency, which was a 4.5% increase, earning the District blue status.

2023-24 Local Assessment Measures - i-Ready:
1. ELA-64% of students have reached proficiency in grade level reading standards as demonstrated on i-Ready Reading Diagnostic Assessments in May 2024.
2. Math-57% of students have reached proficiency in grade level math standards as demonstrated on i-Ready Math Diagnostic Assessments in May 2024.

Chronic Absenteeism:
1. In the area of chronic absenteeism, as reported by the California Dashboard, the District had 16.5% chronically absent rate for all students, a declined of 6.5% from the previous year earning the District yellow status.
2. Although the District did not have any students group in red, three schools had student groups fell in red status:
  • Alta Loma Elementary: all students had a 26.3% chronically absent rate falling into red status, and five student groups that also fell into red: African- American had a 38.5%
chronically absent rate, Asian had a 25.7% chronically absent rate, English Learners had a 33.3% chronically absent rate, Students with Disabilities had a 31.7% chronically
 absent rate and white had 21.2% chronically absent rate.

- Deer Canyon Elementary: while all students had a 16.5% chronically absent rate earning yellow status, and one student group fell in red status: Two or More Races had a

25.6% chronically
 absent rate.
- Alta Loma Jr High: all students had a 20.6% chronically absent rate and two student groups fell red status: Socially - Economically Disadvantaged (SED) had a 20.6%

chronically absent rate and Students with Disabilities (SWD) had a 29.8% chronically absent rate.

Suspension Rates:
1. In the area of suspension rates, as reported by the California Dashboard, the District had 1.7% suspension rate with a .1% maintained for all students from the previous year earning the District yellow status.
2. Although the District did not have an student groups in red, Vineyard Jr. High had two student groups who earned red status: while all students had 9.1% suspension rate earning the school yellow status, Socially - Economically Disadvantaged (SED) had a 13.5% suspension rate and and Hispanic had a 12.6% suspension rate.

Strategic Measures Based on Prior Year Community Input and Needs:
1. ALSD maintained lower student to teacher ratios and dissolved combination classes where practicable by funding an additional 35 teaching positions. On average, TK class sizes were 12:1/24:2, grades K-3 class sizes were 24:1 and grades 4-8 class sizes were 32:1.
2. ALSD bolstered mental health support by adding additional staff in 2021-22. The increased staff included two additional Clinical Counselors, one Behavioral Health Therapist, one additional Board Certified Behavior Analyst (BCBA) and five Behavior Intervention Assistants. This additional support was a critical need as students returned to school in-person. Although the data (132 in 2020-21, 242 in 2022-23, 202 in 2023-24) indicates that referrals have decreased, the numbers indicate there still is a need to provide mental health supports. Additionally, parents, teachers and students continue to express, via the 2024 Educational Partner Survey, counseling and mental health services are appreciated and needed. As a result, school counselors were added in 2023-24 and will continue in 2024-25.

Educational Improvement Plan:
Goal 1 - High levels of Learning and Goal 2 - Closing the Achievement Gap: In order to continue to strive for improvement and trend toward greater academic proficiency for our students as indicated in Goal 1 and Goal 2, the District will continue to provide professional development, instructional coaching and teacher on special assignment (TOSA) support. The focus will be centered on improving literacy skills, language acquisition, math skills and how to effectively meet individual students needs through differentiation, intervention and cultural proficiency and responsiveness. The District will continue to provide teachers release time to evaluate data and engage in continuous improvement work to adequately address students' individual needs and provide the appropriate tiered system of support. Additionally, the District will continue to provide a system of local diagnostic assessments and academic interventions in the area of English Language Arts and Mathematics through i-Ready Diagnostic and Standards Mastery assessments and practices.

Goal 3 - Providing Safe and Positive Learning Environments: The District will continue to implement high expectations and effective structures of support that focus on providing all students a welcoming environment, positive reinforcements and school connectedness opportunities in order to decrease chronic absenteeism and negative behaviors. To support this goal, all schools will implement Multi-Tiered System of Support (MTSS) focusing on supporting the whole child. All schools will implement a proactive approach by integrating Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL), which provides extra-curricular and extended learning

activities, utilize restorative practices and other means of correction to address student behavior and root causes. Additionally, school and mental health counseling services will be provided to our students.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee	The LCAP Advisory Committee includes parents, teachers, Alta Loma Educators Association (ALEA) bargaining team members, classified staff, SELPA administrator, District administrators, and principals. Parents represent each of the ten schools sites, and they additionally represent all of the student groups from the California Dashboard, including Foster Youth, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and student groups based on race and ethnicity. The LCAP Advisory Committee met in October 2023, November 2023, January 2024, February 2024, April 2024 and May 2024. The committee's feedback included prioritizing high quality instruction, providing ongoing training and support for teachers, small class size to support students in high need, differentiation including strong academic and performing students, and bussing. The final draft was provided to the LCAP Committee on May 20, 2024.
Curriculum Council	Curriculum Council is comprised of teacher representatives from across the District, grade levels and content. The focus is to provide a forum for teacher input in the curriculum and instruction decision-making process and LCAP. Curriculum council met in November, January, March and May. In May of 2024, the council was provided an opportunity to review the new LCAP metrics, goals and actions. The Council's feedback included ongoing training and support for teachers, small class size to support students in high need and differentiation, and support for English Learners.
District English Language Advisory Council (DELAC)	District English Language Advisory Council (DELAC) meetings are held on a quarterly basis. Parents and educators who represent our

Educational Partner(s)	Process for Engagement
	English learners serve on this committee. The committee is centered on monitoring English learner progress. Committee members have an opportunity to provide insight and feedback on student and family needs. As part of this process, the committee reviews data such as the English Language Proficiency Assessment for California (ELPAC), California Assessments for Students Performance and Progress (CAASPP) and the California School Dashboard. The District shares with committee members information regarding the instructional supports and services provided for these students. DLAC was provided an opportunity to give input on the drafted LCAP on April 25, 2024 and a final copy was sent for review on June 7, 2024. The Council's feedback included ongoing translation services, access to high quality teachers, professional development, and ongoing services an support for English learners.
Site Leadership Meetings	Site Leadership meetings involve District curriculum and instruction administrators, support staff, principals and assistant principals. The meetings focus on ensuring each school site is effectively implementing the LCAP and curriculum and instructional goals and actions. These collaborative meetings are held monthly and help ensure adequate support is being provided. Feedback included ongoing MTSS and instructional leadership support, professional development for teachers and class size reduction to support students in need and provide differentiation.
Literacy Task Force	Literacy Task Force is comprised of literacy teacher representatives from across the District, grade levels and content. The focus is to provide a forum for teacher input in the literacy decision-making process and LCAP. The task force met in January, March and May. They provided recommendations on areas for improvement such as literacy and language including the science of reading, differentiation, and small class size to provide targeted support particularly for Foster Youth, Socio-Economically Disadvantaged, English Learners and LTELs.
Math Task Force	Math Task Force is comprised of math teacher representatives from across the District, grade levels and content. The focus is to provide a forum for teacher input in the math decision-making process and LCAP. The task force met in January, March and May. They provided recommendations for improving student math achievement such as

Educational Partner(s)	Process for Engagement
	learning more about designing math lessons centered on the new math framework, small class size to provide targeted supports and differentiated instruction.
Labor Relations with Alta Loma Educator Association (ALEA)	Monthly meetings are held with Alta Loma Educator Association (ALEA). These meetings provide the District and ALEA an opportunity to share and collaborate on District initiatives, student and teacher needs, and LCAP priorities. Feedback has included ongoing professional development and coaching support for teachers, and small class size to provide targeted supports.
Student Advisory Panel	The Superintendent and Executive Cabinet facilitate a Student Advisory Panel on a monthly basis. The Student Advisory Panel is comprised of student representatives, grades 4-8, from each school site. The group had an opportunity to provide in put on the LCAP. Feedback included providing students high quality and engaging lessons, integration of technology and counseling and mental health support.
All Educational Partner Communication	Throughout the year, the District provided educational partners information and updates via Superintendent weekly newsletters, school site newsletters, emails, text messages, social media and websites. In February 2024, the District sent an educational partner survey out to community members, parents, staff and students. 3266 educational partners completed the survey and the feedback was considered in the LCAP development. Feedback from the survey included high quality and relevant instruction, professional development for teachers, cultural proficiency and responsiveness, small class size to further support students in need and intervention for students in need, extended learning opportunities for all and bussing.
Superintendent Community Cabinet	In order to increase communication with parents and the community, the Superintendent led three meetings throughout the year. At the first meeting, parents and the community had an opportunity to meet the Superintendent and Executive Cabinet. Information about supporting a safe and positive learning environment was provided as well as an introduction to the benefits of the District's School-Based Counseling Program. The second meeting was a review of the 2023 CAASPP

Educational Partner(s)	Process for Engagement
	data and the relation to rigor and state standards. At the final meeting of the year, the California Dashboard was reviewed, along with information regarding the voluntary 6th grade middle school program.
Board of Trustees	The ALSD Board of Trustees is provided regular updates on the California School Dashboard, local assessment data, educational partner input, LCAP development and progress throughout the year. The Superintendent provides this information through monthly correspondence, in-person presentations and Board workshops during open-session meetings. The following LCAP information was provided: December 2023 - Student Academic Performance CAASPP results, January 2024 - California Dashboard Update, February 2024 - LCAP Mid-Year Report, March 2024 -LCAP Study Session, and May 2024 - LCAP Update. On June 3, 2024, the public hearing was open and the Board received a overview presentation of the Annual Update, draft of the LCAP and educational partner input. On June 12, 2024, the Board reviewed and adopted the final LCAP.
Executive Cabinet Roadshows	Throughout the year, Executive Cabinet participated in roadshows to every school site. The team provided Districtwide updates. The staff was provided an opportunity to engage in a Q & A centered on District goals, fiscal, facilities and instruction.
SELPA	SELPA representative attended 2023-24 LCAP Advisory Committee meetings and was provided a draft copy of the LCAP on June 3, 2024.

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

The adopted ALSD 2024-25 Local Control and Accountability Plan (LCAP) was meticulously crafted, drawing upon valuable insights and feedback from an array of educational partners. Educational partners, which is comprised of teachers, administrators, parents, students, and community members, played an integral role in shaping the direction and priorities of the LCAP. Through open forums, Qualtrics surveys, focus groups, and collaborative workshops, educational partners voiced their perspectives, concerns, and aspirations for the educational system. Their feedback served as a compass, guiding the development of the LCAP to ensure it was reflective of the diverse needs and interests of the community it serves. Teachers, as frontline educators, provided invaluable input on classroom, curriculum and instructional needs, through leadership committees, task forces and professional development opportunities. Their feedback underscored the importance of meeting students' needs, relevant and effective learning approaches, adjustments to curriculum maps, District-adopted curriculum, supplemental materials needed for differentiated instruction and ongoing support for teacher professional growth and coaching support. Administrators contributed insights on site and student needs, resource allocation, organizational effectiveness and strategic planning. Their

feedback informed decisions on budget priorities, programmatic initiatives and systemic improvements aimed at enhancing administrative efficiency and effectiveness.

Community Input from Educational Partners:
ALSD had 2,919 educational partners complete the 2024 Educational Partner Survey.

Goal 1 - High Levels of Learning Feedback:
In terms of prioritizing student academic needs, 82% of staff and 79% of students (grades 3-8) reported they were satisfied with the District's instructional programs and support.
In terms of engaging, hands-on and meaningful instruction, survey results indicated writing and digital/technology integration, extended learning opportunities and small class sizes as high priorities for our educational partners. Additionally, through the District Literacy Task Force, improving reading and writing skills fell high on the priority list. The District Math Task Force feedback indicated that the new math framework and improving student math engagement was a high priority.

Goal 2 - Additional Learning Opportunities/Closing the Achievement Gap Feedback:
The 2024 Educational Partner Survey Results indicated, on average, that 56% felt the District addressed learning loss and 65.4% felt the District provides additional supports for students in need. 61.8% felt the District differentiates based on students' needs and 58.5% felt the District is culturally responsive and proficient. As a result, the District will prioritize these areas in the new three year LCAP cycle. In terms of additional learning opportunities, the 2024 Educational Partner Survey results indicate, math support, Science, Technology, Arts and Math (STEAM), Computer Science, reading and writing support, and extra-curricular activities should be prioritized. Feedback from the District task forces and committees indicated monitoring student progress and providing appropriate interventions and supports for struggling students was a high priority.

Goal 3 - Safe and Positive Learning Feedback
The 2024 Educational Partner Survey results indicated, on average, 78% of staff, 85% of parents and 72% of students (grades 3-8) felt ALSD provides physical and safe environments. The results also indicated, on average, that 80% of staff, 76% of parents and 56% of students (grades 3-8) reported that ALSD provides emotionally safe and positive learning environments. Furthermore, on average, 69% of staff, 85% of parents and 63% of students (grades 3-8) indicated they are satisfied with the District's communication. In terms of prioritizing areas, related to supporting safe and positive learning environments, survey results indicated anti-bullying programs, school counseling, mental health, Positive Behavior and Intervention Supports (PBIS) rated among the top along with ongoing modernization and safe facilities implementations. Survey results indicated emailing and text to be the preferred means of communication. Other areas of need, indicated by the community, is the provision of crossing guards and bussing.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Levels of Learning Ensure all students are learning and achieving at the highest level possible through the implementation of innovative, standards-aligned and evidenced-based curriculum and practices.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alta Loma School District (ALSD) has taken a comprehensive approach to develop Goal 1: High Levels of Learning, with a focus on ensuring that all students are learning and achieving at the highest level possible. This broad goal is underpinned by a commitment to implementing innovative, standards-aligned and evidence-based practices across all aspects of education. The District has aligned its efforts with the State Priorities of State Standards, Course Access, Basic Services, and Pupil Outcomes to effectively achieve this goal.

State Standards: ALSD has prioritized the alignment of curriculum, instruction, and assessment with state standards to ensure that all students have access to high-quality, rigorous content. This involves ongoing curriculum review and revision processes that incorporates feedback from educators, educational partners and curriculum experts. Additionally, professional development opportunities are provided to educators to deepen their understanding of state standards and implement effective instructional strategies that support student mastery of these standards.

Course Access: Recognizing the importance of providing equitable access to a diverse range of courses and learning opportunities is a priority of ALSD. The District has implemented strategies to engage all learners at the elementary and expand access to advanced coursework, pathways and enrichment programs at the junior high. This includes leveraging technology to offer online courses, partnering with local colleges and businesses to provide dual enrollment opportunities, and offering support services to ensure that all students can access courses that align with their interests and goals.

Basic Services: ALSD is committed to providing a supportive and nurturing learning environment that meets the basic needs of all students. This includes ensuring access to essential resources such as qualified teachers, instructional materials, technology infrastructure and safe and well-maintained facilities. The District also prioritizes the provision of support services, including counseling, health services and nutrition programs, to address the holistic needs of students and remove barriers to learning.

Pupil Outcomes: Central to Goal 1 is a focus on measuring and improving pupil outcomes to gauge the effectiveness of instructional practices and interventions. The District collects and analyzes data on student performance, including academic achievement, growth, graduation rates and post-secondary readiness indicators to inform decision-making and target resources where they are most needed. Continuous monitoring and evaluation processes are in place to track progress towards goals, identify areas for improvement and adjust strategies as necessary.

By strategically aligning its efforts with the State Priorities and implementing a range of evidence-based practices, ALSD is effectively working towards the overarching goal of ensuring high levels of learning for all students. Through ongoing collaboration with educational partners, data-informed decision making and a commitment to innovation and excellence, the District is creating a learning environment where every student has the opportunity to succeed and achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Distance from Standard CA Dashboard	2022-23 ALL: +38.8 DFS EL: +15 DFS FY: -18.6 DFS SED: +13.9 DFS Alta Loma Jr High ALL: +46 DFS SWD: -77.4 DFS			ALL: 47.8 DFS (+9) EL: 27 DFS (+12) FY: 3.4 DFS (+22) SED: 25.9 DFS (+12) Alta Loma Jr High ALL: +55 DFS (+9) SWD: -57.4 (+20)	
1.2	Math CAASPP Distance from Standard CA Dashboard	2022-23 ALL: +.8 DFS EL: -4.4 DFS FY: -31.5 DFS SED: -23.2 DFS Alta Loma Jr High ALL: +22.9 DFS SWD: -147.8 DFS			ALL: 9.8 DFS (+9) EL: 2.8 DFS (+7.2) FY: -11.5 DFS (+20) SED: -8.2 DFS (+15) Alta Loma Jr High ALL: 31.9 DFS (+9) SWD: -127.8 DFS (+20)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAST Grades 5 and 8 Met or Exceeded Standard CA Dashboard	2022-23 Grade 5: 49.49% Grade 8: 44.04%			Grade 5: 58.49% (+9%) Grade 8: 53.04% (+9%)	
1.4	i-Ready ELA % of students scoring proficient Grades K-8 Local Assessment	2023-24 ALL: 64% EL: 58.7% FY: 38.8% SED: 54.2%			ALL: 73% (+9%) EL: 70.7% (+12%) FY: 56.8% (+18%) SED: 66.2% (+12%)	
1.5	i-Ready Math % of students scoring proficient Grades K-8 Local Assessment	2023-24 ALL: 57% EL: 48.3% FY: 41.2% SED: 45.3%			ALL: 66% (+9%) EL: 60.3% (+12%) FY: 53.2 % (+12%) SED: 58.3% (+13%)	
1.6	ELPI % of Students Gaining English Language Proficiency CA Dashboard	2022-23 EL: 71.8% LTEL:100%			EL: 81.8% (+10%) LTEL: 100%	
1.7	Reclassification Rate % of Students Gaining Language Proficiency Student Management System	2023-24 EL: 33.73% LTEL: 64%			EL: 43.73% (+10) LTEL: 72% (+8)	
1.8	Implementation of Academic Standards	2023-24			Professional Development	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator CA Dashboard	Professional Development average score 4 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5 Engagement of School Leadership average score 4			average score 4 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5 Engagement of School Leadership average score 4	
1.9	Access to Standards Aligned Instructional Materials % of students with access CA Dashboard	2023-24 100%			Maintain 100%	
1.10	Williams Report Instances that do not meet the good repair standard CA Dashboard	2023-24 0			Maintain 0	
1.11	Teacher Misassignments Clear (% of teaching FTE) CA Dashboard	2022-23 94.1%			100%	

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	Teacher Development	Educational Services will provide instructional support for the implementation of California State Standards and Frameworks for all content for teachers to increase student academic achievement. This action benefits all students, while targeting additional support for Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M1.1, M1.2, M1.3, and M.1.6	$327,225.00	Yes
1.2	Professional Development for 21st Century Lesson Design	Educational Services will provide instructional support for the implementation of 21st-century design of instruction by utilizing evidence-based practices and high-impact strategies to increase academic achievement, ensuring equity, access and inclusion for all students. This action will be measured by M1.1, M1.2 and M1.3.	$39,761.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Collaborative-Decision Making Processes	Educational Services will ensure curriculum and instruction decision-making processes are inclusive and collaborative by engaging educational partners through District committees. The LCAP Advisory, Curriculum Council, K-Readiness, Student Advisory, Literacy Task Force and Math Task Force committees are comprised of parents, staff and students. This action targets increasing student academic achievement. This action will be measured M1.1,M1.2, M1.3, M1.4 and M1.5.	$12,959.00	No
1.4	Professional Development in Literacy and Language	Educational Services will provide professional development and support to teachers in order to strengthen literacy and foundational skills utilizing skills in the science of reading methodologies, grades TK-5, and language acquisition and literacy across the curriculum, grades TK-8. This action targets increasing student academic achievement. This action will be measured M1.1, M1.4, M1.6 and M1.7.	$198,013.00	No
1.5	Math Professional Development	Educational Services will provide professional development and support to math teachers in order to implement the 2023 Mathematics Framework, increasing math academic achievement, grades TK-8. This action will be measured M1.2 and M1.5.	$39,761.00	No
1.6	Class Size Reduction	Schools will improve and address student academic needs and provide individualized enrichment and intervention support through class size reduction. This actions benefits all students, while targeting additional support for Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M1.1, M1.2, M1.3, and M1.6.	$4,188,968.00	Yes
1.7	Technology	Schools will provide students access to 21st-century technology devices, applications and digital platforms. The intent of the is action is to increase student academic achievement. This action will be measured by M1.1, M1.2, and M1.8.	$220,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Expanding Broad Courses of Study	Schools will expand broad courses of study by providing additional learning opportunities such as, but not limited to, Arts Education, World Language, Computer Science and STEAM in order to increase student academic achievement. This action will be measured by M.1.1, M1.2, M1.8, and M1.9.	$1,193,886.00	No
1.9	21st Century Media Centers	Schools will design and implement 21st-century media centers to support students and provide access to relevant educational books, resources and tools in order to increase student academic achievement. This action will be measured by M1.1,M1.2, M1.3 and M1.6.	$190,923.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close Achievement Gaps Ensure that students are prepared for high school and college/career readiness by providing targeted learning interventions, expanded opportunities, and additional learning support to close achievement gaps and promote continuous improvement and growth for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Alta Loma School District (ALSD) has developed Goal 2: Close Achievement Gaps with a comprehensive strategy aimed at ensuring that all students are prepared for high school and college/career readiness. This broad goal underscores the commitment to providing targeted learning interventions, expanded opportunities, and additional learning support to close achievement gaps and promote continuous improvement and growth for all students. The development of Goal 2 aligns closely with the State Priorities of Pupil Outcomes and Pupil Achievement.

Pupil Outcomes: ALSD recognizes that closing achievement gaps requires a focus on improving overall pupil outcomes, including academic achievement, graduation rates and post-secondary readiness indicators. To achieve this, the District implements evidence-based interventions and support services targeted at students who may be at risk of falling behind or not meeting academic standards. This includes providing personalized learning plans, academic tutoring, mentoring programs and access to supplemental resources to address individual learning needs and promote academic success.

Pupil Achievement: Central to Goal 2 is the commitment to improving pupil achievement across all student subgroups, including those historically marginalized or underserved. The District utilizes data-driven approaches to identify achievement gaps and implement targeted strategies to address disparities in academic performance. This may involve disaggregating data by student demographics, monitoring progress over time, and implementing culturally responsive teaching practices to ensure that all students have equitable access to high-quality instruction and support.

In addition to these state priorities, ALSD takes a holistic approach to closing achievement gaps by providing expanded opportunities for students to engage in rigorous coursework, career exploration, and extracurricular activities. This holistic approach includes expanding electives, club and extra-curricular offerings and providing enrichment and intervention programs to engage and connect students to learning and broadening their educational experiences.

Furthermore, ALSD fosters partnerships with community organizations, businesses and higher education institutions to provide students with access to resources, mentorship and real-world learning experiences that enhance college and career readiness. By leveraging these partnerships, the District creates a supportive ecosystem that empowers students to overcome barriers, explore their interests and pursue pathways to success.

Through a combination of targeted interventions, expanded opportunities and collaborative partnerships, ALSD is committed to closing achievement gaps and ensuring that all students have the support and resources they need to thrive academically and achieve their full potential. By prioritizing pupil outcomes and achievement, the District is fostering a culture of continuous improvement and growth that benefits every student in the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Distance from Standard (DFS) CA Dashboard	2022-23 ALL: 38.8 DFS EL: 15 DFS FY: -18.6 DFS SED: 13.9 DFS Alta Loma Jr High ALL: +46 DFS SWD: - 77.4 DFS			ALL: 47.8 DFS (+9) EL: 27 DFS (+12) FY: 3.4 DFS (+22) SED: 25.9 DFS (+12) Alta Loma Jr High ALL: +55 DFS (+9) SWD: -57.4 DFS (+20)	
2.2	Math CAASPP Distance from Standard (DFS) CA Dashboard	2022-23 ALL: .8 DFS EL: -4.4 DFS FY: -31.5 DFS SED: -23.2 DFS Alta Loma Jr High ALL: +22.9 DFS SWD: -147.8 DFS			ALL 9.8 DFS (+9) EL: 2.8 DFS (+7.2) FY: -11.5 DFS (+20) SED: -8.2 DFS (+15) Alta Loma Jr High ALL: +31.9 DFS (+9) SWD: -127.8 DFS (+20)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CAST Grades 5 and 8 Met or Exceeded Standard CA Dashboard	2022-23 Grade 5: 49.49% Grade 8: 44.04%			Grade 5: 58.49% (9%) Grade 8: 53.04% (9%)	
2.4	i-Ready ELA % of Students Scoring Proficient Grades K-8 Local Assessment	2023-24 ALL: 64% EL: 58.7% FY: 38.8% SED: 54.2%			ALL: 73% (+9%) EL: 70.7% (+12%) FY: 56.8% (+18%) SED: 66.2% (+12%)	
2.5	i-Ready Math % of Students Scoring proficient Grades K-8 Local Assessment	2023-24 ALL: 57% EL: 48.3% FY: 41.2% SED: 45.3%			ALL: 66% (+9%) EL: 60.3% (+12%) FY: 53.2 % (+12%) SED: 58.3% (+13%)	
2.6	ELPI % of Students Gaining English Language Proficiency CA Dashboard	2022-23 EL: 71.8% LTEL: 100%			EL: 81.8% (+10%) LTEL: 100%	
2.7	Reclassification Rate % of Students Gaining Language Proficiency Student Management System	2023-24 EL: 33.73% LTEL: 64%			EL: 43.73% (+10) LTEL: 72% (+8)	

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	Illuminate, ESGI, and i-Ready	Teachers will be provided data tools and resources such as Illuminate, ESGI, and i-Ready, to prepare students for CAASPP. This action benefits all students, while targeting additional support for the Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M2.1, M2.2, M2.3, M2.4, and M2.5.	$284,000.00	Yes
2.2	Teacher Collaboration Time	The District will provide teacher collaboration release time to review data and engage in a continuous improvement process, in order to elevate student strategic thinking and problem-solving skills which will increase student achievement. This action will be measured by M2.1, M2.2, M2.3, M2.4 and M2.5.	$45,510.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Cultural Proficiency Professional Development	Educational Services will provide staff cultural proficiency professional development in order to ensure instructional programs are equitable, accessible and inclusive for all students. The intent is to increase student academic achievement. This action will be measured by M2.1, M2.2 and M2.3.	$22,415.00	No
2.4	Targeted Supports	Teachers will provide differentiation, intervention and support services for identified student groups in need through small group instruction. Aide assistance will be provided in literacy and/or math labs in order to increase student academic achievement. This action will be measured by M2.1,M2.2, M2.3,M2.4, M2.5, M2.6 and M2.7.	$696,970.00	No
2.5	Supports and Services for English Learners and LTELs	Teachers will be provided professional development in order to ensure English Learners including, Long-Term English Learner students (LTELs), are adequately serviced and supported in the classroom through differentiated instruction, targeted support and online supplemental tools/resources and additional staffing are provided to increase literacy, language acquisition and academic achievement. This action will be measured by M2.1, M2.4, M2.6, and M2.7.	$255,785.00	Yes
2.6	Enrichment Opportunities	Schools will provide extended learning opportunities via enrichment programs such as, but not limited to, Odyssey of the Mind extension activities, Spelling Bee, chess tournaments, History Day, Science and STEM Fair and other extra-curricular activities such as clubs and junior high sports in order to increase student academic achievement. This action will be measured by M2.1, M2.2 and M2.3.	$87,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Safe and Positive Learning Environment Create and maintain a positive climate and culture for learning through a multi-tiered system of support that increases student engagement and school connectedness in a safe, well-maintained environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 3: Safe and Positive Learning Environment by Alta Loma School District (ALSD) reflects a deep commitment to creating an environment where all students feel safe, supported and empowered to thrive academically, socially and emotionally. This broad goal is guided by a multi-tiered system of support aimed at fostering a positive climate and culture for learning. The District's decision to prioritize Goal 3 aligns closely with several State Priorities, including Basic Services, Pupil Engagement, Pupil Achievement, School Climate, and Parent Involvement.

Basic Services: ALSD recognizes that providing a safe and positive learning environment is foundational to delivering basic services that support student well-being and academic success. This includes ensuring that schools have adequate resources, infrastructure and staffing to maintain a clean, safe and well-maintained environment conducive to learning. By addressing basic needs such as facilities maintenance, safety protocols and access to essential resources, the District lays the groundwork for creating a positive climate where students can focus on their academic and personal growth.

Pupil Engagement: A safe and positive learning environment is essential for promoting pupil engagement and school connectedness. ALSD implements strategies to actively engage students in their learning, foster meaningful relationships with peers and educators and cultivate a sense of belonging and ownership within the school community. This may involve providing opportunities for student leadership, extracurricular activities and community service projects that enhance student engagement and contribute to a positive school culture.

Pupil Achievement: Research consistently shows that students learn best in environments that are safe, supportive and conducive to learning. By prioritizing Goal 3, the District seeks to create conditions that optimize student achievement by removing barriers to learning and

providing the necessary supports for academic success. This includes multi-tiered system of support that includes Positive Behavior and Intervention Support (PBIS), Social-Emotional Learning (SEL) programs, trauma-informed practices and behavioral intervention systems that address the diverse needs of students and promote positive academic outcomes.

School Climate: Goal 3 emphasizes the importance of cultivating a positive school climate characterized by respect, inclusivity and mutual support. ALSD implements proactive measures to prevent bullying, harassment, discrimination and promotes restorative practices that foster conflict resolution and positive peer relationships. By nurturing a supportive and inclusive climate, the District creates a culture where students feel valued, respected and empowered to contribute to their school community.

Parent Involvement: Recognizing the crucial role of parents and caregivers in creating a positive learning environment, the District actively engages families in school activities, decision-making processes and collaborative partnerships. By promoting open communication, building trust and soliciting feedback from parents, the District strengthens home-to-school connections and fosters a sense of shared responsibility for student success.

In summary, the development of Goal 3 reflects a whole child approach to creating and maintaining a safe and positive learning environment that supports student well-being, engagement and achievement. By aligning with multiple State Priorities and implementing a multi-tiered system of support, ALSD demonstrates its commitment to fostering a culture of excellence where every student can thrive and reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism % of Students Absent 10% or More CA Dashboard	2022-23 ALL: 16.5% EL: 14.5% FY: 25.7% SED: 23.7% Alta Loma Elementary ALL: 26.3% AA: 38.5% Asian: 25.7% EL: 33.3% SWD: 31.7% White: 21.2%			ALL: 10% (- 6.5%) EL: 10% (- 4.5%) FY: 14% (-11.7%) SED: 14% (- 9.7%) Alta Loma Elementary ALL: 16.3% (-10%) AA: 28.5% (-10%) Asian: 15.7% (-10%) EL: 18.3% (-15%) SWD: 16.7% (-15%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Deer Canyon Elementary ALL: 16.5% Two or More Races: 25.6% Alta Loma Jr High ALL: 20.6% SED: 29.4% SWD: 39.8%			White: 11.2 (-10) Deer Canyon Elementary ALL: 10.5% (-6%) Two or More Races: 15.6% (-10%) Alta Loma Jr High ALL: 10.6% (-10%) SED: 19.4% (-10%) SWD: 24.8% (-15%)	
3.2	Suspension Rates % of students suspended at least 1 day CA Dashboard	2022-23 ALL: 1.7% EL: .2% FY: 4.3% SED: 2.4% Vineyard Jr. High ALL: 9.1% SED: 13.5% HI: 12.6%			ALL: .7 (-1%) EL: .2% (maintain) FY: 1.8% (-2.5%) SED: 1.2% (-1.2%) Vineyard Jr. High ALL: 4.1% (-5%) SED: 4.1% (-9.4%) HI: 4.1% (-8.5%)	
3.3	Student Attendance Rates % of Daily Student Attendance Student Management System	2023-24 ALL: 94.93% EL: 95.35% Foster: 93.13% Socio: 93.70%			ALL: 97% (+2.07%) EL: 97% (+1.65%) Foster: 95.13% (+2) Socio: 95.70% (+2)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Middle School Dropout Rates Student Management System	2023-24 All: 0 EL: 0 FY: 0 SED: 0			All: 0 EL: 0 FY: 0 SED: 0	
3.5	Expulsion Rates % of Students Expelled Student Management System	2024-25 All: .036% EL: 0 FY: 0 SED: 0			All:0 EL: 0 FY: 0 SED: 0	
3.6	Safety and Connectedness Parent Input Educational Partner Survey	2023-24 85% of parents survey indicated their child feels physically safe and 76% feel their child feels emotionally safe at school			95% of parents survey will indicate they feel their child is physically safe and 95% that their child will feel emotionally safe at school	

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	Multi-Tiered System of Support (MTSS) for Students	Schools will implement a progress monitoring system that includes Tier 1, 2, and 3 interventions that address academic, social-emotional and behavioral needs as well as supporting the whole child approach. This action benefits all students, while targeting the Socio-Economically Disadvantaged, Foster Youth and English Learner. This action will be measured by M3.1, M3.2, M3.3, M3.4 and M3.6.	$18,408.00	Yes
3.2	PBIS, SEL and Character Strong	Schools will provide a positive and safe learning environment through the implementation of Positive Behavior and Intervention Supports (PBIS), Social-Emotional Learning (SEL) and Character Strong activities in order to increase school connectedness, attendance and behavior. This action will be measured by M3.1, M3.2, M3.3. M.3.4, M3.5 and M3.6.	$31,984.00	No
3.3	Community Outreach	The District will provide opportunities and forums for educational partners, who represent and reflect our diverse community and students, to participate in the involvement of the District's decision-making process in order to increase community and parent relationships, students attendance and positive behaviors on campus. Opportunities and forums such as, but are not limited to, Superintendent Community Cabinet, District and site educational partner committees, and yearly surveys through Qualtrics. This action will be measured by measured by M3.1, M3.2, M.3.3. M3.5 and M.3.6.	$70,400.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	School-Based Counseling Program	Schools will implement a school-based counseling program for students in order to increase student connectedness, provide additional instructional, social-emotional and behavioral supports and address other means of correction. This action will benefit all students, while targeting additional support for the Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M3.1, M3.2, M3.3, M3.4, M3.5 and M3.6.	$576,680.00	Yes
3.5	Mental Health Counselors	Mental health counselors will provide Tier 1, 2 and 3 mental health support for students in need in order to increase attendance, lower chronic absenteeism and negative behaviors. This action benefits all students, while targeting the Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M3.1, M3.2, M3.3 and M3.5.	$766,810.00	Yes
3.6	Bussing Transportation	The District will provide bussing for students in order to increase attendance. This action benefits all students, while targeting additional support for Socio-Economically Disadvantaged, Foster Youth and English Learners. This action will be measured by M3.1, M3.2, M3.3 and M3.5.	$636,300.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,174,276	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.260%	0.000%	$0.00	7.260%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Development **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for ALL Students as +38.8 Distance from Standard (DFS), English Learners (EL) scored +15 DFS, Foster Youth (FY) scored -18.9 DFS and Socio-Economically Disadvantaged (SED) scored a	Based on current standards and frameworks, the District has determined that providing K-8 teachers professional learning and coaching opportunities will enhance literacy and math skills across all grades is a necessity to ensure students have access to high-quality instruction. The training and support will be provided by the Director of Educational Programs, Coordinator of Assessment and Accountability, and one teacher on special assignment (TOSA) for all TK-8 teachers. Understanding how to design standards-based	This action will be measured by metrics identified in the action description.

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
	+13.9 DFS. For Math, the outcome on the CAASPP Math demonstrated + 8 DFS for ALL Students, -4.4 DFS for EL, -31.5 DFS for FY and -23.3 DFS for SED. The data demonstrates a disparity between the ALL Student group and EL, FY and SED students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. While data is currently not available for LTELs, the District is committed to providing an opportunity for services, supports and growth in ELA and Math for this student group. Furthermore, feedback from Curriculum Council, Literacy Task Force and Math Task Force as well as educational partners have provided input that teacher development is a need and a priority for the District. **Scope:** LEA-wide	instruction that provides students access to content and proper utilization of curriculum in the classroom in order to improve academic achievement in content areas will be the focus. While this initiative adopts a comprehensive districtwide approach to ensure all students will benefit from high-quality instructional support, it's principally directed to Socio-Economically Disadvantaged and Foster Youth, and English Learner students. The goal of this action is to narrow the achievement gap in ELA and Math. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels. Research shows that professional development focused on content standards and frameworks can have benefits for teachers and, by extension, for student learning. Here are some research findings supporting these benefits: • Improved Content Knowledge: Professional development on content standards and frameworks enhances teachers' understanding of the subject matter they are teaching. Research by Hill et al. (2014) suggests that teachers who receive targeted professional development in content areas are better equipped to teach challenging concepts, resulting in improved student achievement. • Alignment with Standards: Professional development helps teachers align their instructional practices with state and	

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
		national content standards, ensuring that curriculum, instruction, and assessments are coherent and focused on key learning goals. Research by Loucks-Horsley et al. (2003) found that high-quality professional development programs that focus on content standards lead to greater alignment between teacher practice and curriculum standards. • Effective Instructional Strategies: Professional development on content standards and frameworks provides teachers with evidence-based instructional strategies and pedagogical approaches to effectively teach the curriculum. Research by Desimone et al. (2002) suggests that professional development that focuses on content-specific instructional strategies leads to improvements in teacher practice and student achievement. • Differentiation and Personalization: Professional development supports teachers in differentiating instruction to meet the diverse needs of students. Research by Tomlinson et al. (2003) found that professional development on content standards helps teachers develop strategies for adapting instruction to students' readiness, interests, and learning profiles, resulting in improved academic outcomes for all students.	

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
		• Assessment Literacy: Professional development on content standards and frameworks enhances teachers' assessment literacy, enabling them to design and administer assessments that accurately measure student learning. Research by Stiggins et al. (2004) suggests that teachers who receive training in assessment practices are better able to use assessment data to inform instruction and improve student achievement. • Increased Confidence and Efficacy: Professional development in content standards and frameworks increases teachers' confidence and efficacy in delivering high-quality instruction. Research by Guskey (2002) indicates that teachers who participate in targeted professional development programs report increased confidence in their ability to teach challenging content and meet the needs of diverse learners. • Sustained Improvements in Practice: Professional development that focuses on content standards and frameworks leads to sustained improvements in teacher practice over time. Research by Darling-Hammond et al. (2009) found that ongoing, job-embedded professional development programs that are aligned with content standards result in significant gains in student achievement and teacher effectiveness.	

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		These research findings collectively highlight the benefits of providing teachers with professional development focused on content standards and frameworks, including improved content knowledge, alignment with standards, effective instructional strategies, differentiation and personalization, assessment literacy, increased confidence and efficacy, and sustained improvements in practice, all of which contribute to enhanced student learning and achievement.	
1.6	**Action:** Class Size Reduction **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for ALL Students as +38.8 Distance from Standard (DFS), English Learners (EL) scored +15 DFS, Foster Youth (FY) scored -18.9 DFS and Socio-Economically Disadvantaged (SED) scored +13.9 DFS. For Math, the outcomes on the CAASPP Math demonstrated + 8 DFS for ALL Students, -4.4 DFS for EL, -31.5 DFS FY and -23.3 DFS for SED. The data demonstrates a disparity between the ALL Student group and EL, FY and SED students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. While data is currently not available for LTELs, the District is committed to providing services and supports for this	The District will implement class size reduction to provide additional supports for students. These supports will include targeted small group instruction, differentiation and intervention learning opportunities within the classroom. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from smaller class sizes, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged students. The goal of this action is to narrow the achievement gap in ELA and math. This commitment aligns with our broader mission to promote educational equity and consistency across all schools. Research on class size reduction (CSR) has indicated that smaller class sizes can better support students in certain circumstances and provide additional supports for students in need. Research findings supporting class size reduction are the following:	This action will be measured by metrics identified in the action description.

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
	student group to provide opportunities of growth in ELA and Math. Furthermore, Literacy and Math Task Force members and the 2024 Educational Partner Survey feedback indicated class size reduction is a priority for teachers, students and parents. **Scope:** LEA-wide	• Increased Teacher Attention: Smaller class sizes allow teachers to provide more individualized attention to students, leading to improved academic outcomes. Research by Finn et al. (2005) found that students in smaller classes received more instructional time and feedback from teachers, resulting in higher achievement levels compared to students in larger classes. • Improved Student Engagement: Smaller class sizes can enhance student engagement by creating a more personalized and interactive learning environment. A meta-analysis by Blatchford et al. (2011) found that reducing class sizes led to increased student participation, greater opportunities for peer interaction, and higher levels of student engagement, which positively impacted academic achievement. • Better Classroom Management: Smaller class sizes can improve classroom management and discipline, allowing teachers to address behavioral issues more effectively and create a positive learning atmosphere. Research by Achilles (2011) suggests that reducing class sizes can lead to fewer disruptions, increased student focus and a more conducive learning environment, ultimately benefiting student achievement.	

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		• Narrowing Achievement Gaps: Class size reduction has been shown to narrow achievement gaps, particularly for disadvantaged and minority students. A study by Chetty et al. (2011) found that students from low-income backgrounds who attended smaller classes in early grades experienced long-term academic benefits, including higher test scores, increased high school graduation rates and higher college attendance rates. • Early Grade Reading Proficiency: Small class sizes in the early grades have been linked to improved reading proficiency, which is critical for future academic success. Research by Hoxby and Weingarth (2006) found that reducing class sizes in kindergarten through third grade resulted in significant gains in reading achievement, particularly for students from disadvantaged backgrounds. • Teacher Satisfaction and Retention: Smaller class sizes can lead to increased teacher satisfaction and retention, which can have positive effects on student achievement. Research by Johnson and Birkeland (2003) suggests that teachers in smaller classes report higher job satisfaction, lower levels of stress and greater enthusiasm for teaching, which can translate into improved instructional quality and student outcomes.	

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
2.1	**Action:** Illuminate, ESGI, and i-Ready **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for ALL Students as +38.8 Distance from Standard (DFS), English Learners (EL) scored +15 DFS, Foster Youth (FY) scored -18.9 DFS and Socio-Economically Disadvantaged (SED) scored a +13.9 DFS. For Math, the outcomes on the CAASPP Math demonstrated + 8 DFS for ALL Students, -4.4 DFS for EL, -31.5 DFS FY and -23.3 DFS for SED. The data demonstrates a disparity between the ALL Student group and EL, FY and SED students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. While data is currently not available for LTELs, the District is committed to providing services and supports for this student group to provide opportunities of growth in ELA and Math. Furthermore, feedback from Curriculum Council, Literacy and Math Task Force members and trainings throughout the year indicate that teachers are in need of online assessment tools in order to provide proper intervention and supports. **Scope:**	As a result of teacher feedback and review of student assessment scores, the District will provide teachers assessment tools such as Illuminate, ESGI and i-Ready to assess and evaluate students' academic readiness, provide interventions and prepare them for CAASPP. While this initiative adopts a comprehensive districtwide approach to ensure that all teachers are able to assess students and provide interventions, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged Students. The goal of this action is to narrow the achievement gap in ELA and math. This commitment aligns with our broader mission to promote educational equity and consistency across all schools. Providing teachers with such assessment tools has several benefits as indicated in the following research: - Data-Driven Instruction: These tools allow teachers to gather detailed, actionable data on student performance. i-Ready, for example, offers diagnostic assessments that identify specific areas where students need improvement and tailor instructional paths accordingly. This helps in setting high, yet achievable growth targets for each student, which is crucial for CAASPP preparation (Curriculum Associates).	This action will measured by metrics identified in the action description.

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	• Personalized Learning: Tools like i-Ready provide personalized instruction that aligns with students' specific needs, ensuring they receive the support necessary to reach grade-level expectations. This personalized approach helps address learning gaps effectively, thereby enhancing overall academic readiness (Curriculum Associates). • Progress Monitoring: Continuous progress monitoring, as facilitated by ESGI and FastBridge (part of Illuminate Education), allows teachers to track students' academic growth over time. This ongoing assessment helps in making timely adjustments to instruction and interventions, ensuring students remain on track for CAASPP success (Mt. Diablo Schools) (Illuminate Education). • Intervention Strategies: These tools offer recommendations for interventions based on the assessment data. For instance, FastBridge combines academic screening with social-emotional behavior assessments to provide a holistic view of a student's needs. This ensures that interventions are not only timely but also targeted and effective (Illuminate Education). • Engagement and Motivation: Using visual and easy-to-understand data reports, students can see their own progress. This visibility can boost student motivation and	

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		engagement, as they are able to understand where they started and how much they have improved, fostering a growth mindset (Curriculum Associates). • Alignment with State Standards: The assessments from these tools are designed to correlate with state and national standards, including the CAASPP. This alignment helps familiarize students with the format and rigor of high-stakes tests, reducing test anxiety and improving performance on the actual assessments (Curriculum Associates). Overall, the integration of these assessment tools into the classroom supports a comprehensive approach to student evaluation and preparation, enhancing both teaching effectiveness and student outcomes on standardized tests like the CAASPP.	
3.1	**Action:** Multi-Tiered System of Support (MTSS) for Students **Need:** After reviewing chronic absenteeism and suspension rates, the data indicates a need to provide students with a Multi-Tiered System of Support (MTSS). The 2023 CA Dashboard chronic absenteeism data demonstrated 16.5% for ALL Students,14.5% for English Learners (EL), 25.7% for Foster Youth (FY) and 25.7% for Socio-Economically	Chronic absenteeism and suspension data indicates an ongoing need to support students with a whole child approach and provide tiered interventions for academic, socio-emotional and behavioral needs. All Schools will implement a Multi-tiered System of Support (MTSS). Schools will implement progress monitoring system and provide tier 1, 2, and 3 evidence-based interventions inside and outside the classroom. Additionally, research has indicated that Multi-Tiered System of Supports (MTSS) is an evidence-based framework that integrates	This action will be measured by metrics identified in the action description.

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	Disadvantaged (SED). In terms of suspension rates, the 2023 CA Dashboard demonstrated for 1.7% for ALL Students, 2.% for EL, 4.3% for FY and 2.4% SED. This data indicates an ongoing need to support students from a whole child perspective and with tiered interventions for academic, socio-emotional and behavioral needs. Although ELs are acquiring English at an effective rate, and are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being. **Scope:** LEA-wide	assessment and intervention to meet the academic, behavioral and social-emotional needs of all students. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from expanding learning opportunities, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged students. The goal of this action is to narrow the achievement gap in ELA and Math by providing additional resources and supports. This commitment aligns with our broader mission to promote educational equity and consistency across all elementary schools. Research that supports the implementation of MTSS are as follows: - Improvement in Student Outcomes: Research consistently demonstrates that MTSS leads to improvements in student outcomes across various domains. A meta-analysis by Burns and VanDerHeyden (2006) found that students in schools implementing MTSS had significantly higher achievement scores compared to those in non-MTSS schools. - Early Intervention and Prevention: MTSS emphasizes early intervention and prevention strategies, which have been shown to reduce the number of students needing intensive interventions later on. A study by Fuchs and Fuchs (2006) found that early intervention within an MTSS framework reduced the likelihood	

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
		of students needing special education services.	
		• Data-Driven Decision Making: MTSS relies on data to inform instructional decisions. Research suggests that data-driven decision-making processes within MTSS lead to more effective instructional practices. A study by McMaster, Fuchs, and Fuchs (2006) found that schools implementing MTSS were more likely to use assessment data to inform instructional decisions and differentiate instruction.	
		• Increased Equity and Access: MTSS promotes equity and access to high-quality instruction and interventions for all students, regardless of their background or learning needs. Research by Batsche et al. (2005) indicates that MTSS helps address disparities in educational outcomes by providing systematic support to students who are at risk of academic failure.	
		• Positive Behavior Supports: In addition to academic support, MTSS also incorporates positive behavior supports to address students' social-emotional and behavioral needs. Research by Sugai et al. (2000) shows that implementing MTSS with a focus on positive behavior supports leads to reductions in problem behavior and increases in positive social behaviors among students.	

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		• Parent and Community Involvement: MTSS encourages collaboration among educators, parents, and the community to support student success. Research by Epstein et al. (2009) suggests that involving parents and community members in MTSS implementation increases family engagement and improves student outcomes. • Cost-Effectiveness: While initial implementation of MTSS may require resources, research suggests that it can be cost-effective in the long run. A study by Horner et al. (2009) found that schools implementing MTSS experienced cost savings due to reductions in special education placements and disciplinary actions. These studies collectively demonstrate the effectiveness of MTSS in improving student outcomes, promoting equity, and providing a comprehensive system of support for all students.	
3.4	**Action:** School-Based Counseling Program **Need:** The 2023 CA Dashboard chronic absenteeism and suspension rates indicate that students are in need of further supports and resources. In terms of chronic absenteeism, the CA Dashboard indicated16.5% for ALL Students,	The District has determined the need to implement a school-based counseling program districtwide to provide a more effective tiered system of support for students. School-based counselors will work with administrators and teachers to monitor student academic growth and well-being; along with providing appropriate tiered interventions and supports. While this initiative adopts a comprehensive districtwide approach to ensure	This action will be measured by metrics identified in the action description.

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	14.5% for English Learners (EL), 27.8% for Foster Youth (FY) and 25.7% for Socio-Economically Disadvantaged (SED). In terms of suspension rates, the CA Dashboard indicated 1.7% for ALL Students, 2.% for EL, 4.3% for FY and 2.4% for SED. Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing these supports would negatively impact and hinder EL academic growth and well being. Furthermore, referral rates, school data, and feedback from 2024 Educational Partners Survey indicate that students are in need and benefit from having school counselors on campus. **Scope:** LEA-wide	that all students benefit from counseling services, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged Students. The goal of this action is to narrow the achievement gap in ELA and Math through the focus of a whole child approach. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels. Additionally, research consistently demonstrates that school counseling significantly benefits students across various dimensions, including academic achievement, social-emotional development and overall well-being. - Academic Achievement: School counselors play a pivotal role in enhancing students' academic performance. They help students set academic goals, develop organizational skills, and create plans for post-secondary education. Studies have shown that effective school counseling programs lead to higher grades, improved test scores, and increased graduation rates. For example, the implementation of the ASCA National Model® has been associated with improved student outcomes, including better attendance, fewer disciplinary actions, and more informed college decision-making (American School Counselor Association).	

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		• Social-Emotional Development: Counselors are crucial in supporting students' social and emotional development. They provide individual and group counseling, teach conflict resolution skills, and offer programs that address issues such as bullying and peer relationships. This support helps students build resilience, manage stress, and develop healthy coping strategies. Research highlights that students who receive comprehensive counseling support exhibit higher levels of well-being, which positively impacts academic performance (Southeastern Oklahoma State University). • Overall Well-Being: The role of school counselors extends to fostering a positive school climate and ensuring students' overall well-being. They act as advocates for students, helping to identify and mitigate external factors such as socio-economic challenges, family issues, and mental health concerns. By creating a supportive and inclusive school environment, counselors help students feel safe and valued, which is essential for their holistic development and academic success (Southeastern Oklahoma State University) (American School Counselor Association). • English Learners (ELs): Counselors provide tailored support to help ELs overcome language barriers and	

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		integrate into the school community. This includes ESL programs, cultural sensitivity training for staff, and personalized academic guidance. • Foster Youth: School counselors assist foster youth with transitions between schools, maintaining educational stability, and addressing trauma-related issues. They also coordinate with external agencies to ensure comprehensive support. • Low Socio-Economic Students: For students from low socio-economic backgrounds, counselors offer resources and support for college and career readiness, including financial aid guidance and access to enrichment programs. Overall, school counselors are integral to student success, providing critical academic, social and emotional support that enables students to thrive in their educational journeys and beyond (American School Counselor Association) and (Southeastern Oklahoma State University).	
3.5	**Action:** Mental Health Counselors **Need:** The 2023 Dashboard chronic absenteeism and suspension rates indicate a need to provide mental health supports. In terms of chronic absenteeism, The Dashboard	The District has determined that providing mental health counselors to further support students' well-being, attendance and school connectedness is a necessity. Mental health counselors will work with administrators and teachers to provide appropriate mental health interventions and supports, including therapy when appropriate. While this initiative adopts a comprehensive Districtwide approach to	This action will be measured by metrics identified in the action description.

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	indicated 16.5% for ALL students, 14.5% for English Learners (EL), 25.7% for Foster Youth (FY) and 25.7% for Socio-Economically Disadvantaged (SED). In terms of suspension rates, the CA Dashboard indicated1.7% for ALL Students, 2% for EL, 4.3% for FY and 2.4% for SED. These data points indicate an ongoing need to support students from a whole child perspective with tiered interventions for academic, socio-emotional and behavioral needs. Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being. Furthermore, referral numbers and feedback from 2024 Educational Partners Survey indicate that students continue to struggle with mental health and there is a need for additional resources and supports. **Scope:** LEA-wide	ensure that all students benefit from mental counseling services, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged Students. The goal of this action is to narrow the achievement gap in ELA and Math by supporting the whole child. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels. Research highlights the significant impact of mental health services on students, demonstrating improvements in academic performance, social-emotional development and overall well-being. Research states: - Student Wellness: Mental health challenges such as anxiety, depression, and stress significantly impact students' academic performance. When schools provide mental health services, these challenges can be effectively addressed, leading to better academic outcomes. Research indicates that students receiving mental health support exhibit improved attendance, higher grades, and better standardized test scores. For instance, studies have shown that addressing mental health needs helps students stay focused, engaged, and motivated, which directly enhances their academic success (KPMG)(Foley & Lardner LLP). Moreover, comprehensive mental health programs in schools have been linked to reductions in absenteeism and improvements in overall student well-	

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		being, further contributing to positive academic achievements (Alston & Bird Attorney). • Social-Emotional Development: Mental health services in schools are essential for supporting the social and emotional development of students. These services include individual and group counseling, social skills training and programs designed to build resilience and coping strategies. By addressing emotional and behavioral issues, mental health services help students develop better relationships with peers and teachers, enhancing their social competence and emotional regulation (KPMG) (Foley & Lardner LLP). These improvements contribute to a more positive school climate and reduce instances of bullying and conflict (Alston & Bird Attorney). Research indicates that such programs not only foster a supportive environment, but also lead to long-term benefits in students' social interactions and emotional well-being (KPMG) (Foley & Lardner LLP) (Alston & Bird Attorney). • Overall Well-Being: School-based mental health services significantly enhance overall well-being by creating a supportive environment where students feel safe and understood. These services, which include crisis intervention, stress management programs, and access to mental health professionals,	

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		help students navigate personal challenges and trauma. Research shows that schools integrating mental health services into their routines report lower rates of absenteeism, fewer disciplinary actions, and improved student engagement (KPMG) (Foley & Lardner LLP). Additionally, these services are crucial for early identification and intervention, preventing the development of more severe mental health issues (Alston & Bird Attorney). By providing these supports, schools not only address immediate mental health needs but, also contribute to the long-term well-being and academic success of their students (KPMG) (Alston & Bird Attorney).

In conclusion, providing mental health services in schools is essential for fostering students' academic success, social-emotional development and overall well-being. Schools that prioritize mental health support create a more inclusive and effective learning environment, ensuring that all students have the opportunity to thrive. | |
| 3.6 | **Action:**
Bussing Transportation

Need:
The California 2023 Dashboard chronic absenteeism data indicated 16.5% for ALL Students, 14.5% for English Learners (EL), 25.7% for Foster Youth (FY) and 25.7% for Socio-Economically Disadvantaged (SED). | The District has determined that bussing services are a crucial component for improving attendance and ensuring that students, particularly the socio-economically disadvantaged families, have access to transportation. While this initiative adopts a comprehensive districtwide approach to ensure that all students benefit from bussing services, it's principally directed to English Learners, Foster Youth and Socio-Economically Disadvantaged students. The goal of this action is to narrow the | This action will be measured by metrics identified in the action description. |

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	Although ELs are not demonstrating high chronic absenteeism or suspension rates, the District strongly feels removing supports would negatively impact and hinder EL academic growth and well being. Furthermore, educational partners have voiced the need to provide bussing for students. This was reflected in the 2024 Educational Partner Survey and the District Bussing Survey to families. **Scope:** LEA-wide	achievement gap in ELA and Math ensuring access to transportation. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels. Research on school bussing services indicates several key impacts on student outcomes, primarily focusing on attendance, access to education, and, to a lesser extent, academic achievement. - Attendance and Access: School bussing services significantly enhance attendance, particularly for socio-economically disadvantaged students. A study in Michigan revealed that students eligible for bus transportation showed an increase in attendance rates and a notable reduction in chronic absenteeism. Specifically, bus eligibility improved attendance by approximately 0.63 percentage points and reduced the probability of chronic absenteeism by 3.8 percentage points for these students (REACH). This is crucial as consistent attendance is closely linked to better academic performance and overall student success. - Reliable transportation can eliminate barriers to accessing education and potentially support better academic outcomes, the evidence on its effectiveness is mixed. For example, research on school choice programs in	

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		Boston and New York found that although bussing services improved school integration, they did not significantly affect standardized test scores or college attendance rates (National Bureau of Economic Research) (MIT Technology Review). This suggests that while bussing is crucial for ensuring access to educational opportunities, additional measures may be needed to convert improved access into higher academic achievement (MIT Technology Review) (KPMG). • Integration and Social Benefits: Bussing services also play a critical role in integrating schools, especially in urban areas with significant residential segregation. Studies have shown that bussing can reduce minority isolation, enabling a more diverse school environment. This social integration is beneficial for fostering inclusive educational settings, although it may not directly translate to academic improvements (NBER) (Urban Institute). • Cost and Policy Implications: Despite the benefits, bussing services are costly for school districts. This has led some districts to limit eligibility or seek alternatives like public transportation. However, cutting back on bussing services can disproportionately affect disadvantaged students, potentially	

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		exacerbating educational inequities (REACH) (Urban Institute).	

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
2.5	**Action:** Supports and Services for English Learners and LTELs **Need:** The 2023 CA School Dashboard's CAASPP English Language Arts (ELA) demonstrated that +38.8 Distance from Standard (DFS) for all students while English Learners (EL) scored +15 DFS. In Math, the outcomes on the CAASPP demonstrated + 8 DFS for ALL Students, and -4.4 DFS for EL. The ELPI indicated 71.8% of ELs and 100% of LTELs are demonstrating English proficiency. Additionally, according to the District's local metrics for reclassification 33.73% of ELs 64% of LTELs are reclassified in 2022-23. Although ELs are acquiring English at an effective rate, the District strongly feels	Based on student academic needs and feedback from educational partners, there is a need to provide teacher training in order to implement evidence-based instructional practices and provide language building opportunities, translation tools and additional classroom academic resources and supports for English learners and LTELs. This initiative is principally directed to English learners and LTELs. The goal of this action is to narrow the achievement gap in ELA and math achievement for this population of students and increase language proficiency. This commitment aligns with our broader mission to promote educational equity and consistency across all schools and grade levels. Furthermore, research indicates that supports and services to improve English learners' language acquisition provides the following educational benefits:	This action will be measured by metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	removing support would negatively impact students academic growth and well being. **Scope:** Limited to Unduplicated Student Group(s)	• Quality Instructional Practices: Research consistently emphasizes the importance of quality instructional practices tailored to the needs of English learners. A meta-analysis by Gersten and Baker (2000) found that explicit instruction in language and literacy skills, along with opportunities for meaningful interaction, significantly improved ELs language development and academic achievement. • Language Development: Effective language development programs that provide comprehensive support for English language acquisition have been shown to improve ELs outcomes. For example, a study by August and Shanahan (2006) found that structured English immersion programs, which focus on language development alongside academic content, can lead to significant gains in English proficiency for ELs. • Culturally Responsive Teaching: Culturally responsive teaching practices that honor students' cultural backgrounds and identities can positively impact ELs learning experiences and outcomes. Research by Ladson-Billings (1995) suggests that culturally relevant pedagogy promotes engagement, academic success, and a positive sense of identity among ELs. • Professional Development: Providing teachers with high-quality professional	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		development on effective strategies for teaching English learners is essential. A meta-analysis by Pritchard and Hohensee (2013) found that teacher professional development programs focusing on language and literacy instruction for ELs resulted in improved student outcomes, including gains in language proficiency and academic achievement. • Family and Community Engagement: Research underscores the importance of family and community engagement in supporting ELs academic success. A study by Henderson and Mapp (2002) found that strong partnerships between schools, families, and communities can lead to improved student outcomes, increased parent involvement and a more supportive learning environment for ELs. • Access to Rigorous Curriculum: Ensuring that ELs have access to rigorous, grade-level curriculum with appropriate supports is essential for their academic success. A study by Thomas and Collier (2002) found that ELs in programs that provided access to challenging content in addition to language support outperformed their peers in more traditional English as a Second Language (ESL) programs.	

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	57,500,452	4,174,276	7.260%	0.000%	7.260%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,377,681.00	$1,359,363.00	$224,466.00	$943,248.00	$9,904,758.00	$8,095,598.00	$1,809,160.00

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	Teacher Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$327,225.00	$0.00	$327,225.00				$327,225.00	
1	1.2	Professional Development for 21st Century Lesson Design	All	No			All Schools	Ongoing	$39,761.00	$0.00				$39,761.00	$39,761.00	
1	1.3	Collaborative-Decision Making Processes	All	No			All Schools	Ongoing	$12,959.00	$0.00	$12,959.00				$12,959.00	
1	1.4	Professional Development in Literacy and Language	All	No			All Schools	Ongoing	$0.00	$198,013.00		$53,888.00	$99,125.00	$45,000.00	$198,013.00	
1	1.5	Math Professional Development	All	No			All Schools	Ongoing	$39,761.00	$0.00				$39,761.00	$39,761.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,188,968.00	$0.00	$4,188,968.00				$4,188,968.00	
1	1.7	Technology	All	No			All Schools	Ongoing	$0.00	$220,500.00	$220,500.00				$220,500.00	
1	1.8	Expanding Broad Courses of Study	All	No			All Schools	Ongoing	$1,040,286.00	$153,600.00	$425,884.00	$768,002.00			$1,193,886.00	
1	1.9	21st Century Media Centers	All	No			All Schools	Ongoing	$171,923.00	$19,000.00	$190,923.00				$190,923.00	
2	2.1	Illuminate, ESGI, and i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$284,000.00	$224,200.00		$59,800.00		$284,000.00	
2	2.2	Teacher Collaboration Time	All	No			All Schools	Ongoing	$45,510.00	$0.00				$45,510.00	$45,510.00	

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	2.3	Cultural Proficiency Professional Development	All	No			All Schools	Ongoing	$22,415.00	$0.00			$22,415.00		$22,415.00	
2	2.4	Targeted Supports	All	No			All Schools	Ongoing	$556,607.00	$140,363.00			$696,970.00		$696,970.00	
2	2.5	Supports and Services for English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$223,285.00	$32,500.00	$223,285.00			$32,500.00	$255,785.00	
2	2.6	Enrichment Opportunities	All	No			All Schools	Ongoing	$65,000.00	$22,500.00	$87,500.00				$87,500.00	
3	3.1	Multi-Tiered System of Support (MTSS) for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,408.00	$0.00	$18,408.00				$18,408.00	
3	3.2	PBIS, SEL and Character Strong	All	No			All Schools	Ongoing	$0.00	$31,984.00			$31,984.00		$31,984.00	
3	3.3	Community Outreach	All	No			All Schools	Ongoing	$0.00	$70,400.00	$45,200.00	$25,200.00			$70,400.00	
3	3.4	School-Based Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$576,680.00	$0.00	$576,680.00				$576,680.00	
3	3.5	Mental Health Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$766,810.00	$0.00	$199,649.00	$512,273.00	$33,557.00	$21,331.00	$766,810.00	
3	3.6	Bussing Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$636,300.00	$636,300.00				$636,300.00	

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
57,500,452	4,174,276	7.260%	0.000%	7.260%	$6,394,715.00	0.000%	11.121 %	**Total:**	$6,394,715.00
								LEA-wide Total:	$6,171,430.00
								Limited Total:	$223,285.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,225.00	
1	1.6	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,188,968.00	
2	2.1	Illuminate, ESGI, and i-Ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,200.00	
2	2.5	Supports and Services for English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$223,285.00	
3	3.1	Multi-Tiered System of Support (MTSS) for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,408.00	
3	3.4	School-Based Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$576,680.00	
3	3.5	Mental Health Counselors	Yes	LEA-wide	English Learners Foster Youth	All Schools	$199,649.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.6**	Bussing Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$636,300.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,983,484.00	$17,327,632.24

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	1.1 Staff Development/TOSA in Language Arts, Math and ELD	Yes	$317,367.00	321,153.13
1	1.2	1.2 Staff Development/Coordinator of Instructional Technology Revised May 2023	No	$181,671.00	181,325.42
1	1.3	1.3 Professional Development	No	$69,750.00	88,107.98
1	1.4	1.4 Class Size Revised May 2023	Yes	$5,503,298.00	4,594,352
1	1.5	1.5 Technology, Devices, and Connectivity	No	$487,396.00	491,822.02
1	1.6	1.6 Course Access VAPA, Spanish and PE	No	$180,933.00	180,932.66
1	1.7	1.7 Library	Yes	$162,343.00	166,819.86
1	1.8	1.8 G.A.T.E.	No	$36,265.00	33,382.36
1	1.9	1.9 Curriculum Council	No	$13,950.00	2030.77
1	1.10	1.10 Expanded Opportunities	No	$2,904,110.00	3,729,096.93

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	2.1	2.1 District-wide Assessments/Adaptive Practice	Yes	$297,957.00	226,550.91
2	2.2	2.2 Teacher Release For Data Analysis/Planning	Yes	$41,695.00	77,292.4
2	2.3	2.3 Director of Educational Programs	No	$230,420.00	233,222.19
2	2.4	2.4 Reading Intervention Program for Elementary	Yes	$5,000.00	5,000.00
2	2.5	2.5 Student Achievement Grants	No	$439,520.00	568,033.98
2	2.6	2.6 STATS for Junior High	No	$10,000.00	9,062.50
2	2.7	2.7 Literacy Labs at School Sites	No	$413,711.00	631,180.15
2	2.8	2.8 ELD Aides to Support Language Acquisition	No	$204,688.00	214,358.18
2	2.9	2.9 ELD Materials/Licenses	No	$18,125.00	33,215.32
2	2.10	2.10 Assistant Principals at Elementary	Yes	$1,395,124.00	918,185.95
2	2.11	2.11 Summer School Discontinued May 2023	No	$0.00	0
2	2.12	2.12 On-line Homework Support Discontinued May 2023	No	$0.00	164,096
2	2.13	2.13 Staff Development/Materials Primary Reading	No	$5,000.00	243,238.33
3	3.1	3.1 Chronic Absenteeism	No	$5,000.00	5,000

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	3.2	3.2 District-wide Family Engagement and Communication	No	$5,000.00	0
3	3.3	3.3 Family Engagement Liaison and Parent Ambassadors	No	$57,143.00	68,930.67
3	3.4	3.4 After-School Sports	No	$60,000.00	75,124.53
3	3.5	3.5 Safe School Ambassadors	No	$5,516.00	3,779.44
3	3.6	3.6 Equity and Culturally Responsive Practices	No	$32,085.00	0
3	3.7	3.7 Social/Emotional Development	No	$27,900.00	0
3	3.8	3.8 Support for At-Promise Students	Yes	$203,002.00	216,984.05
3	3.9	3.9 Translation	Yes	$1,000.00	1030.63
3	3.10	3.10 Community Input from Educational Partners	No	$0.00	0
3	3.11	3.11 School-Based Mental Health Counseling Supervision and Support Revision May 2023	No	$586,870.00	617,277.60
3	3.12	3.12 Tier 2 and Tier 3 Behavioral Counseling and Support	Yes	$451,458.00	465,182.74
3	3.13	3.13 Board Certified Behavior Analyst and Behavior Support Paraprofessionals	No	$351,549.00	340,903

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	3.14	3.14 Student Safety Software	No	$19,000.00	17,400
3	3.15	3.15 Social-Emotional Learning	No	$12,400.00	0
3	3.16	3.16 Facility Inspection Tool	No	$1,500.00	1,500
3	3.17	3.17 Work Orders/Deferred Maintenance	No	$2,245,738.00	2,402,060.54

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)
4,241,346	$7,785,875.00	$6,534,763.19	$1,251,111.81	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	1.1 Staff Development/TOSA in Language Arts, Math and ELD	Yes	$172,049.00	321,153.13	0	
1	1.4	1.4 Class Size Revised May 2023	Yes	$5,503,298.00	4,594,352	0	
1	1.7	1.7 Library	Yes	$162,343.00	166,819.86	0	
2	2.1	2.1 District-wide Assessments/Adaptive Practice	Yes	$297,957.00	226,550.91		
2	2.2	2.2 Teacher Release For Data Analysis/Planning	Yes	$41,695.00	77,292.40	0	
2	2.4	2.4 Reading Intervention Program for Elementary	Yes	$5,000	$5,000	0	
2	2.10	2.10 Assistant Principals at Elementary	Yes	$1,395,124.00	918,185.95	0	
3	3.8	3.8 Support for At-Promise Students	Yes	$101,501.00	115,222.21	0	
3	3.9	3.9 Translation	Yes	$1,000.00	1030.63	0	
3	3.12	3.12 Tier 2 and Tier 3 Behavioral Counseling and Support	Yes	$105,908.00	109,156.10	0	

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)
58,111,725	4,241,346	0	7.299%	$6,534,763.19	0.000%	11.245%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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.

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

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

  - 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.

   o 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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023