

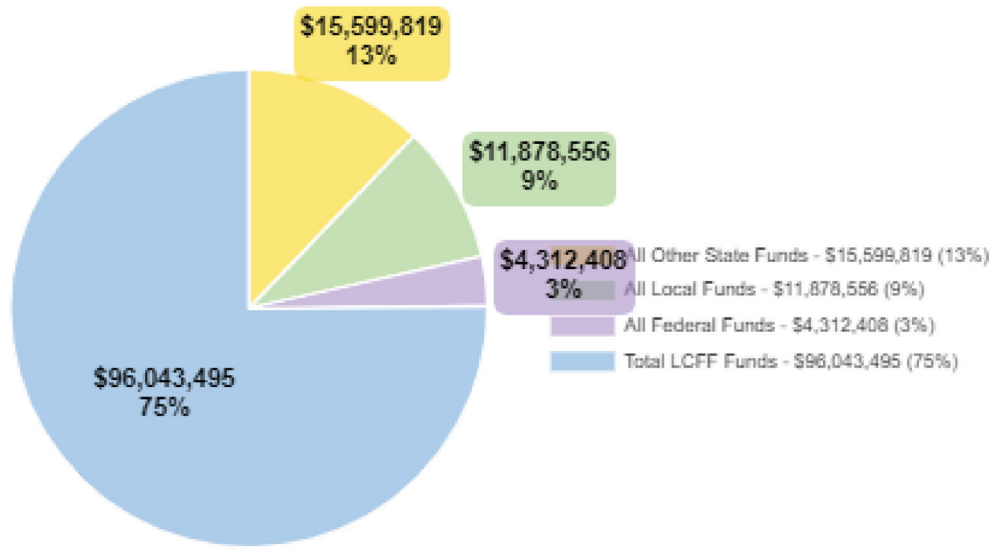
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Coastal Unified
 CDS Code: 40688090000000
 School Year: 2024-25
 LEA Contact Information: Stephanie Shepherd | sshepherd@slcusd.org | 805-549-1225

School districts receive funding from different sources: state funds under the Local Compromise services for high needs studentstrol 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).

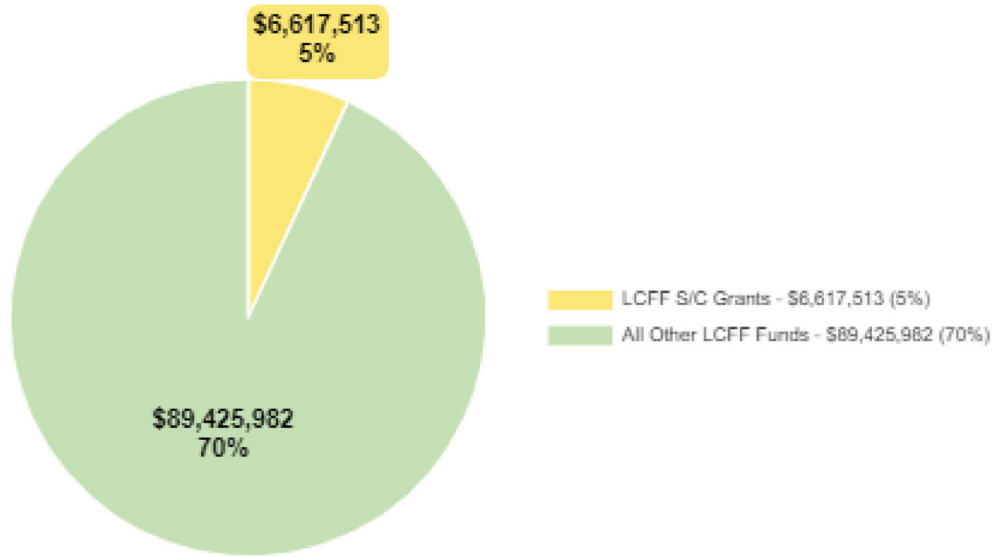
Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$15,599,819	12%
All Local Funds	\$11,878,556	9%
All Federal Funds	\$4,312,408	3%
Total LCFF Funds	\$96,043,495	75%

Breakdown of Total LCFF Funds



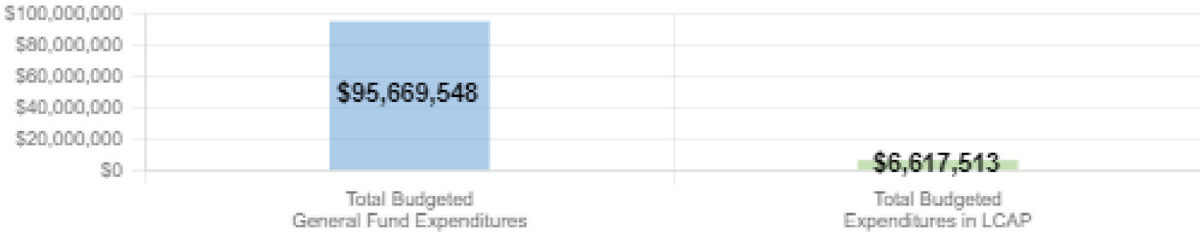
Source	Funds	Percentage
LCFF S/C Grants	\$6,617,513	5%
All Other LCFF Funds	\$89,425,982	70%

These charts show the total general purpose revenue San Luis Coastal Unified expects to receive in the coming year from all sources.

The total revenue projected for San Luis Coastal Unified is \$127,834,278, of which \$96,043,495 is Local Control Funding Formula (LCFF), \$15,599,819 is other state funds, \$11,878,556 is local funds, and \$4,312,408 is federal funds. Of the \$96,043,495 in LCFF Funds, \$6,617,513 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 funds to serve students.

Budgeted Expenditures in the LCAP



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

San Luis Coastal Unified plans to spend \$95,669,548 for the 2024-25 school year. Of that amount, \$6,617,513 is tied to actions/services in the LCAP and \$89,052,035 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

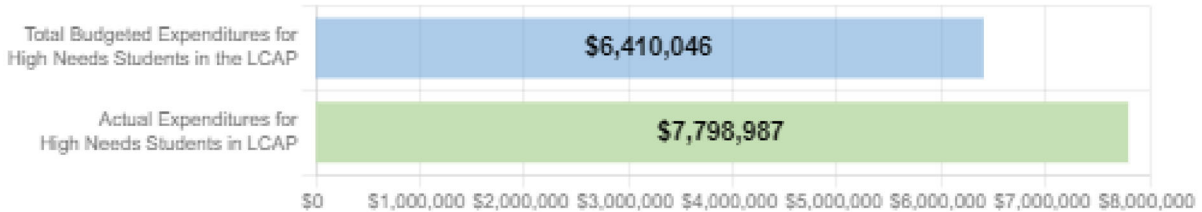
The LCAP is a small portion of the overall SLCUSD budget. Most of the funds outside of the LCAP are used for personnel costs, roughly 80 to 85% of the overall budget. The other funds are used to pay for materials and supplies, purchasing equipment, utilities, facilities and maintenance, transportation, and a variety of other expenditures to assist us in running the school district and addressing districtwide needs.

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

In 2024-25, San Luis Coastal Unified is projecting it will receive \$6,617,513 based on the enrollment of foster youth, English learner, and low-income students. San Luis Coastal Unified must describe how it intends to increase or improve services for high needs students in the LCAP. San Luis Coastal Unified plans to spend \$6,932,829 towards meeting this requirement, as described in the LCAP.

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

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



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

In 2023-24, San Luis Coastal Unified's LCAP budgeted \$6,410,046 for planned actions to increase or improve services for high needs students. San Luis Coastal Unified actually spent \$7,798,987 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Luis Coastal Unified	Stephanie Shepherd Elementary Director Instructional Services: Learning and Achievement	sshepherd@slcusd.org 805-549-1225

Goals and Actions

Goal

Goal #	Description
Goal 1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum. (State Priorities: 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Student performance in mathematics will increase by 5% as measured by the CAASSP.	2019 = 64% (Green performance level)	2021 = 50% (no CA Dashboard available)	2022 = 56%	2023 = 57%	61%
2	Student performance in mathematics will increase by 5% as measured by District Common Assessments.	K-5 Math Benchmark (19-20 2nd Trimester) = 82% 6th Benchmark (20-21 Task 2) = 42% 7th Benchmark (20-21 Winter) = 35% 8th Benchmark (20-21 Winter) = 28% Algebra 1 Benchmark (20-21 Winter) = 14% Geometry Benchmark (20-21 Winter) = 16% Algebra 2 Benchmark (20-21 Winter) = 8%	K-5 Math Benchmark (21-22 2nd Trimester) = 75% 6th Benchmark (21-22 Task 2) = 39% 7th Benchmark (21-22 Winter) = 16% 8th Benchmark (21-22 Winter) = 28% Algebra 1 Benchmark (21-22 Winter) = 12% Geometry Benchmark (21-22 Winter) = 16% Algebra 2 Benchmark (21-22 Winter) = 3%	K-5 Math Benchmark (22-23 2nd Trimester) = 77% 6th Benchmark (22-23 Task 2) = 34% 6th Benchmark (LOMS) (22-23 Task 2) = 19% 7th Benchmark (22-23 Winter) = 45% 7th ACC Benchmark (22-23 Winter) = 92% 8th Benchmark (22-23 Winter) = 39% 8th ACC Benchmark (22-23 Winter) = 97% Algebra 1 Benchmark (22-23 Winter) = 29% Geometry Benchmark (22-23 Winter) = 31% Algebra 2	K-5 Math Benchmark (23-24 2nd Trimester) = 79% 6th Benchmark (23-24 Winter) = 34% 6th Benchmark (LOMS) (23-24 Winter) = 24% 7th Benchmark (23-24 Winter) = 41% 7th ACC Benchmark (23-24 Winter) = 91% 8th Benchmark (23-24 Winter) = 43% 8th ACC Benchmark (23-24 Winter) = 93% Algebra 1 Benchmark (23-24 Winter) = 36% Geometry Benchmark (23-24 Winter) = 33% Algebra 2	K-5 Math Benchmark (2nd Trimester) = 82% 6th Benchmark (Task 2) = 49% 6th Benchmark (LOMS) (22-23 Task 2) = 24% 7th Benchmark (Winter) = 50% 7th ACC Benchmark (22-23 Winter) = 97% 8th Benchmark (Winter) = 44% 8th ACC Benchmark (22-23 Winter) = 100% Algebra 1 Benchmark (Winter) = 34% Geometry Benchmark (Winter) = 36% Algebra 2

				Benchmark (22-23 Winter) = 39%	Benchmark (23-24 Winter) = 27%	Benchmark (Winter) = 44%
3	Math Participation Rate on Statewide testing among SWD will increase 1% to 95% participation.	19-20 LEA = 94%	20-21 LEA = 81% 21-22 LEA = 93%	22-23 = 93%	23-24 = TBD	Maintain at 95%
4	Student performance in English Language Arts will increase by 5%, as measured by the CAASSP.	2019 = 70% (Blue performance level)	2021 = 58% (no CA Dashboard available)	2022 = 64%	2023 = 66%	69%
5	Student performance in ELA will increase by 5% as measured by District Common Assessments.	K-1 Benchmark (20-21 2nd Trimester) = 30% 3-6 Fastbridge (20-21 2nd Trimester) = 72% Grade 2-6 T1 & T2, K-6 EOY (20-21 1st Trimester) = 33% Grade 7 (20-21) Narrative = 56% Informational = INC Argument = no data Grade 8 (20-21) Narrative = 60% Informational = INC Argument = no data Grade 9 (20-21) Narrative = 83% Informational = 74% Argument = no data Grade 10 (20-21) Narrative = 86% Informational = 86% Argument = INC Grade 11 (20-21) Narrative = 85% Informational = 87% Argument = INC Grade 12 (20-21) Narrative = 85% Informational = 90% Argument = INC	K-1 BAS Benchmark (21-22 2nd Trimester) = 57% Grade 2-6 T1 & T2, K-6 EOY (21-22 2nd Trimester) = 52% Grade 2-6 Fastbridge aReader (21-22 2nd Trimester) = 78% Grade 7-8 Fastbridge aReader (21-22 2nd Trimester) = 64% Grade 9-11 Fastbridge aReader (21-22 2nd Trimester) = 73% — Grade 7 - 12 Narrative, Informational, and Argument no longer used	K-1 BAS Benchmark (22-23 2nd Trimester) = 59% K-6 Writing on Demand (22-23 2nd Trimester) = 56% Grade 2-6 Fastbridge Lexile (22-23 2nd Trimester) = 70% Middle School Fastbridge Lexile (22-23 2nd Trimester) = 68% High School Fastbridge Lexile (22-23 2nd Trimester) = 74%	K-1 BAS Benchmark (23-24 2nd Trimester) = 68% K-6 Writing on Demand (23-24 2nd Trimester) = 60% Grade 2-6 Fastbridge Lexile (23-24 2nd Trimester) = 68% Middle School Fastbridge Lexile (23-24 2nd Trimester) = 71% High School Fastbridge Lexile (23-24 2nd Trimester) = 66%	K-1 BAS Benchmark (2nd Trimester) = 64% K-6 Writing on Demand (1st Trimester) = 61% Grade 2-6 Fastbridge Lexile (2nd Trimester) = 75% Middle School Fastbridge Lexile (2nd Trimester) = 73% High School Fastbridge Lexile (2nd Trimester) = 79%
6	Student performance in ELD (progress towards proficiency/well developed) will increase with implementation of standards allowing EL students access to CA	18-19 = 19% 19-20 = no data available	20-21: All Students = 16% English Learners = 16% Foster Youth = no data Socio-economically Disadvantaged = 14%	21-22: All Students = 20% English Learners = 20% Foster Youth = no data Socio-economically Disadvantaged = 19%	22-23 = English Learners = 20% Foster Youth = no data Socio-economically Disadvantaged = 18%	2023-2024 = TBD Desired outcome = 30%

	content standards by 5% as measured by the ELPAC.					
7	All elementary students will engage in three FOSS NGSS learning modules during the 2021-2022 school year.	Students engaged in three units	Students engaged in three units	Students engaged in three units	Students engaged in three units	Students engaged in three units
8	Secondary students will engage in fully aligned NGSS courses in the 2021-2022 school year.	Full implementation	Full implementation	Full implementation	Full Implementation	Full implementation
9	Student performance in science (grades 5, 8 and 11) will increase by 5% as measured by the CAST.	No baseline due to COVID.	21-22 = SLCUSD = 47% Grade 5 = 44% Grade 8 = 51% HS = 47%	22-23 = SLCUSD = 51% Grade 5 = 44% Grade 8 = 54% HS = 54%	23-24 = TBD	SLCUSD = 52% Grade 5 = 48% Grade 8 = 59% HS = 50%
10	Increase the percentage of high school students who complete an A-G curriculum by 5 percentage points.	19-20 = 61%	20-21 = 65%	21-22 = 67%	22-23 = 62%	75%
11	Increase CTE pathway completion rate by 5% points each year.	19-20 = 31%	20-21 = 42%	21-22 = 40%	22-23 = 44.5%	52%
12	Increase percentage of students who complete both A-G and CTE Pathway by 3% each year.	19-20 = 13%	20-21 = 25%	21-22 = 29%	22-23 = 32%	31%
13	Increase rate of students passing AP exams with a 3 or higher by 3% each year.	19-20 = 76%	20-21 = 65%	21-22 = 87%	22-23 = 85%	71%
14	Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student perception around college and career understanding.	October 2019: PBHS = 4.13 SLOHS = 3.08 MBHS = 2.87	October 2021: PBHS = 3.86 SLOHS = 3.04 MBHS = 3.06	October 2022: PBHS = 3.63 SLOHS = 3.08 MBHS = 3.12	October 2023: PBHS = 3.63 SLOHS = 3.08 MBHS = 3.12	PBHS = 5.0 SLOHS = 5.0 MBHS = 5.0
15	All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned

	option provided by California Code of Regulations, Title 5, or the Education Code.					
16	All students will have access to standards-aligned instructional materials.	All students have access	All students have access	All students have access	All students have access	All students have access
17	Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.	We did not administer back assessments in 19-20 year due to COVID.	20-21 = 62% 21-22 = 73%	22-23 = 76%	23-24 = TBD	83%
18	Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.	We did not administer back assessments in 19-20 year due to COVID.	20-21 = 39% 21-22 = 47%	2-23 = 50%	23-24 = TBD	57%
19	We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.	We did not administer back assessments in 19-20 year due to COVID.	N/A, see above metrics for details	N/A, see above metrics for details	N/A, see above metrics for details	N/A, see above metrics for details
20	In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.	Not reported Dashboard suspended	Dashboard Not Available	Standards met	Maintain level	Full implementation
21	Broad Course of Study.	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.
22	Participation rate on ELPAC Statewide Testing among English Learners will meet the 95% participation threshold.	19-20 = N/A	20-21 = N/A	21-22 = 94.7%	22-23 = 99%	Maintain at 95%
23	Facilities are properly maintained according to	19-20: 1 Fair School, 15 Good/Exemplary	20-21: 100% Good/Exemplary 21-22:	22-23: 100% Good/Exemplary	23-24 = 100% Good/Exemplary	100% Good/Exemplary

FIT (Facilities Inspection Tool) Report.	100% Good/Exemplary
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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.

The implementation of goal 1 in the LCAP was completed. In English Language Arts an elementary level adoption team was formed to complete the Instructional Materials Adoption Process (IMAP) for the 2023-24 school year. This group piloted 3 programs and made a recommendation to the board for adoption in April of 2024. The materials will be purchased and professional development conducted to implement in the 2024-25 school year. Summer planning to do ELD lesson planning occurred and lessons were developed and delivered. ELD Newcomer materials were implemented at our two Dual Language Immersion sites, and our EL Teachers at other sites immersed themselves in exploring materials as our English Language Arts pilots took place. In school year 2024-25, the ELD materials that accompany our newly-adopted English Language Arts curriculum will be utilized. ELD will continue to be a focus as we roll out implementation of the new elementary curriculum in August. New teacher academy and beginning of the year professional development, modeling, resources and assistance with lesson development and instructional best practices were implemented. With the continued availability of substitutes, elementary grade level planning days took place throughout the year, as did teacher release time in primary grades to administer assessments. We implemented the newly-adopted Spanish Language Arts materials at our Dual Immersion Schools, as well as completed a formal curriculum review and adoption process for English Language Arts. Sixth grade teachers were supported with ongoing collaboration around their new reading curriculum, HMH's Into Reading. Books were purchased to support reading adoption at all sites, including bilingual books. We were able to conduct professional development in several key areas including: response to student behavior with Brandi Rosen, application of the latest research on teaching reading with Shifting the Balance co-author Dr. Jan Burkins, and continued work around Teaching for Transfer with Dr. Michael McDowell. Teachers in grades TK-8 also had the opportunity to participate in a book study of Shifting the Balance. After attending initial training, teachers implemented the newly-adopted TCI History Social Studies materials. Math teachers in grades 6-8 participated in a Math Academy to more clearly align and articulate students' learning within the middle levels. Utilizing Teachscape, all administrators were calibrated to increase efficacy in understanding the Danielson Framework for instruction. As part of our efforts to improve instructional practices, all administrators utilized the Teachboost Program for teacher observations and evaluation. In science we continued to implement the FOSS program and provided support for the purchase of materials and professional development and planning around health courses. Materials were purchased that aligned to the curriculum. In addition, we continued with our innovate initiative. Each elementary site's innovation room had materials replenished for lessons in robotics and other innovative areas aligned to NGSS standards. Teachers On Special Assignment (TOSAs) went to sites and taught lessons alongside teachers for this work. Classified employees also provided support to teachers with innovate lessons at sites. CTE pathways were created and developed. Teachers participated in events with job experts in all CTE pathways. Our elementary music and secondary band and choir programs were enhanced through purchase of needed instruments and materials, and offering professional development opportunities. Additionally, music teachers reached out to unduplicated students to ensure equitable participation in music programs. Instruments were provided to students as needed. Overall challenges: limited substitute availability to cover the full scope of professional development needs, increased need for student support with behaviors and academics, strengthening our MTSS interventions and practices. Overall successes: updated materials and resources, high-quality professional development opportunities at all levels, enhancement of programming in CTE and music. All planned actions within Goal 1 were implemented as described above and as outlined in the Board-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.

There were no material differences between budgeted and actual expenditures. In some cases, an alternative funding source was utilized to pay for the action item. As a district we have opted to proactively cap the number of release spots each day to prevent a substitute shortage across the district. This restricts us from delivering professional development (PD) on a broader scale, and requires us to provide any training in smaller groups. Even with this challenge, we were able to complete all of the planned PD. We budgeted \$1,274,383 and have spent \$1,082,692 as of the end of May.

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

Student performance in mathematics, as measured by the CAASPP, indicated an increase from 56% to 57% from the 2022 to the 2023 assessment administration year. The dashboard indicated a level of “High” overall in math. We saw a 3% increase in performance from our English Learner subgroup, while our socio-economically disadvantaged subgroup decreased by 2%. Student performance in ELA, as measured by the CAASPP, indicated an increase of 2% between 2022 and 2023, growing from 64% to 66%. The Dashboard indicated a performance level of “High” in 2023. Our English Learner subgroup showed greater growth, increasing by 4%, from 15% to 19% proficiency. Our socio-economically disadvantaged subgroup decreased by 2%. We can tie the overall increase to the high-quality professional development offerings, increased teacher time to analyze data and plan in teams, and subsequent increase in curricular cohesion. District Common Assessment results also indicate an increase from last year to this year. We have continued to see growth from the beginning of this year to now in common assessment data, including our student subgroups. Secondary ELA and math assessment results increased in varying degrees. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA. Gains were made by unduplicated students in both mathematics and ELA. SLCUSD outperformed state, county and demographically similar districts within all CAASPP assessments. Based upon the steady and incremental growth that our students are demonstrating over time, both overall and at the subgroup level, we can conclude that these effective results correlate to all of our goal 1 action items in the 2023-24 LCAP: core academics, Danielson Framework, Innovation, Assessment and Data, CTE pathways, VAPA programs.

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.

The biggest shift heading into next year is the purchase and rollout of our newly-adopted English Language Arts (ELA) curriculum. Over the past two years, the district has engaged in a formal review of curricular materials that led up to the adoption of Benchmark’s Advance curriculum for grades K-5. This aligns with the Spanish Language Arts curriculum from Benchmark called Adelante, that was adopted for grades 2-6 in Spring 2023. These adoptions have been made in direct response to our subgroups, who are not making sufficient progress in Language Arts. Due to the performance increases we have seen in Language Arts and Math results, especially for our sub groups of students, we are continuing our MTSS effort. In the elementary schools we are reimagining our MTSS Teacher positions as Student Success Specialists, which is outlined in Goal 1. We plan to hire and expand these same positions for additional support at the middle school level. Goal 1 will also include professional development focused on Tier 1 instructional practices. This will be rolled out to teachers K-12 and to TOSA’s and Student Success Specialists. During the 2023-24 school year, the district partnered with Hanover Research to conduct an analysis of our current hiring practices. The district’s Equity Team reviewed Hanover’s report and made the recommendation that SLCUSD continue to focus on diverse and inclusive hiring practices. To that end, the district will prioritize the creation of an interview protocol and hiring panel guide that can assist interviewers and district leadership in conducting interviews, guiding panel discussions, and recording interview data. This coming year we plan to use the implementation of the new ELA curriculum as an opportunity to reevaluate our formative assessment measures in reading. As such, we have reduced some of the metrics within Goal 1 to allow us to examine the metrics and determine which data sources are most useful and actionable. Metrics around participation rates for state-mandated assessments and basic student participation in Tier 1 curriculum will be removed for the coming year. The monitoring of participation rates has been embedded in training for testing coordinators. Similarly, metrics around student participation in Tier 1 curriculum is being removed as this is an expectation for all students and built into each school’s master schedule.

Goal

Goal #	Description
Goal 2	All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support. (State Priorities: 1, 2, 4)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups.	2019 = SED = 42% (Green performance level) EL = 20% (Yellow performance level) RFEP = 57% SWD = 24%	2021 = SED = 28% EL = 10% RFEP = 39% SWD = 24%	2022 = SED = 38% EL = 15% RFEP = 41% SWD = 22%	2023 = SED = 36% EL = 13% RFEP = 42% SWD = 24%	SED = 43% EL = 20% RFEP = 46% SWD = 27%

2	Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups	K-5 Math Benchmark (19-20 2nd trimester) SED = 58% EL = 54% RFEP = 87% SWD = 62% 6th Benchmark (19-20 Task 3) SED = 39% EL = 12% RFEP = 51% SWD = 37% 7th Benchmark (20-21 Winter) SED = 17% EL = 0% RFEP = 32% SWD = 8% 8th Benchmark (20-21 Winter) SED = 20% EL = 4% RFEP = 27% SWD = 9% Algebra 1 Benchmark (20-21 Winter) SED = 9% EL = 6% RFEP = 10% SWD = 3% Geometry Benchmark (20-21 Winter) SED = 15% EL = 10% RFEP = 12% SWD = 4% Algebra 2 Benchmark (20-21 Winter) SED = 6% EL = 0% RFEP = 6% SWD = N/A	K-5 Math Benchmark (21-22 2nd trimester) SED = 63% EL = 44% RFEP = 73% SWD = 58% 6th Benchmark (21-22 Winter) SED = 18% EL = 4% RFEP = 38% SWD = 10% 7th Benchmark (21-22 Winter) SED = 9% EL = 4% RFEP = 2% SWD = 10% 8th Benchmark (21-22 Winter) SED = 14% EL = 0% RFEP = 17% SWD = 5% Algebra 1 Benchmark (21-22 Winter) SED = 5% EL = 0% RFEP = 4% SWD = 6% Geometry Benchmark (21-22 Winter) SED = 7% EL = 0% RFEP = 3% SWD = 0% Algebra 2 Benchmark (21-22 Winter) SED = 1% EL = 0% RFEP = 2% SWD = 0%	K-5 Math (22-23 2nd tri) SED=63% EL=48% RFEP=63% SWD=60% EL=2% RFEP=34% SWD=13% 6th LOMS (22-23 W) SED=41% EL=29% RFEP=33% SWD=33% 7th (22-23 W) SED=28% EL=4% RFEP=51% SWD=19% 7th ACC (22-23 W) SED=79% EL=0% RFEP=91% SWD=67% 8th (22-23 W) SED=25% EL=6% RFEP=33% SWD=18% 8th ACC (22-23 W) SED=93% EL=N/A RFEP=90% SWD=50% Algebra 1 (22-23 W) SED=21% EL=5% RFEP=25% SWD=8% Geometry (22-23 W) SED=15% EL=0% RFEP=21% SWD=9% Algebra 2 (22-23 W) SED=20% EL=9% RFEP=26% SWD=13%	K-5 Math Benchmark (23-24 2nd trimester) SED = 67% EL = 51% RFEP = 72% SWD = 64% 6th Benchmark (23-24 Winter) SED = 18% EL = 3% RFEP = 15% SWD = 20% 6th Benchmark LOMS (23-24 Winter) SED = 22% EL = 0% RFEP = 18% SWD = 17% 7th Benchmark (23-24 Winter) SED = 34% EL = 14% RFEP = 47% SWD = 26% 7th ACC Benchmark (23-24 Winter) SED = 88% EL = N/A RFEP = 100% SWD = 100% 8th Benchmark (23-24 Winter) SED = 26% EL = 6% RFEP = 32% SWD = 15% 8th ACC Benchmark (23-24 Winter) SED = 82% EL = N/A RFEP = 69% SWD = 50% Algebra 1 Benchmark (23-24 Winter) SED = 23% EL = 3% RFEP = 21% SWD = 15% Geometry Benchmark (23-24 Winter) SED = 21% EL = 0% RFEP = 19% SWD = 6% Algebra 2 Benchmark (23-24 Winter) SED = 17% EL = 17% RFEP = 17% SWD = 6%	K-5 Math (2nd tri) SED=68% EL=53% RFEP=68% SWD=65% 6th (Winter) SED=21% EL=7% RFEP=29% SWD=18% 6th LOMS (Winter) SED=46% EL=34% RFEP=38% SWD=38% 7th (Winter) SED=33% EL=9% RFEP=56% SWD=24% 7th ACC (Winter) SED=84% EL=5% RFEP=96% SWD=72% 8th (Winter) SED=30% EL=11% RFEP=38% SWD=23% 8th ACC (Winter) SED=98% EL=N/A RFEP=95% SWD=55% Algebra 1 (Winter) SED=26% EL=10% RFEP=30% SWD=13% Geometry (Winter) SED=20% EL=5% RFEP=26% SWD=14% Algebra 2 (Winter) SED=25% EL=14% RFEP=31% SWD=18%
3	Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.	19-20 = Grades 3-8, 11 SED = 48% EL = 18% RFEP = 69% SWD = 27%	21-22 = Grades 3-8, 11 SED = 37% EL = 10% RFEP = 54% SWD = 23%	2022 = Grades 3-8, 11 SED = 48% EL = 15% RFEP = 61% SWD = 26%	2023 = Grades 3-8, 11 SED = 46% EL = 12% RFEP = 52% SWD = 28%	Grades 3-8, 11 SED = 53% EL = 20% RFEP = 66% SWD = 31%
4	Student performance in English Language Arts	Grade 2-6 T1 & T2, K-6 EOY(20-21 1st	Grade K-6 T1 & T2, EOY(21-22 2nd tri) SED	Grade K-6 T1 & T2, EOY (22-23 2nd tri) SED =	Grade K-6 T1 & T2, EOY (23-24 2nd trimester)	Grade K-6 T1 & T2, EOY (2nd trimester) SED =

will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.

Trimester) SED = 17% EL = 9% RFEP = 31% SWD = 13% K-5 BAS Benchmark (20-21 2nd trimester) SED = 18% EL = 10% RFEP = 100% SWD = 16% Grade 3-6 FastBridge (20-21 2nd Trimester) SED = 52% EL = 20% RFEP = 68% SWD = 40% Grade 7 (19-20) Narrative SED = 31% EL = 10% RFEP = 45% SWD = 19% Informational SED = 28% EL = 0% RFEP = 34% SWD = 14% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID Grade 8 (19-20) Narrative SED = 55% EL = 30% RFEP = 53% SWD = 43% Informational SED = 54% EL = 25% RFEP = 57% SWD = 56% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID Grade 9 (20-21) Narrative SED = 72% EL = 43% RFEP = 79% SWD = 54% Informational SED = 61% EL = 45% RFEP = 70% SWD = 44% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID Grade 10 Narrative (19-20) SED = 64% EL = 33% RFEP = 65% SWD = 46% Informational (20-21) SED = 77% EL = 38% RFEP = 87% SWD = 50% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID Grade 11 (20-21)

= 35% EL = 17% RFEP = 45% SWD = 26% K-1 BAS Benchmark(21-22 2nd tri) SED = 39% EL = 27% RFEP = 67% SWD = 31% Grade 2-6 FastBridge(21-22 2nd tri) SED = 50% EL = 13% RFEP = 61% SWD = 37% Grade 7-8 FastBridge aReader(21-22 2nd tri) SED = 46% EL = 4% RFEP = 48% SWD = 23% Grade 9-11 FastBridge aReader(21-22 2nd tri) SED = 58% EL = 4% RFEP = 54% SWD = 33% CAST Grades 5,8,HS(20-21) SED = 21% EL = 3% RFEP = 25% SWD = 10% Narrative, Info, & Argument not used

39% EL = 24% RFEP = 42% SWD = 30% K-1 BAS Benchmark (22-23 2nd tri) SED = 44% EL = 29% RFEP = N/A SWD = 36% Grade 2-6 FastBridge Lexile (22-23 2nd tri) SED = 51% EL = 18% RFEP = 71% SWD = 38% Middle School FastBridge Lexile (22-23 2nd tri) SED = 47% EL = 7% RFEP = 47% SWD = 26% High School FastBridge Lexile (22-23 2nd tri) SED = 56% EL = 3% RFEP = 59% SWD = 35% CAST Grades 5,8,HS (21-22) SED = 31% EL = 1% RFEP = 30% SWD = 15%

SED = 46% EL = 30% RFEP = 53% SWD = 33% Grade 1 BAS Benchmark (23-24 2nd trimester) SED = 55% EL = 45% RFEP = 50% SWD = 46% Grade 2-6 FastBridge Lexile (23-24 2nd trimester) SED = 52% EL = 17% RFEP = 62% SWD = 37% Middle School FastBridge Lexile (23-24 2nd trimester) SED = 55% EL = 4% RFEP = 43% High School FastBridge Lexile (23-24 2nd trimester) SED = 51% EL = 4% RFEP = 46% SWD = 26% CAST Grades 5,8,HS (22-23) SED = 31% EL = 3% RFEP = 33% SWD = 20%

44% EL = 29% RFEP = 47% SWD = 35% K-1 BAS Benchmark (2nd tri) SED = 49% EL = 34% RFEP = 72% SWD = 41% Grade 2-6 FastBridge (2nd tri) SED = 56% EL = 23% RFEP = 76% SWD = 43% Middle School FastBridge Lexile (2nd tri) SED = 52% EL = 12% RFEP = 52% SWD = 31% High School FastBridge Lexile (2nd tri) SED = 61% EL = 8% RFEP = 64% SWD = 40% CAST Grades 5,8, HS SED = 36% EL = 6% RFEP = 35% SWD = 20%

		<p>Narrative SED = 70% EL = 50% RFEP = 76% SWD = 29%</p> <p>Informational SED = 62% EL = 31% RFEP = 63% SWD = 32% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID Grade 12 (20-21) Narrative SED = 78% EL = 67% RFEP = 78% SWD = 38%</p> <p>Informational SED = 80% EL = 62% RFEP = 80% SWD = 67% Argument SED = COVID EL = COVID RFEP = COVID SWD = COVID</p>				
5	District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.	19-20 Data: >80% IRC = 64.21% <40 IRC = 13.23%	21-22 Data: >80% IRC = 62.87% <40 IRC = 15.16%	22-23 Data: >80% IRC = 66.16% <40 IRC = 12.24%	23-24 Data: >80% IRC = 63.05% <40 IRC = 13.13%	>80% IRC = 66.06% <40 IRC = 9.67%
6	Results of parent survey will indicate 90% rating on question regarding recommending school in the Youth Truth Survey for Pacheco and Baywood 90/10 program.	Results of parent survey in 2019 indicate 85% approval rating.	Results of a parent survey in October 2021 indicates 85% approval rating for Pacheco and 94% for Baywood.	Results of a parent survey in October 2022 indicates 91% approval rating for Pacheco and 80% for Baywood.	Results of a parent survey in October 2023 indicates 95% approval rating for Pacheco and 66% for Baywood.	90% or above
7	Promote parental input in programs for socioeconomically disadvantaged students (SED), English Learners (EL), Foster/Homeless Youth (FHY), and Students with Disabilities by increasing participation of those groups on the LCAP survey by 5% each year.	2021 Survey SED = 22.7% EL = 19.2% FHY = 1.5%	2022 Survey SED = 20.1% EL = 18.7% FHY = 2.5%	2023 Survey SED = 26.8% EL = 22.9% FHY = 3.4%	2024 Survey SED = 36.3% EL = 27.4% FHY = 4.9%	SED = 32% EL = 28% FHY = 9%
8	The redesignation rate for English Learner (EL)	19-20 Data: 13.6%	N/A	21-22 = 27.1% (two years combined)	22-23 = 14.5%	Redesignation rate of 28.1%

	students will increase by 1% each of the three years of the LCAP Cycle.					
9	We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes.	Participation of subgroup students in band and choir 19-20 = 37% The percentage of subgroup students enrolled in AP classes 19-20 = 22%	Participation of subgroup students in band and choir 21-22 = 43% The percentage of subgroup students enrolled in AP classes 21-22 = 27%	Participation of subgroup students in band and choir 22-23 = 42% The percentage of subgroup students enrolled in AP classes 22-23 = 23%	Participation of subgroup students in band and choir 23-24 = 41% The percentage of subgroup students enrolled in AP classes 23-24 = 23%	Participation of subgroup students in band and choir = 45% The percentage of subgroup students enrolled in AP classes = 26%

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.

The actions within goal 2 were implemented as planned. The elementary Multi-tiered Systems of Support (MTSS) Teacher staffing continued this year and we were able to expand the role at a few sites. All ten sites implemented a substantial MTSS program and staffing was increased at Title I sites. The results were improved instructional support for these students. The district’s AVID program continued its implementation, including college trips, staff professional development, as well as supporting the cost of teaching staff. LCAP funding was utilized to staff elementary sites with English Learner (EL) Teachers, as well as a district-based Teacher on Special Assignment who oversaw the EL program and supported the EL Teachers with ongoing training. To continue the focus on early support and intervention, our kindergarten classrooms were staffed with a half-time Instructional Aide, which enhanced student learning in the academic and social-emotional areas. Overall challenges: AVID funds were depleted quickly, and will need to be enhanced in future years; varying levels of MTSS Teacher support across sites due to differing staff allocations Overall successes: increased instructional support in both academics and social-emotional areas for students at every school site. All planned actions within Goal 2 were implemented as described above and as outlined in the Board-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.

In goal 2 we budgeted \$1,911,860 and have spent \$2,222,028 to date. Salaries came in slightly over budget, but this was not a substantial difference from what was originally allocated. AVID expenses, particularly college trips, ended up costing more than was originally budgeted so other funding sources had to be utilized.

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

Elementary students are making slow and steady progress towards increased proficiency. At the beginning of the year, 58% of the 2nd-6th graders were proficient in reading. In March, that number had jumped to 68%. Our SED students started at 43% and in March were at 52%. Our English learners grew from 10% to 17%. In K-5 math, our students grew from 72% proficient in November to 79% proficient in March. Our SED students jumped from 59% to 67% and our English learners grew from 45% to 51%. The actions that led to increased student achievement were an increase in Instructional Aide support for our youngest learners, an increase in Academic Intervention Teachers (AITs), and What I Need (WIN) Time. These personnel and instructional times were overseen by MTSS Teachers at each site. The teachers were given extensive training and support in order to provide support and professional development to staff at each site. This articulation led to increased student achievement. The district continued to invest LCAP funding in expanding the programs and menu of Tier 2 reading curricula available to site staff. The variety of resources allowed staff to provide personalized and targeted instruction to identified students in Tier 2 intervention. We can tie the academic proficiency gains made by elementary students to

the increased support they received via additional staffing, and the interventions provided by these staff using these resources. In order to provide high-quality support to our English Learners (ELs), the district employed EL Teachers at elementary sites who served Level 1 and Level 2 ELs. These personnel provided supplemental English Language Development (ELD) to this population of students. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Our EPLAC proficiency percentage has remained at 20% for the past two school years (2021-22 and 2022-23). Based upon maintenance and incremental growth that our students are demonstrating over time, both overall and at the subgroup level, we can conclude that these effective results correlate to all of our goal 2 action items in the 2023-24 LCAP: multi-tiered support, math supports, ELA/ELD supports, ELA academics, unduplicated special education students, TK and kindergarten academics.

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.

While our students within subgroups are demonstrating growth, the rate is insufficient to shrink the achievement gap. As such, we plan to expand the personnel support moving into next year’s LCAP cycle, including: -Instructional Aides in every kindergarten class for a minimum of 4.5 hours/day at all elementary sites -English Learner (EL) Teachers staffed at elementary sites according to EL students achieving at level 1 or 2 on the ELPAC -AITs staffed according to the population of SED students at elementary sites -full-time Student Success Specialists at all elementary sites (excluding Teach) -full-time Student Success Specialists at both middle school sites Student Success Specialists are an evolution of our MTSS Teachers from previous years. Their role will include ongoing progress monitoring of our students who qualify as SED, EL, and/or FHY. This position will also oversee the coordination of intervention/services for these students. To meet the growing needs of our EL newcomer population, we will create a Newcomer program at the middle and high school levels. The AVID program will continue to expand and more resources have been allocated to meet the growing needs.

Goal

Goal #	Description
Goal 3	SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness. (State Priorities: 3, 5, 6, 7)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Agree or strongly agree to positive statements regarding areas of safety and respect.	19-20 SurveyMonkey survey results: I feel welcome at my child's school = 93.24% My child is safe at school = 87.6% My child is safe going to and from school = 84.3% The teachers show respect for the students = 93.5% The students show respect for other students = 77.2%	21-22 Youth Truth survey results: I feel engaged with my school. Elementary= 70% Middle School= 53% High School= 47% My school is a safe place to learn. Elementary= 85% Middle School= 67% High School= 68% My child is safe from violence at school. Elementary= 78% Middle School= 57% High School= 62% Teachers and students care about each other. Elementary= 92% Middle School= 75% High	22-23 Youth Truth survey results: I feel engaged with my school. Elementary= 78% Middle School= 65% High School= 72% My school is a safe place to learn. Elementary= 78% Middle School= 65% High School= 72% My child is safe from violence at school. Elementary= 70% Middle School= 55% High School= 61% Teachers and students care about each other. Elementary= 91% Middle School= 77% High	23-24 Youth Truth survey results: I feel engaged with my school. Elementary = 79% Middle School = 50% High School = 58% My school is a safe place to learn. Elementary = 82% Middle School = 58% High School = 67% My child is safe from violence at school. Elementary = 73% Middle School = 53% High School = 59% Teachers and students care about each other. Elementary = 92%	90% agree or strongly agree for all statements

			School= 67% My child is safe from bullying at school. Elementary= 57% Middle School= 47% High School=49%	School= 74% My child is safe from bullying at school. Elementary= 54% Middle School= 47% High School= 55%	Middle School = 75% High School = 71% My child is safe from bullying at school. Elementary = 58% Middle School = 38% High School = 52%	
2	100% of parents involved in Success for All preschools will participate in monthly parent involvement / education activities.	20-21 = Baywood = 100% Pacheco = 96.5%	21-22 = Baywood = 100% Pacheco = 50% (due to technical issues) Hawthorne = 100%	Program converted to Transitional Kindergarten 2022	N/A	N/A, program converted to Transitional Kindergarten in 2022
3	Suspension rate among SWD will decrease by 1%	18-19 = 7.6%	20-21 = 1.1% 21-22 = 8.2%	22-23 = 7.6%	23-24 = TBD (available September 2024)	0%
4	Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.	SLCUSD High Schools in 2020 showed an improvement from the 2018 administration of 6 points in the High Schools, while Middle Schools decreased by 27 points.	SLCUSD High Schools in 2021 improved by 3 points. SLCUSD Middle Schools in 2021 decreased by 6 points.	In 2022 School Connectedness as measured by the California Healthy Kids Survey decreased for 7th graders by 6% and increased for 9th and 11th graders by 3% (data now reported as percentages, not points)	Last administered 2021-22.	3% increase from 2022
5	Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.	19-20 data = EL students served: Elementary- 341 students, 46% Secondary- 223 students, 93% SED students served: Elementary- 852 students, 56% Secondary- 1111 students, 90% Sped students served: Elementary- 257 students, 52% Secondary- 374 students, 94%	Metric no longer used.	N/A	N/A	N/A
6	Attendance data will indicate a decrease in chronic absenteeism by 1%.	Chronic absenteeism for 19-20 = 10.02%	Chronic absenteeism for 20-21 = 8.2% Chronic absenteeism for 21-22 = 26.9%	22-23 = 22.3%	23-24 = TBD (available September 2024)	5%
7	Suspension rates will decrease for all students and LCAP student	19-20 = 1.8%	20-21 = 0.4% 21-22 = 3.4%	22-23 = 3.3%	23-24 = TBD (available September 2024)	0%

	groups by 0.3% or more, as prescribed and measured by the California School Dashboard.					
8	Expulsion data will indicate a decrease in expulsions as measured by district data.	19-20 = 0.11%	20-21 = 0.0% 21-22 = 0.0%	22-23 = 0.1%	23-24 = TBD (available September 2024)	0%
9	Attendance data will indicate an increase in school attendance rates.	The Average Daily Attendance (ADA) from August 2019-March 2020 = 95.49%	The Average Daily Attendance (ADA) from August 2020-March 2021 = 97.47% The Average Daily Attendance (ADA) from August 2021-March 2022 = 91.9%	The Average Daily Attendance (ADA) from August 2022-May 2023 = 92.8%	The Average Daily Attendance (ADA) from August 2023-May 2024 = 93.8%	Average Daily Attendance (ADA) = 94.00%
10	Dropout rates in middle school will maintain at zero students.	19-20 = 11 dropouts	20-21 = 2 dropouts 21-22 = Data no longer provided in DataQuest	Data no longer provided in DataQuest	Data no longer provided in DataQuest	N/A
11	Dropout data will indicate a decrease in high school dropout rate.	19-20 = 11 dropouts	20-21 = 20 dropouts 21-22 = Data no longer provided in DataQuest	Data no longer provided in DataQuest	Data no longer provided in DataQuest	N/A
12	Graduation data will indicate an increase in graduation rate.	19-20 = 95.3% for 4 year programs and 95.6% for 5 year programs	20-21 = 93.4% for 4 year programs and 95.5% for 5 year programs 21-22 = 95.8% for 4 year programs	22-23 = 94.4% for 4 year programs	23-24 = TBD (available September 2024)	98%
13	Graduation rates among SWD will improve by 1.5%	18-19 = 84.1% 19-20 = 87.5%	20-21 = 75.4% 21-22 = 79.5%	22-23 = 84.3%	23-24 = TBD (available September 2024)	95%
14	Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).	19-20 = 3 of 4 secondary sites in Fall 2019 = 7% A single secondary site decreased in this area.	21-22 = Two sites saw similar results from the previous year with three sites having a 1-2% decrease.	22-23 = One site saw similar results from the previous year with four sites having a 2-6% decrease.	23-24 = One site saw a 4% increase in positive perceptions from the previous year, while four sites had a 2-7% decrease	20%
15	Youth Truth survey results will indicate a 1% increase in students' positive perception around student engagement.	19-20 = No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%.	21-22 = Nine schools realized a percentage increase in this area from 1%-6%. Six schools realized a percentile rank decrease ranging from 1% to 5%.	22-23 = Ten schools realized a percentage decrease in this area from 1-9%. Two schools saw no change. Three schools saw a percentage increase ranging from 2%-11%.	23-24 = Eight schools realized a percentage decrease in this area from 1-10%. Seven schools saw a percentage increase ranging from 1%-9%	1% increase from 2022
16	All administrators will participate in a year-long	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

	equity professional development series designed to create awareness and analyze current practices.					
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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.

The implementation of all Goal 3 actions/services developed in the LCAP were completed. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need, increase our understanding of suicide prevention and postvention in our school communities, and support families and students who are experiencing anxiety and stress. We also hoped to increase connections with community based organizations. Creating positive campuses, free from bullying and harassment, was a focus as well. Comprehensive supports for EL, SED, Foster/Homeless Youth, and other identified students and families included: expanded transportation, a school breakfast program, and community -based services provided by City and Coast family advocates. We expanded our Transitional Kindergarten (TK) program enrollment in advance of the state’s required enrollment windows to allow additional students access to this grade level; students who turned 5 by April 30, 2024 were able to participate in TK during school year 2023-24. The district also offered full-day programming for TK and K students through partnerships with local organizations who provide extended care that match our bell schedules. This allows families with multiple children to have continuity of their schedules. Summer School was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery. Transportation was provided for this program. It was a full day, five days a week program with literacy and math interventions, as well as elective enrichment opportunities. Ensuring safe and nurturing campuses was supported through ongoing training, monitoring, and support of programs, including PBIS, implementation of the Second Step curriculum at elementary, training on Restorative Practices, Where Everyone Belongs (WEB), and LINK Crew. In addition, we continued our equity work with staff representatives from all levels participating in the Inclusion and Belonging Cohorts offered through the San Luis Obispo County Office of Education (SLOCOE). Students continued to require increased SEL support. We funded full time elementary counselors for a second year, and expanded secondary counseling time as well. In 2024-25 we will add even more counseling support at the middle and high schools. Overall challenges: the costs associated with the unfunded TK mandate have caused financial strain, proactive systemic response to student behaviors/Tier 2 interventions are not yet solidly in place. Overall successes: opening of Wellness Centers at both comprehensive high schools, community partnerships, expansion of full-day TK and K, continued work in MTSS, training and monitoring to increase safe and nurturing campus environments, year two staffing full-time elementary counselors to every elementary school, increased secondary counseling time. All planned actions within Goal 3 were implemented as described above and as outlined in the Board-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.

In goal 3 we budgeted \$2,654,452 and have spent approximately \$2,174,135 as of May. There were no material differences between what was budgeted and expended. One challenge we can anticipate in the future is supporting the ongoing cost of additional counseling staff for the recently-opened Wellness Centers. A grant funded the positions as these facilities opened, but there is not an ongoing funding source nor allocation.

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

There have been several initiatives that demonstrate the positive impact on our students. The 2023 Dashboard showed a 4.6% decrease in Chronic Absenteeism, moving the district into the “Medium/Yellow” range. Elementary and secondary leaders implemented a tiered response to absenteeism this school year, including the frequent monitoring of attendance data and outreach to families. These efforts have resulted in the continued decrease of absenteeism during the 2023-24 school year. Currently, 2023 Dashboard data shows the district’s Suspension Rate as “Yellow/Medium, with a slight decline of 0.1% from 2022. Both high schools continued to implement a program for alternative means of correction to address infractions. This contributed to the slight decrease in overall suspensions. Elementary and secondary counselors

increased the amount of students served with the support of contracted MFTI services. In the area of Graduation Rate, 2023 data demonstrates a 1.6% decline, placing the district in “Yellow/Medium”. The district investigated data systems to collect information on office referrals and to better understand behavioral needs across the district. In the Fall of 2024, two elementary schools will implement School-wide Information Systems, or SWIS. Should the trial run prove successful, other sites may have the option to roll out the tool with staff as soon as January 2025. Other than a slight decline in our graduation rate, we can conclude that these effective results correlate to all of our goal 3 action items in the 2023-24 LCAP: multi-tiered support, support for identified groups, safe and nurturing campuses, engage and educate parents, equitable and inclusive practices.

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.

Based upon feedback from the LCAP Parent Advisory Committee (PAC), the district will research future options for the LCAP community survey platform. The PAC requested an adaptive survey tool that will allow distinct options for parents, students, staff and community members. The goal of the team’s request is to be able to disaggregate and better analyze future survey results. Increased counseling services will be maintained at each elementary site. At the secondary level, the district will expand counseling services at San Luis Obispo High by hiring a bilingual counselor, and maintaining the 2023-24 counseling staff increase at both middle schools. Two full-time counselors at each comprehensive high school will be funded through the LCAP to staff the Wellness Centers at MBHS and SLOHS. Parent outreach and engagement will occur with the formation of a Parent Equity Task Force. This group will consider strategies for closing the achievement gap, addressing underlying barriers that impact student success, and to develop long-term relationships with our typically marginalized parent community. In addition, the district plans to expand its currently parent education opportunities, with specific offerings for our families who have students in the identified subgroups.

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:

- 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.
-

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
San Luis Coastal Unified	Stephanie Shepherd Elementary Director Instructional Services: Learning and Achievement	sshepherd@slcusd.org 805-549-1225

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.

San Luis Coastal Unified School District (SLCUSD) is located on the scenic Central Coast of California, approximately midway between San Francisco and Los Angeles. Our district operates ten elementary schools, including three choice schools, two middle schools, two comprehensive high schools, and one alternative high school. Our alternative high school, Pacific Beach High School, receives Equity Multiplier funding. Maintaining small schools reflects our educational philosophy of knowing students on a personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential. Our Students: SLCUSD’s Fall 2023 CALPADS data shows our student enrollment at 7,557. Of this total approximately 9% (689) are English learners (EL), 44% (3,326) come from socio-economically disadvantaged (SED) households, 8% (610) are students who meet the qualifications for homelessness or are in foster care. Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district. Our Staff: San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. We currently employ 1,152 staff of which 620 are certificated, and 532 are classified. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, our district Parent Leader group, Booster organizations, DELAC (District English Learner Advisory Committee), the LCAP PAC (Parent Advisory Committee), and other parent organizations. Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic State University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students. San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” meaning that property taxes are higher than the funding amount we would otherwise receive from the state. With the future closure of the Diablo Canyon Nuclear Power Plant, a large portion of those property taxes will gradually go away. To assist with this loss of revenue, SB 1090 was passed by the State Legislature and signed by the Governor. This law has provided the district with funds to ease the loss of revenue, as well as establish a district foundation. \$10 million of the SB 1090 mitigation fund goes directly to the new San Luis Coastal Education Foundation. The San Luis Coastal Education Foundation has quickly made a mark on the district and will be a needed resource for innovative programs to help our students and staff in the years to come.

Reflections: Annual Performance

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

CAASPP Successes: Results demonstrated statistically significant growth between 2020-21 and 2022-23 testing cycles, including overall student growth of 5%+ in ELA, math and science; Districtwide socio-economically disadvantaged (SED), English Learners (EL), and Reclassified Fluent English Proficient (RFEP) students made

statistically more growth compared to non-SED students in ELA. Districtwide SED statistically outgrew non-SED students in math; Growth over the majority of our school sites: 13/15 in ELA, 13/15 in math, 10/15 in science; Significant growth (5%+) by school site: 9/15 in ELA, 9/15 in math, 10/15 in science. CAASPP Identified Needs and Areas of Focus: Instructional coherence between curriculum programs and state assessment system; Accelerate student learning to reach pre-COVID performance levels at the school sites with a focus on first best instruction; Support continued interventions at elementary, middle and high schools; Address achievement gaps between non-SED and all other subgroup populations; Participation rates for our SWD population. State Dashboard Successes: SLCUSD maintained the status of “High” in both ELA and math; Chronic absenteeism showed a 4.6% reduction in grades K-8; The college and career category is rated as “High” with 63.8% of graduates who are “ready”. State Dashboard Identified Needs and Areas of Focus: Decrease of English Learner progress by 8.8%, placing us in the “Low” status; Graduation rate declined by 1.6%; Maintenance of “Medium” status for suspension rate; Red Dashboard indicators for schools: Pacheco Elementary (English Learner Progress), Laguna Middle School (Chronic Absenteeism) & Pacific Beach (College/Career); Red Dashboard indicators for student groups: Math (Foster Youth) and Suspension (African American); Red Dashboard indicators for a student group within a school: Bishop’s Peak (CA - Hispanic), CL Smith (Suspension - Hispanic), Hawthorne (Suspension - Hispanic, SED, SWD), Los Ranchos (Chronic Absenteeism - 2+ races), Sinsheimer (Chronic Absenteeism - Hispanic, SED), Laguna Middle School (Chronic Absenteeism - Homeless, SED, SWD, White; Suspension - Homeless, SED, SWD), Los Osos Middle School (Chronic Absenteeism - 2+ races; Suspension - 2+ races, SWD), Pacific Beach (College/Career - SED), San Luis Obispo High School (Suspension - Homeless, SWD). Local Indicators Successes: In each area our district was at the “standard met” rating.

Reflections: Technical Assistance

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

Our district is not eligible for or receiving technical assistance. Although SLCUSD is no longer eligible for Differentiated Assistance (DA), we still consider this an area of focus and growth.

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
1. Timeline of Engagement Plan	<p>JANUARY = 1/11/24: Board Meeting Presentation - LCAP Update #1; 1/25/24: LCAP PAC Meeting #1 - introduction and survey development. FEBRUARY = 2/8/24: LCAP PAC Meeting #2 - roadshow and finalize survey; 2/16/24: LCAP Midyear Report Data (Friday Focus for Board of Trustees); 2/20/24: Board Meeting Presentations - LCAP Midyear Report 23-24 & LCAP Update #2; LCAP Survey opens to the public; 2/21/24: LCAP Roadshow staff presentations/video viewing becomes available. MARCH = 3/5/24: Board Meeting Presentation - LCAP Update #3; 3/29/24: LCAP Survey window closes. APRIL = 4/4/24: LCAP PAC Meeting #3 - analyze survey results; 4/11/24: Board Study Session - LCAP Overview Document; 4/18/24: DELAC Meeting - LCAP feedback; 4/23/24: LCAP PAC Meeting #4 - LCAP feedback; 4/24/24: Consultation Meeting with SELPA. MAY = 5/21/24: Equity Multiplier Consultation Meeting with Pacific Beach High School stakeholders; 5/21/24: Board Meeting Presentation - first reading and public hearing; 5/21/24-5/31/24: Public Comment period. JUNE = 6/4/24: Board Meeting Presentation - LCAP adoption, budget adoption and local indicator report.</p>
2. Overview of Engagement Plan	<p>SLCUSD surveys and meets with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement to better serve our students and school communities. The district's LCAP engagement plan includes gathering input from the following groups: Local Control Accountability Plan Parent Advisory Committee (PAC); Student Senate; Parent Leader Group; District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC); District Equity Team; Common Ground Advisory Task Force; Staff; Students; Board Meetings and Board Study Sessions; CTE & industry leaders. These groups participate in specific presentations and/or activities that elicit authentic feedback on district initiatives and the use of LCAP funds. Following the presentation and/or activity, members of these groups are asked to complete our LCAP survey. The data collected through the survey allows us to quantify and prioritize the feedback shared by these educational partners. The LCAP Overview and data analysis process are shared with the Board of Trustees in April. The Student Senate, Common Ground Advisory Task Force, and District Equity Team present their recommendations to the Board of Education in May. These recommendations influence and help finalize the LCAP. The SELPA administrator is consulted in the LCAP process, along with continual support and guidance from the San Luis Obispo County Office of Education (SLOCOE). Common Ground Advisory Task Force recommendations: Create greater opportunities for all students to engage in cross-grade levels and cross-school mentoring events/programs that support academic needs, foster cultural understanding, develop leadership skills, and facilitate smoother transitions between grades and when students change schools; Revisit school traditions to ensure accessibility and inclusion; Create and foster parental involvement, engagement, partnerships, education and support, including, but not limited to, the development of practical guides and "how-to's" for parents/guardians in their native language about social media control.</p>
3. Local Control Accountability Plan Parent Advisory Committee: parents/community members, teachers,	<p>A range of efforts have been made to solicit ongoing educational partner feedback. One of the prominent outreach initiatives rests with our Local Control Accountability Plans (LCAP) Parent Advisory Committee (PAC). This group includes over 45 representatives, including: parents, community members, teachers, principals, administrators, union leaders, and students. Parent representatives include an individual whose child has an IEP, and other parents who have at least one child who qualifies for English Learner services, Foster/Homeless Youth, and/or as socio-economically disadvantaged. The role of this group extends beyond the compulsory actions of consultation and feedback on the LCAP. The PAC creates the LCAP survey, refines the outreach plan, analyzes the survey feedback, and identifies the common themes.</p>

principals, administrators, union leaders, students.	These common themes are used to create our district's LCAP Overview, which highlights overall educational partner feedback, while also distinguishing comments that were statistically significant from each of the stakeholder subgroups (parents/community, students, and staff). The PAC's data analysis and identification of focus areas drives what is then included within the first draft of the LCAP. The initial LCAP draft is shared with the PAC for comment. Our Superintendent, Dr. Prater then provides a written response to the PAC's comments or questions. During 2024, our PAC met on the following dates: 01/25, 02/08, 04/04 and 04/23. This year our survey window was open from 2/20 to 3/29.
4. Principals/Administrators	Our principals and administrators are invited to participate in our LCAP PAC. This provides them with the opportunity to both listen and share feedback alongside other educational partners. Principals and administrators are also encouraged to complete our LCAP survey. During 2024, our PAC met on the following dates: 01/25, 02/08, 04/04 and 04/23. This year our survey window was open from 2/20 to 3/29.
5. Parents/Community	We strive to engage our parents and community members to encourage LCAP survey completion by taking the following steps: Year-round updates to our district's LCAP website; Public announcements of upcoming PAC meetings via multiple communication modalities; Availability of a translated LCAP survey for the top 5 reported home languages; Hard copies of the survey (including translated versions) as well as online access (via a chromebook) in every school site's front office made available throughout the LCAP survey window; Increased visibility on our district website by highlighting the LCAP survey in the photo scroll section of the homepage; Including a QR code in all forms of communication for easy accessibility; Reminders to take the survey shared through: Parent Square messages from the district office and within school-wide communications, hard copy flyers, announcements at school events (parent-teacher conferences, performances, meetings such as ELAC, SSC, PTA, etc.).
6. DELAC	Our DELAC representatives have an opportunity to share feedback and comments on the LCAP throughout its development. The DELAC takes the survey during the annual Fiesta event, after time is spent discussing each of the questions and hearing others' comments and feedback. The parent overview is then shared at the following DELAC meeting and allows representatives to provide initial thoughts on this document as well as the LCAP survey analysis. At the next DELAC meeting, a draft of the LCAP is shared with DELAC representatives and their comments and feedback are responded to in writing by Dr. Prater. March 6, 2024 - DELAC Fiesta, LCAP Survey discussion and time to complete individual survey; April 18, 2024 - DELAC Meeting, review and discussion of LCAP Overview; May 15, 2024 - DELAC Meeting, LCAP draft presentation, collection of comments/feedback for Dr. Prater; May 23, 2024 - Dr. Prater's responses were sent to the DELAC representatives in English and Spanish.
7. SELPA	On April 24, 2024 SELPA (Special Education Local Plan Area) met with district and SLOCOE (San Luis Obispo County Office of Education) representatives to conduct a consultation on the LCAP. Also in attendance was Jessica Thomas, Homeless and Foster Youth Program Coordinator with SLOCOE.
8. Students	In order to gain a more robust view of our students' viewpoints, the PAC requested additional outreach to our secondary students. The goal was to increase the number of student responses within our LCAP survey. In order to accomplish this, secondary school sites focused on specific groups of students to complete the survey: Student Senate, Student Congress, AVID students, NextGEN students, and high school English Learners.
9. Staff, including: principals, teachers, administrators, union and school personnel	Principals, teachers, administrators, union leaders and school personnel have representation on the LCAP PAC. In addition to this, each year our two Assistant Superintendents, Ryan Pinkerton and Lisa Yamashita, share a LCAP Roadshow presentation with staff. This presentation is also conducted at an LCAP PAC meeting, the DELAC Fiesta meeting, and it is made available to the general public via our LCAP website. The purpose of the LCAP Roadshow is to reflect on the previous year's LCAP feedback process, demonstrate how that feedback was utilized to inform the action items and spending of the current year's LCAP, then solicit feedback via the LCAP Survey that will contribute to the creation of the next year's LCAP. Each presentation concludes with a link/QR code that allows participants to immediately access the LCAP Survey. All staff, including principals, teachers, administrators, union leaders and school personnel are encouraged to complete the LCAP survey and share their feedback.
10. Pacific Beach High School - Equity Multiplier School Consultation	On Tuesday May 21, Assistant Superintendent Lisa Yamashita and other district representatives met with Pacific Beach High School (PHBS) educational partners. The purpose of this meeting was to provide the LEA and PBHS with an opportunity to consult as the LCAP was drafted, specifically, on the development of the required focus goals for PBHS. The meeting time was spent creating Goal 4 and the action items within this goal. The conversation focused on ways to increase access to college and career opportunities for students and ensuring that every action contributed to this area of focus while increasing student outcomes on the "Red" college/career readiness indicator from the California Dashboard. This meeting resulted in the creation of Goal 4 and the action items within this goal.

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

The LCAP Overview 2024-2025 is a visual representation of the LCAP survey result trends and priorities. Many of the common elements of survey feedback have been included in the LCAP plan for 2024-27. Other feedback, while not a part of the LCAP, will help to determine the focus of professional development and site level goals for 2024-25. The SLCUSD LCAP has 3 strategic goals: 1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum; 2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support; 3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness. In Goal 1, we will focus on engaging teachers in professional development for best first instruction and providing engaging lessons. This would include a focus on individualizing instruction, making real world connections, and offering opportunities for hands-on learning; these were the top three priorities within survey feedback across all stakeholder subgroups. We will also continue our work to understand and apply the most recent research in reading instruction. Our focus on hiring more diverse staff is reflected as a continued need within feedback and will be maintained as a priority. Staff survey results also indicated a desire for diversity training and multicultural education, which will be offered. Our district will strive to maintain small class sizes TK-12, and continue to utilize instructional aides in TK and K classrooms to not only meet the required TK staffing ratios, but also to provide additional support to our youngest learners. In Goal 2, we will keep our focus on a multi-tiered system of support to help students - especially the EL, SED, SWD, and Homeless and Foster Youth student subgroups - rebound from Covid learning loss, and to close the achievement gap. This was feedback across the board from all educational partner groups at both the elementary and secondary levels. This will include designated ELD, EL support, and academic intervention groups. In order to provide increased focus on academic supports for students, the district has revised the MTSS Teacher role at elementary to: Student Success Specialist. This individual's purview will include monitoring overall student progress at their site, with particular attention to our identified subgroups: EL, SED, FHY. Secondary schools will increase staffing for intervention at their middle school sites and also see increased AVID support. District plans outside the LCAP also include a robust summer program for all students. In Goal 3, the focus will be on intentional culture of care through social emotional learning and parent connectedness. Feedback indicated a strong desire to maintain the counseling support that has been increased in recent years. In addition, our district's Human Resources department is placing an emphasis on hiring counselors who are bilingual. Training for teachers and staff was also prioritized in LCAP survey feedback under both focus area three and equity. Our district will offer professional development and parent education opportunities to respond to these priorities. School-wide social-emotional learning (SEL) and parent communication about SEL were both highly ranked as areas of focus. The district's plans to refine school-based SEL systems, including communication to parents will continue to be implemented moving into the new school year and beyond.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

The results from the California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner LCAP survey results were used to identify the current needs in instruction, curriculum, and student achievement. Currently, the California School Dashboard performance level places us at “green/high” overall for mathematics. The CAASPP results for mathematics in 2023 showed 57% of all students met or exceeded standard, which was a 1% increase from 2022 and 7% increase from 2021 CAASPP scores. The Dashboard places us at the “green/high” performance level for English Language Arts. The CAASPP results for English Language Arts showed 66% of all students met or exceeded standard. This was also an increase from previous years; 2% increase from 2022 and 7% increase from 2021. Educational partner feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical.” There is also strong interest in focusing on effective instruction that is engaging and challenging for our students. First best instruction is our number one goal for a good reason: research has shown that, “... first best instruction has tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps.” (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). We are currently finalizing the adoption process for English Language Arts (ELA) materials at our non-Dual Language Immersion (DLI) elementary

sites. During SY2023-24 we implemented newly-adopted Spanish Language Arts (SLA) materials at our DLI sites. To ensure teachers feel supported in using these new materials, both of these adoptions necessitate a large scale professional development plan spanning multiple years. This will greatly strengthen our first best instruction, including English Language Development (ELD). Professional development will emphasize how to best meet the needs of students who qualify as EL, SED, Homeless and Foster Youth within the general education classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately assigned and fully credentialed teachers	100% Data Year: 2023-24 Data Source: Fall 2023 Dashboard			Maintain 100% Data Year: 2025-26 Data Source: Fall 2025 Dashboard	
2	Student access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report			Maintain 100% Data Year: 2026-27 Data Source: Local Indicator Report	
3	Facilities properly maintained according to FIT (Facilities Inspection Tool) Report	100% good/exemplary Data Year: 2023-24 Data Source: Local Indicator Report			Maintain 100% good/exemplary Data Year: 2026-27 Data Source: Local Indicator Report	
4	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	All standards = Full Implementation ELD: Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report			Full Implementation in all standards and ELD Data Year: 2026-27 Data Source: Local Indicator Report	
5	Percentage of all students meeting or exceeding standards in ELA on the CAASPP	All Student = 66% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual increase All Students = 75% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6	Percentage of students meeting or exceeding standards in Math on the CAASPP	All Students = 57% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual increase All Students = 66% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
7	California Science Test (CAST) Met or Exceeded Standard	All Students = 51% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual increase All Students = 60% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
8	A-G Completion Rate	62% Data Year: 2022-23 Data Source: Dashboard Additional Reports			2% annual increase 68% Data Year: 2025-26 Data Source: Dashboard Additional Reports	

9	CTE Pathway Completion Rate	44.5% Data Year: 2022-23 Data Source: Dashboard Additional Reports			3% annual increase 53.5% Data Year: 2025-26 Data Source: Dashboard Additional Reports	
10	A-G Completion and CTE Pathway Completion Combined Rate	32% Data Year: 2022-23 Data Source: Dashboard Additional Reports			3% annual increase 41% Data Year: 2025-26 Data Source: Dashboard Additional Reports	
11	AP Passage Rate	District wide: 85% MBHS: All = 61% EL = N/A LTEL = N/A SED = 70% FY = N/A Hom = 100% SLOHS: All = 89% EL = 80% LTEL = N/A RFEP = 86% SED = 79% FY = N/A Hom = 75% Data Year: 2022-23 Data Source: CollegeBoard			3% annual increase in passage rate (scoring 3+) District wide: 94% MBHS: All = 70% EL = TBD LTEL = TBD SED = 79% FY = TBD Hom = 100% SLOHS: All = 98% EL = 89% LTEL = TBD RFEP = 95% SED = 88% FY = TBD Hom = 84% Data Year: 2025-26 Data Source: CollegeBoard	
12	Percentage of students district wide recognized for the AP Scholar Award (scoring 3+ on 3 or more AP exams while in high school)	District Wide: 181 AP Scholars Data year 2023-24 Data Source: CollegeBoard			5% annual increase District Wide: 208 AP Scholars Data year 2027-28 Data Source: CollegeBoard	
13	EAP ELA (EAP = Early Assessment Program)	76% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest			3% annual increase 85% college-ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	
14	EAP MATH (EAP = Early Assessment Program)	50% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest			3% annual increase 59% college ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	
15	Broad course of study	Students served in VAPA courses MBHS: All = 53% EL = 37% LTEL = 38% SED = 53% FHY 49% SLOHS: All = 43% EL = 36% LTEL = 40% SED = 41% FHY = 39% Data Year: 2023-24 Data Source: CALPADS Fall 2 enrollment data			2% annual increase overall and for subgroups Students served in VAPA courses MBHS: All = 59% EL = 43% LTEL = 44% SED = 59% FHY = 55% SLOHS: All = 49% EL = 42% LTEL = 46% SED = 47% FHY 45% Data	

					Year: 2023-24 Data Source: CALPADS Fall 2 enrollment data
16	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	All Students = 807/2628, 31% SLOHS = 499/1697, 29% MBHS = 284/826, 34% PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta's CCAP Office, CALPADS			3% annual increase All Students = 40% SLOHS = 38% MBHS = 43% PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta's CCAP Office, CALPADS

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.

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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Tier 1 Professional Development; first, best instruction	Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas. 1. Summer planning for grade levels and departments to work on scope & sequence; 2. Elementary ELA Tier 1 Professional Development; including substitutes, teacher hourly and materials; 3.	\$143,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Secondary Tier 1 Professional Development & Formal New Teacher Training; including substitutes, teacher hourly and materials.		
Action #2	Leadership in Equity and Leaders to Watch	Through professional development, strengthen staff knowledge of multicultural education, equity and diversity. 1. Leading Equitable Schools - CEL (Center for Educational Leadership); Leadership in Equity - A deep dive with our site administrators (along with select teacher leaders) utilizing the University of Washington's leadership in equity framework; 2. Leaders to Watch Academy for middle school leadership teams. The Leaders to Watch Academy is an outstanding leader and mentorship program that is grounded in the Schools to Watch model culminating in a certification for you as a Leader to Watch. It's a hybrid model that meets in person in October 2024 (Lake Tahoe) and July 2025 (Indian Wells). Additionally, there are monthly virtual meetings with an assigned mentor/coach.	\$75,000.00	Yes
Action #3	Diverse and inclusive hiring practices	Development of an interview protocol and hiring panel guide, based upon best practices. 1. Creation of an interview protocol; 2. Creation of a hiring panel guide.	\$0.00	No
Action #4	Innovation	Enhance hands-on, integrated and innovative curriculum, programs, and strategies 1. iINNOVATE implementation including a 1.0 FTE teacher, teacher hourly and/or per diem for lesson and curriculum development, classified hourly and/or per diem rate for lesson and curriculum development, as well as materials for innovation lab consumable supplies and LED unit materials.	\$215,485.00	Yes
Action #5	Assessment and Data	Use Assessment and Data to drive instructional decision making. 1. Collaborate and provide professional development in using and interpreting data to inform instruction. Purchase Renaissance assessment systems and software tools; 2. Refine and implement districtwide K-6 common assessments; providing teachers in K-2 with release time and testing supplies.	\$156,000.00	Yes

Goal

Goal #	Description	Type of Goal
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Goal 2	All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.	Broad Goal
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State Priorities addressed by this goal.

State Priorities: 1, 2, 4

An explanation of why the LEA has developed this goal.

The results from the 2023 California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement. The CAASPP results for mathematics showed 57% of all students met or exceeded standard, while 36% of socioeconomically disadvantaged students met or exceeded standard. There was a greater increase for EL than for all students; 1% increase for all and 3% increase for EL students. Within our SED subgroup, 36% met or exceeded standard, versus 38% in 2022, while 47% of reclassified English proficient students met or exceeded standard, a 6% increase from 2022. The CAASPP results for English Language Arts showed 66% of all students met or exceeded standard, while only 46% of socioeconomically disadvantaged students met or exceeded standard, and 18% of English learners met or exceeded standard. Again, the increase was bigger for EL students at 3% than for all students at 1%. Our LCAP community survey highlighted two consistent priorities from parent, staff and student feedback: academic support at the elementary level, and academic support at the secondary level. After reviewing the data from the CAASPP, district common assessments and LCAP survey results, we identified the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified student subgroups. This data and educational partner feedback supports our continued focus on academic intervention and staff to support our MTSS (Multi-tiered Systems of Support) model. A focus on unduplicated student subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially these groups. This 3 year LCAP cycle outlined an expanded MTSS model with substantial resources dedicated to shrinking the achievement gap for our most vulnerable students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of students meeting or exceeding standards in ELA on the CAASPP for LCAP-identified subgroups	All Students = 66% SED = 46% EL = 12% LTEL = 8% SWD = 28% FY = 23% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual all student increase; 5% annual subgroup increase All Students = 75% SED = 61% EL = 27% LTEL = 17% SWD = 43% FY = 48% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
2	Student performance in ELA will increase, as measured by District Common Assessments, for LCAP-identified student groups.	Elementary (2-6): All Students = 86% SED = 52% EL = 17% LTEL = 17% RFEP = 62% SWD = 37% FY = 33% Middle: All Students = 71% SED = 55% EL = 4% LTEL = 0% RFEP = 57% SWD = 43% FY = 40% High: All Students = 66% SED = 51% EL = 4% LTEL = 2% RFEP = 46% SWD = 26% FY = 17% Data			3% annual all student increase; 5% annual subgroup increase Elementary (2-6): All Students = 95% SED = 67% EL = 32% LTEL = 26% RFEP = 77% SWD = 52% FY = 48% Middle: All Students = 80% SED = 70% EL = 19% LTEL = 9% RFEP = 72% SWD = 58% FY = 55% High: All Students = 75% SED =	

		Year: 2023-24 Data Source: SLCUSD Common Assessments, T2			66% EL = 19% LTEL = 11% RFEP = 61% SWD = 41% FY = 32% Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2	
3	Percentage of students meeting or exceeding standards in Math on the CAASPP, “Red” Dashboard Subgroup for LEA in Math: FY	All Student = 57% SED = 36% EL = 13% LTEL = 2% SWD = 22% FY = 25% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual all student increase; 5% annual subgroup increase All Students = 66% SED = 51% EL = 28% LTEL = 11% SWD = 37% FY = 40% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
4	Student performance in mathematics will increase, as measured by District Common Assessments, for LCAP-identified student groups	Elementary (K-6): All Students = 75% SED = 62% EL = 48% LTEL = 9% RFEP = 57% FY = 56% Middle: All Students = 55% SED = 37% EL = 9% LTEL = 5% RFEP = 46% FY = 50% High: All Students = 31% SED = 20% EL = 5% LTEL = 0% RFEP = 19% FY = 0% Data Year: 2023-24 Data Source: SLCUSD Common Assessments, T2			3% annual increase in T2 data for all students; 5% annual increase in T2 data subgroups Elementary (K-6): All Students = 84% SED = 77% EL = 63% LTEL = 18% RFEP = 72% FY = 71% Middle: All Students = 64% SED = 52% EL = 24% LTEL = 14% RFEP = 61% FY = 65% High: All Students = 40% SED = 35% EL = 20% LTEL = 9% RFEP = 34% FY = 15% Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2	
5	California Science Test (CAST), Met or Exceeded Standard for LCAP identified student groups	All Students = 51% SED = 31% EL = 3% LTEL = 4% RFEP = 40% FY = N/A Data Year: 2022-23 Data Source: caaspp-elpac.ets.org			3% annual all student increase; 5% annual increase for subgroups All Students = 60% SED = 46% EL = 18% LTEL = 13% LI = 55% FY = N/A Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6	EL students making progress toward English Proficiency as measured	20% Data Year: 2022-23 Data Source: ELPAC, caaspp-elpac.ets.org			3% annual increase 29% Data Year: 2025-26 Data	

	by the ELPAC assessment				Source: ELPAC, caaspp-elpac.ets.org
7	English Learner Progress Indicator, "Red" Dashboard Schools and Subgroups	PA = red Data Year: 2022-23 Data Source: Dashboard			improve to orange or better Data Year: 2025-26 Data Source: Dashboard
8	EL Reclassification Rate	14.5% Data Year: 2022-23 Data Source: CALPADS			1% annual increase in redesignation rate 17.5% Data Year: 2025-26 Data Source: CALPADS
9	District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.	<= 40% Regular Ed. = 13.13% >= 80% Regular Ed. = 63.05% Data Year: 2023-24 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE			1.5% annual decrease; 3% annual increase <= 40% Regular Ed. = 8.63% >= 80% Regular Ed. = 72.05% Data Year: 2023-24 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE

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.

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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Multi-tiered systems of support	Strengthen district-wide multi-tiered system of support to meet students' academic needs, particularly students within identified subgroups. 1. MTSS / SSS Teachers: 9.0 FTE at elementary and 2.0 FTE at secondary; 2. Provide intervention classes at secondary schools; additional sections for San Luis Obispo High School (SLOHS), Morro Bay High School (MBHS), Los Osos Middle School (LOMS) and Laguna Middle School (LAMS); 3. Professional Development to enhance and expand MTSS systems and supports; teacher hourly 5,000 Contracted services, 12,500 Materials/supplies 2,500; 4. Refine the comprehensive MTSS Model, including both academic and social emotional/behavioral supports, analyze need, explore model program, pilot initial programs; Conferences (registration, per diem/hotel/mileage/parking); 5. Provide reading intervention and Tier 2 materials for elementary sites, including curriculum; 6. Support for Spanish Intervention at DLI sites; 7. Elementary Academic Intervention Teachers to support Tier 2 intervention; 8. Provide online courses for credit/grade recovery, including access to Edgenuity and teacher hourly pay; 9. Raising a Reader annual fees for TKs, including the contract and materials; 10. To address the LEA-wide "Red" on the 2023 Dashboard in Math for Foster Youth the district will develop a monitoring system that will be led by our Student Success Specialists to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. We will also conduct quarterly check-ins with Jessica Thomas, Homeless and Foster Youth Program Coordinator with SLOCOE.	\$2,610,420.00	Yes
Action #2	Support and services for English Learners and Long Term English Learners	Strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on students who qualify as SED, EL, LTEL and/or FHY. 1. Provide elementary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing	\$1,926,206.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitoring of ELs’ academic progress, including LTELs (long-term English learners); 2. Provide secondary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs; secondary staffing totaling 2.0 FTE; 3. Implement a Secondary Newcomer Program; fund 2.0 FTE of teaching staff at LAMS and SLOHS, pilot curriculum materials; 4. Provide supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress by funding EL aides/IAs; 5. Purchase High School Supplemental ELD materials; 6. ELD monitoring system; purchase supplemental materials and progress monitoring tools to support English learners; 7. 1.0 FTE EL/Intervention TOSA to coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered systems of support, including equitable practices; 8. To address the school-level ELPI “Red” on the 2023 Dashboard, Pacheco Elementary will receive additional staffing in comparison to other sites.		
Action #3	District equity work	Through local partnerships and staff training, continue to expand and strengthen district equity work. 1. Cultural Creations - Site Equity Challenge; Inclusion and Belonging Series - Year 2: Site Focused Equity Challenge - with the support of Cultural Creations (Sandra Sarrouf and Pedro Arroyo) each of our schools will identify a specific equity goal to achieve success in the coming year; Year 2 of the Inclusion and Belonging Series - we will continue the Inclusion and Belonging Series next year with a brand new cohort of teachers and administrators in partnership with the San Luis Obispo County Office of Education and participating districts throughout the county.	\$30,000.00	Yes
Action #4	AVID	Implementation and continued expansion of AVID programming. 1. Support and strengthen the 7-12 AVID program through AVID membership, student college trips (hotel, mileage, food, teacher hourly), staff professional	\$417,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development/conference attendance, funding a total of 3.0 FTE to teach AVID class sections.		

Goal

Goal #	Description	Type of Goal
Goal 3	SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 3, 5, 6, 7

An explanation of why the LEA has developed this goal.

In 2022 School Connectedness, as measured by the California Healthy Kids Survey, decreased for 7th graders by 6% and increased for 9th and 11th graders by 3%. The Average Daily Attendance (ADA) for 2022-23 was 92.8%; from August 2023-May 2024 is was 93.8%. Expulsion rates for 2020-21 and 2021-22 were 0.0%; 2022-23 = 0.1%; 2023-24 will not be available until September 2024. Final chronic absenteeism and ADA data will be available after June 15, 2024. At that time, data will be reexamined to pinpoint specific school and student needs for the 2024-25 school year. Educational partner feedback indicated Culture of Care is a top priority, specifically providing safe, caring environments and showing responsiveness to students’ social-emotional needs. Within the feedback, the following four priorities were ranked highest: school-wide learning about social-emotional topics (SEL), counseling support, parent communication about SEL, and staff training. As middle school and high school dropout rates are released by the state, specific site needs will be reexamined. Ongoing monitoring of student attendance, chronic absenteeism, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools. Laguna Middle School was identified as “Red/Very Low” on the California State Dashboard in the area of Chronic Absenteeism. In addition, several school sites received “Red/Very Low” dashboard ratings for specific subgroups in Chronic Absenteeism: Bishop’s Peak (CA - Hispanic), Los Ranchos (2+ races), Sinsheimer (Hispanic, SED), and Los Osos Middle (2+ races). Suspension data on the California Dashboard also indicated that as a LEA, we have a “Red/Very Low” rating for our African American (AA) student subgroup. Additional, certain schools had areas of concern for specific subgroups where a “Red/Very Low” rating was provided: C.L. Smith (Hispanic), Hawthorne (Hispanic, SED, SWD), Laguna Middle (Homeless, SED, SWD), San Luis Obispo High (Homeless, SWD). Youth Truth survey results around student engagement indicated a similar perception from previous years, with a mix of slight decreases ranging from 1-10% at 8 schools, and slight increases between 1-9% at 7 schools. Feedback from our Student Senators identified three (of four) themes related to culture of care: 1). inclusion and belonging for all, 2). peer mentorship, 3). mental health and wellness. Social emotional health is an important part of students' overall success. Our data and feedback demonstrates that this should continue to be an area of focus. This goal is designed to monitor and measure the impact of our selected actions on student well being. The action items focus on systems of support, staff professional development, parent engagement, equitable and inclusive practices, as well as systems to support chronic absenteeism and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report			maintain status Full Implementation and Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	
2	Attendance Rate	93.8% as of 5/6/24 Data Year: 2023-24 Data Source: P-2			1% annual increase 96.8% Data Year: 2026-27 Data Source: P-2	

3	Chronic Absenteeism	All Students = 22.3% SED = 31.2% EL = 25.4% LTEL = TBD FY = 25.7% SWD = 31.3% Data Year: 2023 Data Source: Dashboard			1% annual decrease All Students = 19.3% SED = 28.2% EL = 22.4% LTEL = TBD FY = 22.7% SWD = 28.3% Data Year: 2026 Data Source: Dashboard
4	Chronic Absenteeism, "Red" Dashboard Schools and Subgroups	BP (Hispanic) = red LR (2+ races) = red SI (Hispanic, SED) = red LAMS (school) = red Homeless = red SED = red SWD = red White = red LOMS (2+ races) = red Data Year: 2023 Data Source: Dashboard			improve to orange or better BP (Hispanic) = orange LR (2+ races) = orange SI (Hispanic, SED) = orange LAMS (school) = orange Homeless = orange SED = orange SWD = orange White = orange LOMS (2+ races) = orange Data Year: 2026 Data Source: Dashboard
5	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1			maintain 0% Data Year: 2025-26 Data Source: CALPADS Fall 1
6	High School Dropout Rate	2.97% Data Year: 2022-23 Data Source: CALPADS			annual decrease TBD% Data Year: 2025-26 Data Source: CALPADS
7	High School Graduation Rate	All Students = 94.4% SED = 89.3% EL = 79.2% LTEL = TBD FY = N/A (4 students) SWD = 84.3% Data Year: 2022-23 Data Source: Dashboard			1% annual increase All Students = 97.4% SED = 92.3% EL = 82.2% LTEL = TBD FY = TBD% SWD = 87.3% Data Year: 2025-26 Data Source: Dashboard
8	Suspension Rate, "Red" Dashboard Subgroup for LEA in Suspension: African American	All Students = 3.3% SED = 5.7% EL = 3.0% LTEL = TBD FY = 16.7% African American = 10.9% Data Year: 2022-23 Data Source: Dashboard			0.3% annual decrease All = 2.4% SED = 4.8% EL = 2.1% LTEL = TBD FY = 15.8% African American = 10.0% Data Year: 2025-26 Data Source: Dashboard
9	Suspension Rate, "Red" Dashboard Schools and Subgroups	HA: Hispanic = red SED = red SWD = red SM (Hispanic) = red LAMS: Homeless = red SED = red SWD = red LOMS: 2+ races = red SWD = red SLOHS: Homeless = red SWD = red Data			improve to orange or better HA: Hispanic = orange SED = orange SWD = orange SM (Hispanic) = orange LAMS: Homeless = orange SED = orange SWD = orange LOMS: 2+ races = orange SWD

		Year: 2022-23 Data Source: Dashboard			= orange SLOHS: Homeless = orange SWD = orange Data Year: 2025-26 Data Source: Dashboard
10	Expulsion Rate	0.1% Data Year: 2022-23 Data Source: DataQuest			maintain or reduce from 0.1% Data Year: 2025-26 Data Source: DataQuest
11	Sense of safety and school connectedness	Perceived safety at school: Grade 7 = 57% Grade 9 = 67% Grade 11 = 79% PBHS = 85% School connectedness: Grade 7 = 59% Grade 9 = 61% Grade 11= 65% PBHS = 73% Data Year: 2021-22 Data Source: CHKS			3% annual increase Perceived safety at school: Grade 7 = 66% Grade 9 = 76% Grade 11 = 88% PBHS = 94% School connectedness: Grade 7 = 68% Grade 9 = 70% Grade 11 = 74% PBHS = 82% Data Year: 2025-26 Data Source: CHKS
12	Student perceptions around relationships with peers (bullying)	Elementary = 39% Middle = 58% High = 75% Data Year: 2023-24 Data Source: YouthTruth - percentage of students answering “no” to question on being bullied			3% annual increase Elementary = 48% Middle = 67% High = 84% Data Year: 2026-27 Data Source: YouthTruth - percentage of students answering “no” to question on being bullied
13	Students' positive perception around student engagement	Elementary = 2.78 Middle = 3.28 High = 3.49 Data Year: 2023-24 Data Source: YouthTruth - overall “engagement” rating			.1 point annual increase Elementary = 3.08 Middle = 3.58 High = 3.79 Data Year: 2026-27 Data Source: YouthTruth - overall “engagement” rating
14	Students' positive perception having strong, supportive relationships with their teachers	Elementary = 2.70 Middle = 3.35 High = 3.29 Data Year: 2023-24 Data Source: YouthTruth - overall “relationships” summary measure			.1 point annual increase Elementary = 3.0 Middle = 3.65 High = 3.59 Data Year: 2026-27 Data Source: YouthTruth - overall “relationships” summary measure

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.

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.

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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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Multi-tiered systems of support and support for identified subgroups	Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups. 1. Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families via Link Family Advocates (2.0 FTE); 2. Continue to provide counseling supports at all elementary schools (9.5 FTE) to support students, staff, and families; 3. Maintain increased counseling support at both middle schools (0.5 LAMS/0.5 LOMS) that were added in 2023-24; additional SLOHS bilingual counselor (1.0 FTE) increase; 4. Add summer contract to Family Resource Center to provide continued support for our families in July and August to ensure continued support for SLCUSD families; 5. Wellness Center Staff (1.0 FTE MBHS/1.0 FTE SLOHS)	\$1,540,582.00	Yes
Action #2	Professional development, curriculum and programming to support identified subgroups	Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. 1. Provide CASC (California Association of School Counselors) Membership for all School Counselors. Membership supports the ongoing	\$162,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning and improvement of School Counseling services. CASC Membership allows School Counselors to access the most up to date school-based Mental Health resources and trends; 2. Provide Professional Development for School Counselors to support Comprehensive School Counseling Program. CASC Conference attendance for all counselors, on an every-other year rotation (10 each year); 3. K-6 SEL Curriculum will continue to be implemented in SLCUSD elementary schools to include self regulations and emotion management at the Elementary Level; 4. District Leader in Me Membership; 5. Fostering Resilient Learners Professional Development for teaching staff throughout the year; 6. Continuation of the Elementary Athletics for Achievement program, including coach stipends, materials, supplies, and administrative costs.</p>		
Action #3	Parent outreach, engagement and education	<p>Engage and educate parents regarding SLCUSD academic and social-emotional programs. 1. Parent Outreach and Engagement - Parent Equity Task Force with Michael Boyer - Parent Outreach and Engagement - with the support of community equity leader Michael Boyer, we will identify members of our parent community who wish to participate in the superintendent’s Parent Equity Task Force to discuss strategies for closing the achievement gap, addressing underlying barriers that impact student success, and to develop long-term relationships with our typically marginalized parent community. Additionally, Mr. Boyer will coordinate and align his efforts with the work of our school sites to ensure an integrated discussion. Recommendations will be developed moving into Spring 2025; 2. Provide parent education opportunities. Provide additional outreach to EL and SED families. Costs to include: presenter fees, DELAC conference costs, staff hourly (prep and presentation), materials.</p>	\$80,000.00	Yes
Action #4	District Equity Leadership Team	<p>Develop and refine equitable and inclusive practices for students, staff and parents. Continue District Equity Leadership Team with representatives from the Common Ground Task</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Force and 1. Student Senate to lead staff in ensuring equitable practices in SLCUSD.		
Action #5	PBIS Systems and Alternative Means of Correction	Continue to align systems K-12 around response to student behavior, including positive behavioral interventions and supports. 1. Both high schools will continue to implement a program for alternative means of correction to address infractions; 2. All administrators will undergo professional development on alternative means of correction and discipline; 3. BP, SI and HA will continue into Year 2 of the SLOCOE MTSS Cohort; BA, DM and LAMS will begin Year 1 of the SLOCOE MTSS Cohort. This program supports sites over 3 years to develop, implement and begin monitoring behavioral systems that proactively address student needs; 4. School-wide Information Systems (SWIS), an electronic resource tool to monitor student referrals and repetitive misbehaviors, will be piloted in 2024-25 by two Title 1 schools who also have “Red” indicators for suspension: Hawthorne Elementary and C.L. Smith Elementary. This tool will allow school personnel to actively monitor referrals and disciplinary action in a targeted way since the tool allows for data drill down and disaggregation of information. The sites will be supported with training and implementation resources as they roll this out in the Fall. Should the pilot prove to be effective and helpful in reducing student suspensions, other schools will be able to participate as soon as January 2025; 5. To address the “Red” indicator for suspension on the 2023 Dashboard, LEA-wide (African American - AA), CL Smith Elementary (Hispanic), Hawthorne Elementary (Hispanic, SED, SWD), Laguna Middle (Homeless, SED, SWD), Los Osos Middle (2+ races, SWD), and San Luis Obispo High (Homeless, SWD) will ensure new administrators are trained and receive district-level support with monthly monitoring of the subgroups as well as the LEA-wide AA subgroup. Our team is dedicated to reducing the suspension rate for Students with Disabilities (SWD) and all students, as outlined in the Compliance and Improvement Monitoring	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Process (CIM) plan, by developing, reviewing, and revising site and district-level discipline practices, policies, and procedures. These efforts focus on age-appropriate and culturally responsive expectations, routines, and procedures within a tiered framework to proactively address student needs. Initiated during the 2023-24 school year and continuing for the next two years, the team is educating administrators on the disproportionate impact of exclusionary punishment and fostering a collective vision for preventative and responsive disciplinary practices. Ultimately, all school sites will communicate and implement a comprehensive tiered system of support, addressing students' social, emotional, and behavioral needs with proactive and responsive strategies.		
Action #6	Chronic Absenteeism System Refinement	Refine systems surrounding response to chronic absenteeism, including increased monitoring and outreach. 1. Implement a refined tiered response to chronic absenteeism that provides progressive outreach and support, with additional emphasis placed on monitoring the "Red" subgroups and schools below. This will include prioritized outreach from school personnel to the identified "Red" subgroups; 2. To address the school-level and subgroup-level "Red" on the 2023 Dashboard, Laguna Middle (site-wide), as well as Bishop's Peak (Hispanic), Los Ranchos (2+ races), Sinsheimer (Hispanic, SED), Los Osos Middle (2+ races) will engage increased monitoring, at minimum monthly, if not more frequent, of "Red" student subgroups, then reach out to families prior to the child(ren) reaching the status of chronically absent.	\$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 4	Over the LCAP 3-year cycle, Pacific Beach High School's (PBHS) students will engage in expanded STEAM/CTE courses and show improvement in college/career preparedness as measured by the CA Dashboard College/Career Readiness indicator improving from the 2023 "Red" status and increasing their dual course enrollment participation numbers.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priorities: 4, 8

An explanation of why the LEA has developed this goal.

PBHS is our district’s only site that receives Equity Multiplier Funding. This goal has been developed in partnership with the school site and PBHS’ educational partners, to strategically address the use of these funds while simultaneously targeting the “Red” CA Dashboard indicators around College/Career Readiness. Site staff have longevity and are committed to the success of the students, including their success following graduation. The staff is looking to expand course offerings and thereby increase students’ opportunities to secure a job post-graduation. In addition, the site will fund a portion of an experienced counselor’s time. This individual has expertise in dual course enrollment and we are looking to increase the dual course enrollment at PBHS over the next three years. This position will assist with this endeavor.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	PBHS College/Career, “Red” Dashboard Subgroups	PBHS: All Students = red Homeless = red SED = red Data Year: 2022-23 Data Source: Dashboard			improve to orange or better PBHS: All Students = orange Homeless = orange SED = orange Data Year: 2025-26 Data Source: Dashboard	
2	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta’s CCAP Office, CALPADS			3% annual increase PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta’s CCAP Office, CALPADS	

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.

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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Increase STEAM/CTE and counseling Personnel	Expand integrated STEAM/CTE opportunities for Pacific Beach High School students. 1. Staffing the increased CTE-related course offerings, including a .25 of a .5 FTE construction course; 2. Increased counseling support with .2 FTE; 3. Create a medical workplace course and staff a 0.2 FTE teacher for this course; 4. Develop a cosmetology workplace course; 5. Develop a partnership to offer a Driver’s Education course and prepare students for their driver’s test. Utilize these funds to pay for the cost of the course; teacher hourly to supervise the in-class time. Supplement Prop 28 dollars to staff a .2 FTE resident artist; 6. Fund a PBHS EL Student Advocate to liaise with families and provide direct support to students. To address the school-level “Red” college/career indicator on the 2023 Dashboard, PBHS will focus their equity multiplier funding on increasing students’ college/career readiness.	\$131,634.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,617,513.00	\$0.00

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
8.01%	0.00%	\$0.00	8.01%

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 # (s)	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
Goal 1 Action 1	According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see increased performance on local and state academic assessments. Feedback from educational partners indicates professional development is a priority. See also: Engaging Educational Partners and Metrics sections.	* Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas. First best instruction is our number one goal. Research has shown that, "... first best instruction has a tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps." (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). To strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas, SLCUSD will implement professional development to support low income, foster youth, and English learner students by updating educators on effective, research-based practices. This action focuses on improving teacher capacity to better support the specific needs of EL, LI, and FY students. This action is designed to meet the needs most associated with low-income, foster youth, and English learner students. Because the District feels this action will be beneficial for all students, it will be available on a district-wide basis.	CAASPP - math, ELA, science; A-G completion; EAP conditional/ready categories. We will also seek feedback from staff about the professional learning opportunities.
Goal 1 Action 2, Goal 2 Action 3, Goal 3 Action 4	Survey data revealed inconsistencies across sites in student perceptions around safety, connectedness, engagement and relationships with teachers. According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see decreased rates of suspension and chronic absenteeism. Feedback from educational partners indicated a desire for diversity and equity training and multicultural education. See also: Engaging Educational Partners and Metrics sections.	* Through professional development, strengthen staff knowledge of multicultural education, equity and diversity; Engage and educate parents regarding SLCUSD academic and social-emotional programs; Develop and refine equitable and inclusive practices for students, staff and parents. Through local partnerships and staff training, we will continue to expand and strengthen district equity work by developing and refining equitable and inclusive practices for students, staff, and parents. The Parent Equity Task Force will consider strategies for closing the achievement gap, addressing underlying barriers that impact student success, and developing long-term relationships with our typically marginalized parent community. Additionally, the district plans to expand its current parent education opportunities, with specific offerings for families who have students in the identified subgroups. The actions in Goals 1, 2, and	CHKS; YouthTruth Survey; Attendance data; Suspension rates. We will monitor survey results around school climate and inclusivity as reported in student and parent surveys.

		<p>3 are designed to address the unique needs of EL, FY, and LI students by providing targeted professional development focused on culturally responsive teaching practices, equity initiatives, and inclusive learning environments. This professional development aims to equip educators with the skills to create more equitable and inclusive classrooms. Research supports the efficacy of professional development in promoting educational equity. According to Darling-Hammond et al. (2017), targeted professional development that includes culturally responsive teaching practices significantly improves student outcomes, particularly for marginalized student groups. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. Because we expect all students to benefit, this action is provided on a district-wide basis.</p>	
<p>Goal 1 Action 4</p>	<p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see increased performance on local and state academic assessments. Offering hands-on learning was a top priority within survey feedback across all educational partner subgroups. See also: Engaging Educational Partners and Metrics sections.</p>	<p>* Enhance hands-on, integrated and innovative curriculum, programs, and strategies. To enhance hands-on, integrated and innovative curriculum, programs and strategies, We will continue the iINNOVATE Initiative. Research by Darling-Hammond et al. (2019) highlights that active learning strategies, including hands-on activities, lead to better academic outcomes for all students, with an even more pronounced impact on students from disadvantaged backgrounds. The iINNOVATE program allows our students who are LI, EL and FY access to cutting-edge technology and systems. The exposure to the critical thinking processes and learning impacts all students, but our EL, FY, and LI students benefit to a greater extent. Although this is tailored to address the needs of EL, FY, and LI students, this action is being implemented on an LEA-wide basis, as hands-on learning that will benefit all students.</p>	<p>CAASPP - math, ELA, science; A-G completion within a CTE pathway. We will also seek feedback from educational partners about the initiative.</p>
<p>Goal 1 Action 5</p>	<p>EL, LI students, and FY often face significant academic challenges, which are exacerbated by a lack of targeted instructional strategies informed by data. Data from the LCAP indicates that these students have lower proficiency rates on standardized tests. Educational partner feedback indicated a need to focus on individualizing instruction. See also: Engaging Educational Partners and Metrics sections.</p>	<p>* Use Assessment and Data to drive instructional decision making. The District will enhance instructional decision-making by using assessment and data. Research supports the efficacy of using data to drive instructional decision-making. According to Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009), teachers who receive professional development in data use are more effective at identifying student needs and tailoring their</p>	<p>CAASPP - math, ELA, science. We will also seek positive feedback from teachers regarding the effectiveness of data-driven instruction in professional development surveys.</p>

	<p>instruction accordingly, leading to significant improvements in student outcomes, especially for marginalized student groups. Teachers administering assessments 1:1 to our youngest learners allows our educators to gain a deeper understanding of knowledge gaps and strengths, then plan to respond to those findings. This is crucial work that will help us to shrink the achievement gap as teachers can make informed instructional decisions based upon their students' data. The action will benefit all students, but is intended to have a greater emphasis and impact on our LI, EL and FY student subgroups. Because we expect all students will benefit, this action is provided on a district-wide basis.</p>	
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<p>Goal 2 Action 1</p>	<p>As noted in the metric section, the graduation rate and college career data for EL, FY, & LI students lag in comparison to all students in SLCUSD. Based on this data, the district has decided to improve services for EL, FY, & LI students to help increase graduation rates and enhance the motivation for students to become college and career-ready. Educational partner feedback indicated that a focus on a multi-tiered system of support to help students was a priority. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>* Strengthen district-wide multi-tiered system of support to meet students' academic needs, particularly students within identified subgroups. SLCUSD will strengthen its district-wide MTSS to better address the academic needs of students, particularly EL, FY, and LI students. This comprehensive approach involves increasing staffing, providing targeted intervention classes, and offering professional development for teachers. The district will refine and expand its MTSS model, incorporating both academic and behavioral supports, and will implement new programs and materials to support student learning and recovery. The MTSS model will be refined to include both academic and social-emotional/behavioral supports, with efforts to analyze needs, explore model programs, and pilot initial programs. To address the LEA-wide "Red" on the 2023 Dashboard in Math for Foster Youth, the district will develop a monitoring system that will be led by our Student Success Specialists to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. Providing targeted professional development to the teachers of the programs will allow maximum benefit to our student subgroups. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. Because we expect all students struggling academically will benefit, the actions and services are provided on a district-wide basis. The site-specific services are noted above will be provided exclusively to those mentioned sites.</p>	<p>CAASPP - math, ELA, science; District Common Assessments; ELPAC; EL reclassification rate; IRC data; Graduation rates. We will also seek feedback from educational partners regarding the interventions and services.</p>
<p>Goal 2 Action 4</p>	<p>A review of data indicates there is a need to increase the graduation rate of foster youth, low-income, and English learner students as compared to all students. Educational partner feedback indicated the need to offer AVID classes. See also: Engaging Educational Partners and Metrics sections.</p>	<p>* Implementation and continued expansion of AVID programming. We will implement the AVID program to provide additional instructional time, support for core classes, and preparation for college and career, addressing the unique needs of LI, FY, and EL students. The AVID program is designed to enhance academic performance through specific strategies tailored to these student groups. Studies have shown that the AVID program effectively enhances academic outcomes for students, particularly those from underrepresented and economically disadvantaged backgrounds. (Watt, Huerta, & Alkan, 2012). These additional supports are designed to meet the academic needs most</p>	<p>Graduation rate; A-G Completion rate; CAASPP - math and ELA. We will also seek feedback from secondary students and staff about AVID.</p>

		<p>associated with these students. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis at the middle and high schools.</p>	
<p>Goal 3 Action 1, Goal 3 Action 2</p>	<p>As identified in the LCAP metrics, there is a need to decrease suspension rates, increase feelings of safety, and provide stronger connections to the school for foster youth, low-income, and English learner students in comparison to all students. Educational partner feedback indicated Culture of Care is a top priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>* Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups; Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. The SLCUSD will strengthen district-wide multi-tiered systems of support (MTSS) to meet students' social-emotional needs, particularly for identified subgroups. The district is committed to ensuring safe and nurturing campuses through continuous training, monitoring, and support of district-wide programs and processes. By coordinating Family Resource Centers, SLCUSD aims to improve access to community services, especially for low-income families. Counseling services will be sustained and increased across schools, with continuous support provided during the summer, and Wellness Centers will offer ongoing assistance to students and families. To enhance the effectiveness of school counselors, the district will provide memberships in a professional association and ongoing professional development opportunities. The district will also implement a comprehensive K-6 SEL curriculum, support leadership programs, and offer professional development focused on fostering resilience. Additionally, athletic programs for elementary students will continue to receive support. According to the CDE, comprehensive MTSS frameworks that include counseling, family engagement, and targeted support services significantly improve student outcomes, particularly for marginalized student groups. Research indicates that "schools that implement structured social and emotional learning (SEL) programs see significant improvements in students' social-emotional skills, attitudes, behavior, and academic performance. Effective implementation requires ongoing training, consistent monitoring, and supportive district-wide policies to sustain the positive impacts of these programs" (Durlak et al., 2011). This underscores the importance of SLCUSD's comprehensive approach to creating safe and nurturing school environments. While these actions were specifically</p>	<p>CHKS; YouthTruth Survey; Attendance data; Suspension rates; Expulsion rates; Dropout rates; Graduation rates. We will also seek feedback from educational partners about the social emotional supports and actions.</p>

		created to ensure that English learners, foster youth, and low-income students have access to a program that supports overall wellness, it is expected that all students will benefit from these district-wide actions.	
Goal 3 Action 3	According to the metrics above, our low-income, foster youth, and English learner students performed lower on local and state academic assessments and overall student ratings of feeling connected to their school is lower than 70% . Educational Partner Feedback indicated that school wide SEL and parent communication about SEL were both highly ranked as areas of focus. See also: Engaging Educational Partners and Metrics sections.	* Engage and educate parents regarding SLCUSD academic and social-emotional programs. SLCUSD will engage and educate parents about its academic and social-emotional programs through various initiatives. One of the key efforts is the Parent Outreach and Engagement initiative, which includes the formation of a Parent Equity Task Force. Additionally, the district plans to provide parent education opportunities, with a particular focus on outreach EL and LI families. Research supports the importance of parent engagement and education opportunities in improving student outcomes (Smith & Jones, 2020). SLCUSD expects all district families to benefit from this action; however, the programs and services are designed to promote family/parent participation of English learners, Foster Youth and low income students. The increased participation by these parents/families will have a greater impact on our student groups.	CHKS; YouthTruth Survey; Attendance data; Suspension rates; Expulsion rates; Dropout rates; Graduation rates. We will also seek feedback from parents about the parent education opportunities.

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 # (s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2	ELs, including LTELs, face distinct challenges in their language development and academic progress. Data from the LCAP highlights the following needs and conditions. ELs and LTELs require targeted interventions to advance their English language proficiency, as indicated by lower scores on English Language Proficiency Assessments (ELPAC). ELs and LTELs often exhibit lower academic achievement in core subjects, such as ELA, compared to their non-EL peers, as evidenced by standardized test scores. They may struggle with mastering complex content area concepts due to language barriers and may experience socio-emotional challenges, including feelings of frustration and disengagement, which	* English Learner (EL) and Long term English Learner (LTEL) Support and Services. SLCUSD will strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on our EL and LTEL students. To address the distinct needs of ELs and LTELs, a comprehensive array of services will be provided. First, tailored materials will be procured to cater to the varying needs of beginning ELs and LTELs, enabling differentiated instruction and the implementation of targeted language development strategies. Additionally, a specialized program will be established at LAMS and SLOHS to support newly arrived ELs, including additional teaching staff and curricular resources to facilitate smoother	CAASPP - Math, ELA; CAST- science; District Common Assessment; ELPAC; ELPI; Reclassification rate. We will seek feedback from ELD teachers and EL parents to continue to inform the support provided.

	<p>can impact their academic success and overall well-being. Educational partner feedback indicated the need to strengthen academic support with additional intervention, supplemental materials, programs, and professional development. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>transitions and expedite language acquisition. EL IAs (Instructional Aides) will be funded to deliver supplemental ELD support and conduct ongoing academic monitoring for beginning ELs and LTELs, offering interventions aligned with student needs identified through data from the ELD monitoring system. An EL/Intervention TOSA will coordinate district-wide services, professional development, and interventions, with a specific focus on the needs of LTELs and ELs. Professional development efforts will concentrate on areas identified through monitoring data results, such as academic vocabulary and writing skills, known barriers to reclassification. Additionally, training on integrated and designated ELD will continue. Finally, extra staffing resources will be allocated to Pacheco Elementary to address the needs of ELs and LTELs identified through the "Red" ELPI, aiming to enhance academic outcomes for ELs and LTELs at the site by providing additional EL Teacher staffing as well as certificated Spanish Intervention support to deliver personalized instruction to this specific population of students. This action prioritizes the needs of ELs and LTELs by specifically allocating resources, personnel, and interventions to address their unique challenges and facilitate their academic success.</p>	
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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	Not applicable	Not applicable

Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable
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2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$82,566,641.00	\$6,617,513.00	8.01%	0.00%	8.01%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$7,359,193.00	\$131,634.00	\$0.00	\$0.00	\$7,490,827.00	\$6,841,627.00	\$649,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Tier 1 Professional Development; first, best instruction	All	Yes	LEA-Wide	All	All sites	July/August, All year long
1	2	Leadership in Equity and Leaders to Watch	All	Yes	Schoolwide	All	LAMS, LOMS	All year long
1	3	Diverse and inclusive hiring practices	All	No	LEA-Wide	All	All sites	All year long
1	4	Innovation	All	Yes	LEA-Wide	All	Elementary and Middle sites	All year long
1	5	Assessment and Data	All	Yes	Schoolwide	All	Elementary sites	All year long
2	1	Multi-tiered systems of support	All	Yes	Schoolwide	All	All sites	All year long
2	2	Support and services for English Learners and Long Term English Learners	EL	Yes	Limited	English Learners	All sites	All year long
2	3	District equity work	All	Yes	Schoolwide	All	All sites	All year long

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	4	AVID	All	Yes	Schoolwide	All	Secondary sites	All year long
3	1	Multi-tiered systems of support and support for identified subgroups	All	Yes	LEA-Wide	All	All sites	All year long
3	2	Professional development, curriculum and programming to support identified subgroups	All	Yes	LEA-Wide	All	All sites	All year long
3	3	Parent outreach, engagement and education	All	Yes	LEA-Wide	All	All sites	All year long
3	4	District Equity Leadership Team	All	Yes	LEA-Wide	All	All sites	All year long
3	5	PBIS Systems and Alternative Means of Correction	All	No	LEA-Wide	All	All sites	All year long
3	6	Chronic Absenteeism System Refinement	All	No	LEA-Wide	All	All sites	All year long
4	1	Increase STEAM/CTE and counseling Personnel	All	No	Schoolwide	All	PBHS	All year long

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$135,000.00	\$8,000.00	\$143,000.00	\$0.00	\$0.00	\$0.00	\$143,000.00	0.00%
1	2	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	0.00%
1	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
1	4	\$195,485.00	\$20,000.00	\$215,485.00	\$0.00	\$0.00	\$0.00	\$215,485.00	0.00%
1	5	\$65,000.00	\$91,000.00	\$156,000.00	\$0.00	\$0.00	\$0.00	\$156,000.00	0.00%
2	1	\$2,509,920.00	\$100,500.00	\$2,610,420.00	\$0.00	\$0.00	\$0.00	\$2,610,420.00	0.00%
2	2	\$1,871,506.00	\$54,700.00	\$1,926,206.00	\$0.00	\$0.00	\$0.00	\$1,926,206.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	3	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0.00%
2	4	\$325,000.00	\$92,000.00	\$417,000.00	\$0.00	\$0.00	\$0.00	\$417,000.00	0.00%
3	1	\$1,515,582.00	\$25,000.00	\$1,540,582.00	\$0.00	\$0.00	\$0.00	\$1,540,582.00	0.00%
3	2	\$75,000.00	\$87,500.00	\$162,500.00	\$0.00	\$0.00	\$0.00	\$162,500.00	0.00%
3	3	\$20,000.00	\$60,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	0.00%
3	4	\$1,000.00	\$2,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	0.00%
3	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
3	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
4	1	\$128,134.00	\$3,500.00	\$0.00	\$131,634.00	\$0.00	\$0.00	\$131,634.00	0.00%

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)
\$82,566,641.00	\$6,617,513.00	8.01%	0.00%	8.01%	\$7,359,193.00	0.00%	8.91%

Totals by Type	Total LCFF Funds
Total:	\$7,359,193.00
LEA-wide Total:	\$2,144,567.00
Limited Total:	\$1,926,206.00
Schoolwide Total:	\$3,288,420.00

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	Tier 1 Professional Development; first, best instruction	Yes	LEA-Wide	All	All sites	\$143,000.00	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	2	Leadership in Equity and Leaders to Watch	Yes	Schoolwide	All	LAMS, LOMS	\$75,000.00	0.00%
1	4	Innovation	Yes	LEA-Wide	All	Elementary and Middle sites	\$215,485.00	0.00%
1	5	Assessment and Data	Yes	Schoolwide	All	Elementary sites	\$156,000.00	0.00%
2	1	Multi-tiered systems of support	Yes	Schoolwide	All	All sites	\$2,610,420.00	0.00%
2	2	Support and services for English Learners and Long Term English Learners	Yes	Limited	English Learners	All sites	\$1,926,206.00	0.00%
2	3	District equity work	Yes	Schoolwide	All	All sites	\$30,000.00	0.00%
2	4	AVID	Yes	Schoolwide	All	Secondary sites	\$417,000.00	0.00%
3	1	Multi-tiered systems of support and support for identified subgroups	Yes	LEA-Wide	All	All sites	\$1,540,582.00	0.00%
3	2	Professional development, curriculum and programming to support identified subgroups	Yes	LEA-Wide	All	All sites	\$162,500.00	0.00%
3	3	Parent outreach, engagement and education	Yes	LEA-Wide	All	All sites	\$80,000.00	0.00%
3	4	District Equity Leadership Team	Yes	LEA-Wide	All	All sites	\$3,000.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$14,980,092.00	\$13,280,777.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Core academics	No	\$1,905,622.00	\$1,905,622.00
1	2	Danielson Framework	No	\$50,000.00	\$55,000.00
1	3	Innovation	No	\$344,368.00	\$207,475.00
1	4	Assessment and Data	No	\$1,418,667.00	\$1,418,667.00
1	5	CTE pathways	No	\$608,147.00	\$608,147.00
1	6	VAPA programs	No	\$189,300.00	\$143,068.00
2	1	Multi-tiered support	Yes	\$5,077,153.00	\$4,105,597.00
2	2	Math supports	Yes	\$37,305.00	\$32,405.00
2	3	ELA/ELD supports	Yes	\$385,799.00	\$230,438.00
2	4	ELA academics	Yes	\$1,528,792.00	\$1,405,807.00
2	5	Unduplicated Special Education students	Yes	\$75,879.00	\$5,793.00
2	6	TK and Kindergarten academics	Yes	\$584,092.00	\$570,350.00
3	1	Multi-tiered support	Yes	\$2,185,536.00	\$1,901,134.00
3	2	Support for identified groups	Yes	\$40,000.00	\$143,635.00
3	3	Safe and nurturing campuses	Yes	\$414,332.00	\$428,741.00
3	4	Engage and educate parents	Yes	\$73,600.00	\$81,183.00
3	5	Equitable and inclusive practices	Yes	\$61,500.00	\$37,715.00

2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$6,376,266.00	\$7,103,569.00	\$6,612,742.00	\$490,827.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Multi-tiered support	Yes	\$3,048,217.00	\$2,931,214.00	0.00%	0.00%
2	2	Math supports	Yes	\$37,305.00	\$32,405.00	0.00%	0.00%
2	3	ELA/ELD supports	Yes	\$37,520.00	\$38,149.00	0.00%	0.00%
2	4	ELA academics	Yes	\$1,528,792.00	\$1,405,807.00	0.00%	0.00%
2	5	Unduplicated Special Education students	Yes	\$27,200.00	\$11,587.00	0.00%	0.00%
2	6	TK and Kindergarten academics	Yes	\$302,567.00	\$316,788.00	0.00%	0.00%
3	1	Multi-tiered support	Yes	\$1,600,536.00	\$1,357,634.00	0.00%	0.00%
3	2	Support for identified groups	Yes	\$4,000.00	\$798.00	0.00%	0.00%
3	3	Safe and nurturing campuses	Yes	\$414,332.00	\$428,471.00	0.00%	0.00%
3	4	Engage and educate parents	Yes	\$41,600.00	\$55,177.00	0.00%	0.00%
3	5	Equitable and inclusive practices	Yes	\$61,500.00	\$34,712.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
\$77,873,292.00	\$6,376,266.00	0.00%	8.19%	\$6,612,742.00	0.00%	8.49%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code [EC]* Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis

of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. 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 CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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