

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stanislaus Union School District

CDS Code: 50 71282 0000000

School Year: 2024-25

LEA contact information:

Shannon Sanford

Superintendent

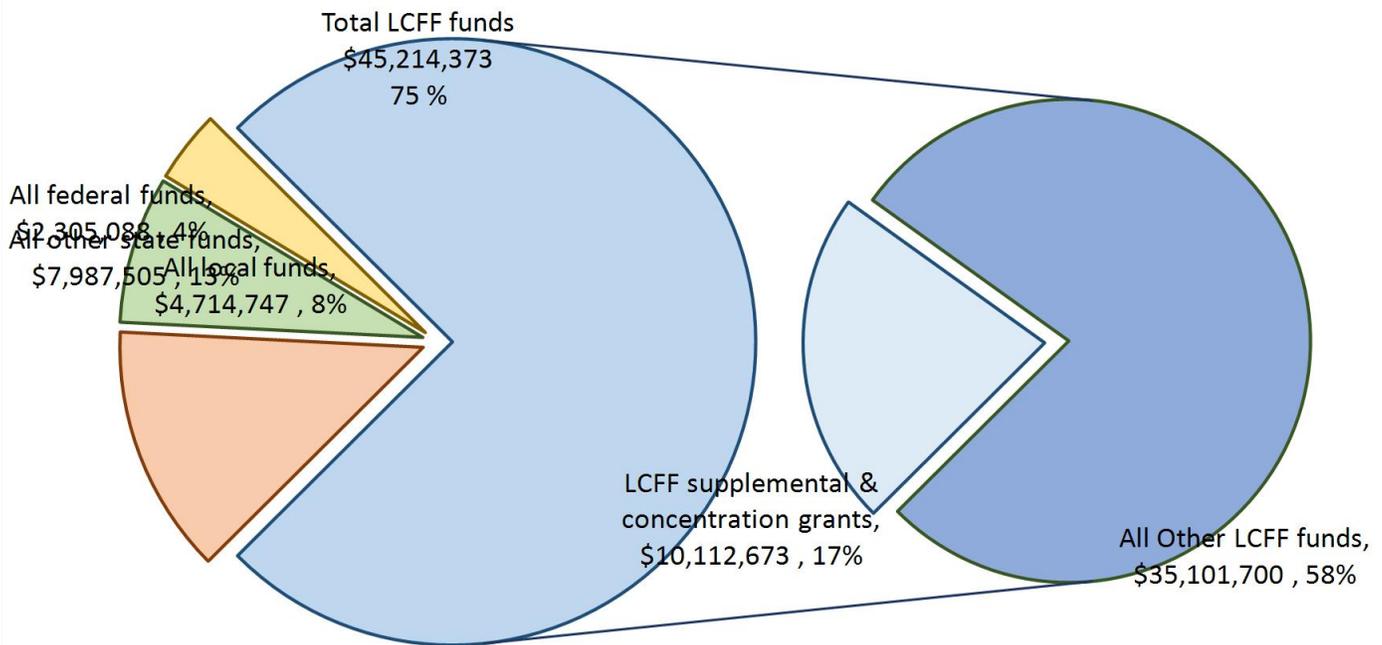
ssanford@stanunion.k12.ca.us

209-529-9546

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

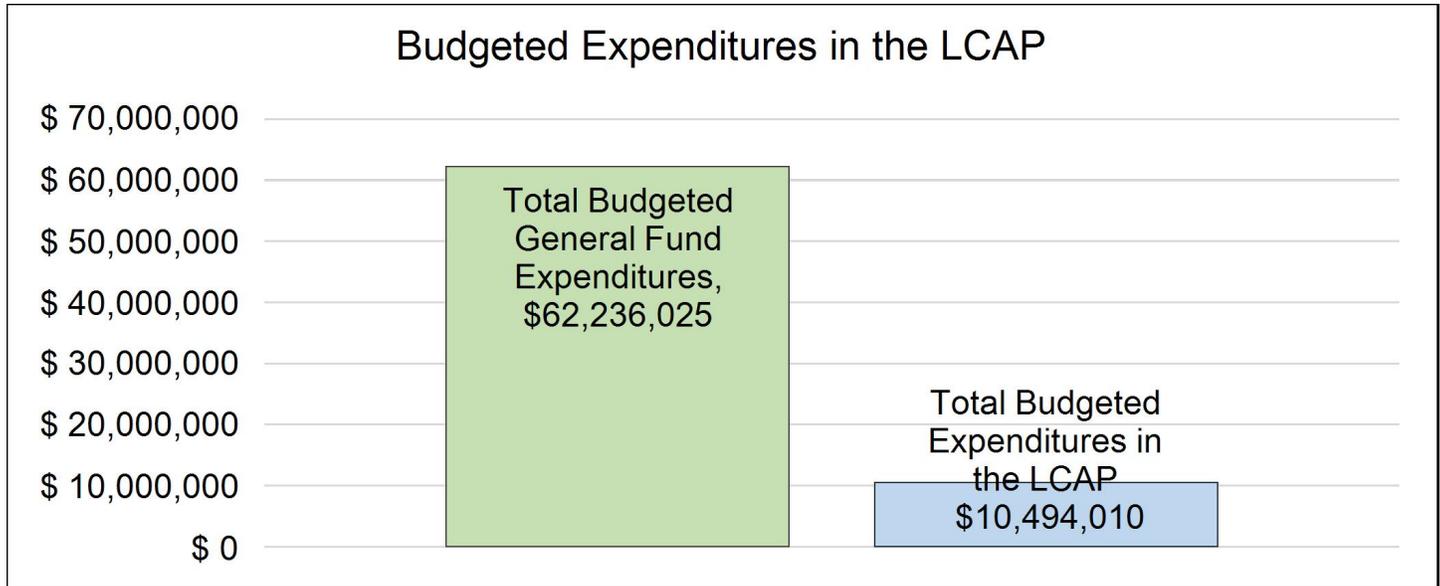


This chart shows the total general purpose revenue Stanislaus Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stanislaus Union School District is \$60,221,713, of which \$45,214,373 is Local Control Funding Formula (LCFF), \$7,987,505 is other state funds, \$4,714,747 is local funds, and \$2,305,088 is federal funds. Of the \$45,214,373 in LCFF Funds, \$10,112,673 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Stanislaus Union School District plans to spend \$62,236,025 for the 2024-25 school year. Of that amount, \$10,494,010 is tied to actions/services in the LCAP and \$51,742,015 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

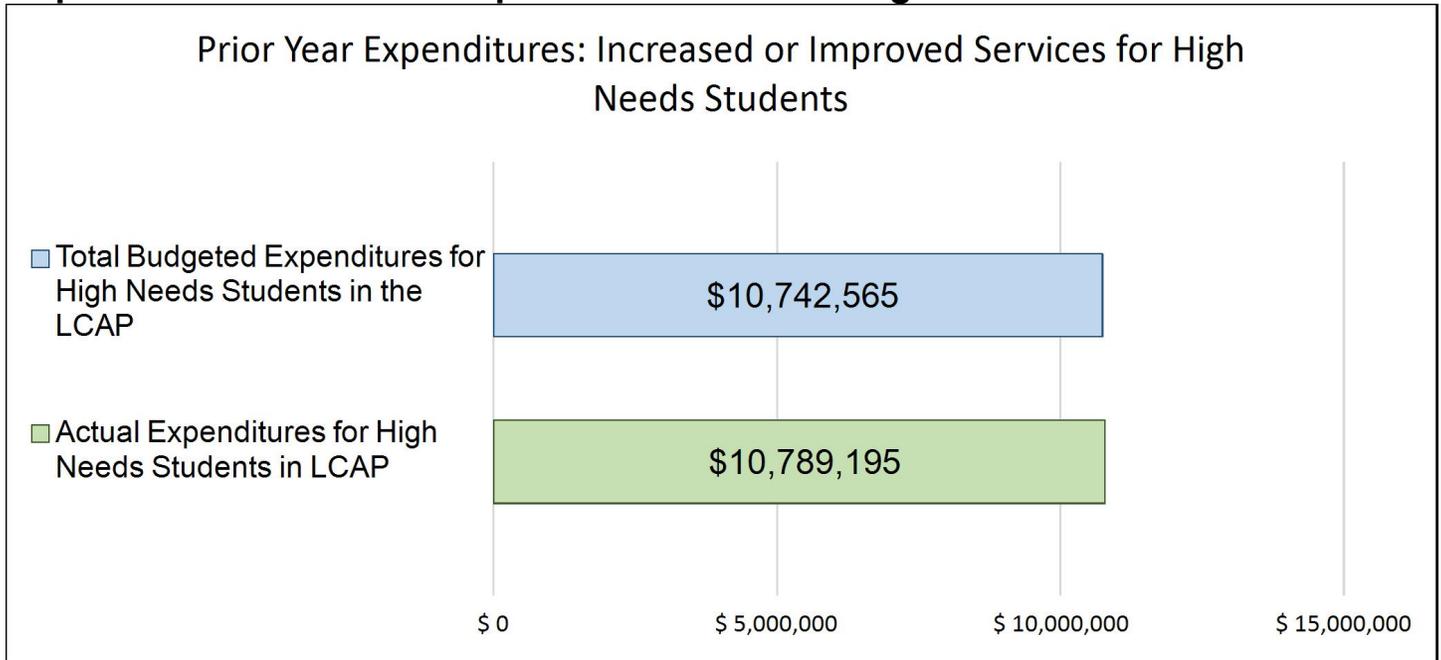
Expenditures not included in the LCAP include every day operating costs such as instructional materials, supplies, software, utilities, insurance, attorney fees, and all federal, other state and local sources of revenue to be expended in 2024-25, as well as the majority of instructional, administrative and classified salaries and benefits. The LCAP is specific to services provided above and beyond our base services for students and has a focus on our unduplicated students. The other expenditures in the General Fund also support and provides services to our unduplicated students.

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

In 2024-25, Stanislaus Union School District is projecting it will receive \$10,112,673 based on the enrollment of foster youth, English learner, and low-income students. Stanislaus Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stanislaus Union School District plans to spend \$10,494,010 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Stanislaus Union School District's LCAP budgeted \$10,742,565 for planned actions to increase or improve services for high needs students. Stanislaus Union School District actually spent \$10,789,195 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus Union School District	Shannon Sanford Superintendent	ssanford@stanunion.k12.ca.us 209-529-9546

Goals and Actions

Goal

Goal #	Description
1	<p>Stanislaus Union School District will provide the following conditions of learning to support and increase individual student academic achievement:</p> <ul style="list-style-type: none"> • state standard aligned curriculum for all students • curriculum inclusive of intervention and enrichment to support all learners including English Learners and Special Education Students • highly qualified teachers assigned appropriately • opportunities for a broad course of study • facilities that are safe and clean

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC) to report local indicator performance level of "met" on the California School Dashboard	100% of students are supplied with curriculum and materials that are aligned to state standards and the local performance level indicator reported is "met."	For the year 21-22: Met 100% of students have access to curriculum and materials aligned to state standards	For the year 22-23: Met 100% of students have access to curriculum and materials aligned to state standards	For the year 23-24: Met 100% of students have access to curriculum and materials aligned to state standards	100% of students are supplied with curriculum and materials that are aligned to state standards and the local performance level indicator reported is "met."
Local indicator performance level of "met" to report the implementation of state academic standards including embedded and designated English	State academic standards including embedded and designated English Learner Development instruction are being implemented and the	For the year 21-22: Met State academic standards including embedded and designated English Learner Development	For the year 22-23: Met State academic standards including embedded and designated English Learner Development	For the year 23-24: Met State academic standards including embedded and designated English Learner Development	State academic standards including embedded and designated English Learner Development instruction are being implemented and the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Development instruction	local performance indicator is "met."	instruction are being implemented.	instruction are being implemented.	instruction are being implemented.	local performance indicator is "met."
California Longitudinal Pupil Achievement Data System (CALPADS) to report local indicator performance level of "met" on the California School Dashboard	All teachers are properly assigned and the local performance level indicator reported is "met."	For the year 21-22: Not Met All but one teacher are properly assigned.	For the year 22-23: Met All teachers are properly assigned .	For the year 23-24: Met All teachers are properly assigned .	All teachers are properly assigned and the local performance level indicator reported is "met."
Facilities Inspection Tool (FIT) reported in the SARC	100% of facilities are safe, clean and in good repair	For the year 21-22: FIT Inspections Completed No Williams Act Complaints filed at this time Agnes Baptist 4/15/22 95.09% with overall rating of Good Chrysler 4/29/22 96.61% with overall rating of Good Eisenhut 4/10/22 96.29% with overall rating of Good Mary Lou Dieterich 4/16/22 99% with overall	For the year 22-23: Met FIT Inspections Completed No Williams Act Complaints filed at this time Agnes Baptist 12/28/22 97.19% with overall rating of Good Roof Replacement scheduled Chrysler 12/28/22 97.72% with overall rating of Good Eisenhut 12/27/22 98.80% with overall rating of Good	For the year 23-24: Met FIT Inspections Completed No Williams Act Complaints filed at this time Agnes Baptist 1/24/24 99.53% with overall rating of Exemplary Chrysler 1/17/24 99.17% with overall rating of Exemplary Eisenhut 1/19/24 99.86% with overall rating of Exemplary	100% of facilities are safe, clean and in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>rating of Exemplary</p> <p>Prescott 5/10/22 98.71% with overall rating of Good</p> <p>Stanislaus Elementary 3/12/21 93.15% with overall rating of Good</p> <p>District Office- Muncy Site 4/19/22 96.42% with overall rating of Good</p> <p>Overall needs are the following:</p> <ul style="list-style-type: none"> • roof repair • play structure repair or replacement • portable repair or replacement • sealing asphalt • minor interior/exterior repair 	<p>Mary Lou Dieterich 12/29/22 99.53% with overall rating of Exemplary</p> <p>Prescott 12/29/22 98.77% with overall rating of Good Major leak in the library wing</p> <p>Stanislaus Elementary 12/28/22 92.21% with overall rating of Good</p> <p>District Office- Muncy Site 12/28/22 99.09% with overall rating of Exemplary</p> <p>Overall needs are the following:</p> <ul style="list-style-type: none"> • play structure repair or replacement • roof repair 	<p>Mary Lou Dieterich 1/25/24 99.46% with overall rating of Exemplary</p> <p>Prescott 1/26/24 99.67% with overall rating of Exemplary Major leak in the library wing</p> <p>Stanislaus Elementary 1/22/24 99.06% with overall rating of Exemplary Stanislaus Elementary slated for reconstruction in spring of 2025</p> <p>District Office- Muncy Site 1/26/24 99.09% with overall rating of Exemplary</p> <p>New play structures have been replaced across all sites. Major roof leaks have been repaired at Eisenhut and Agnes Baptist</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Longitudinal Pupil Achievement Data System (CALPADS) to report local indicator performance level of "met" for providing a Broad Course of Study on the California School Dashboard	Current broad course of study offered- Science, Social Studies, Music and Technology Skills embedded throughout the Curriculum	For the year 21-22: Met All students are provided a Broad Course of Study An elective titled "College and Career" has been added at the junior high level.	For the year 22-23: Met All students are provided a Broad Course of Study	For the year 23-24: Met All students are provided a Broad Course of Study	Maintain baseline offerings of a broad course of study with the addition of career exploration opportunities
Academic Performance as reported by the California School Dashboard	Districtwide English Language Arts Status- 8 points below standard Change- Maintained, - 0.5 points Performance Level- Orange Math Status- 30.2 points below standard Change- Maintained - 0.5 points Performance Level- Orange English Learner Progress	For the year 20-21: Dashboard is currently suspended. Performance Level SBAC - Spring 2021 Districtwide - ELA 34% Met or Exceeded Standard State 49% County 38% Districtwide - Math 23% Met or Exceeded Standard State 33% County 21%	For the year 21-22: Dashboard is reporting status only. Due to COVID years, 2022 establishes a new baseline. Performance Level SBAC - Spring 2022 Districtwide - ELA Status is Low Statewide status is Low Districtwide - Math Status is Low Statewide status is Low	For the year 22-23, the state returned to the original dashboard with status and comparison: Performance Level SBAC - Spring 2023 Districtwide ELA status Orange 35.1 points below standard Declined 6.5 points Statewide ELA status Orange 13.6 points below standard Declined 1.4 points	Districtwide English Language Arts Increase overall status by at least 9 points from baseline to meet the standard or Performance indicator of Yellow or 3 points per year Math Increase overall by at least 9 points from the baseline or 3 points per year English Learner Progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Level High- 60.5%	<p>English Learners - ELA 13% Met or Exceeded Standard State 11% County 9%</p> <p>English Learners - Math 8% Met or Exceeded Standard State 8% County 6%</p> <p>Black or African Americans - ELA 30% Met or Exceeded Standard State 34% County 26%</p> <p>Black or African Americans - Math 14% Met or Exceeded Standard State 17% County 11%</p> <p>Special Education- ELA 17% Met or Exceeded Standard State 9% County 15%</p> <p>Special Education- Math</p>	<p>Differentiated Assistance Group</p> <p>Special Education- ELA Staus is Very Low Statewide status is Very Low</p> <p>Special Education- Math Status is Very Low Statewide status is Very Low</p>	<p>Districtwide Math status Orange 56.3 points below standard Maintained 1.8 points</p> <p>Statewide status Orange 49.1 points below standard Maintained 2.6 points</p> <p>Differentiated Assistance Qualification Priority 4 Pupil Achievement ELA and Math Achievement African American Student Group</p> <p>Priority 6 School Climate Suspension Rate African American Student Group</p> <p>New State Requirement- Science Test or CAST Reporting</p>	Increase by 6% from baseline or 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>11% Met or Exceeded Standard State 5% County 10%</p>		<p>Districtwide Standard Met or Exceeded 22% Standard Nearly Met 58% Standard Not Met 17%</p> <p>State Standard Met or Exceeded 31% Standard Nearly Met 50% Standard Not Met 17%</p>	
<p>English Learner Progress Rate and level as indicated on the California Dashboard</p>	<p>English Learner progress is rated high with 60.5%</p>	<p>For the year 20-21: Dashboard is currently suspended to report English Learner progress rate</p> <p>In lieu, additional local indicators and comparisons from previous years are added below:</p> <p>20-21 11% of English Learners were reclassified 19-20 18%</p>	<p>For the year 21-22: Dashboard is reporting status only.</p> <p>Due to COVID years, 2022 establishes a new baseline.</p> <p>English Learner Proficiency Indicator (ELPI) status is medium at 54.6%.</p> <p>Statewide status is Medium</p>	<p>For the year 22-23, the state returned to the original dashboard with status and comparison:</p> <p>English Learner Progress (ELPI) status is Yellow 54.6% maintained</p> <p>Statewide status is Yellow maintained at 48.7% maintained - 1.6%.</p>	<p>English Learner progress rate will maintain at a high level or 60.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		18-19 4.5 % 20-21 13% of English Learners were at a "high level" (Level 4) State 14% County 11%			

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.

All actions were effective to make progress to achieve the overall goal. No substantive differences in planned actions and actual implementation.

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

No material differences between budgeted expenditures and estimated actual expenditures.

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

All actions were effective to make progress to achieve the overall goal.

Stanislaus Union School District provided the following conditions of learning to support and increase individual student academic achievement:

- state standard aligned curriculum for all students
- curriculum inclusive of intervention and enrichment to support all learners including English Learners and Special Education Students
- highly qualified teachers assigned appropriately

- opportunities for a broad course of study
- facilities that are safe and clean

SBAC scale scores show that students continue to make steady progress toward meeting the standard in Language Arts and Math. English Learners received a status of "high" on the dashboard for progress made.

All five elementary sites completed construction of three new playgrounds per site.

Design phase was completed for two additional modulars for Agnes Baptist and Mary Lou Dieterich schools. Modulars are scheduled to be moved in for July, 2024.

Design phase was completed for a new Stanislaus Elementary School facility. Groundbreaking is scheduled for August, 2024.

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.

Actions were effective to achieve desired results, or move closer to desired results; however, there is a need to be more intentional, deeply define the goals and pathways to achieve desired outcomes for collective staff, student and family efficacy.

Enhancements will be made to the current goals in the following ways:

- from 2 to 3 goals addressing the areas of Leadership, Culture and Academics with the belief that Leadership drives culture and culture drives academics
- specific initiatives or "large rocks" defined under each goal with long term pathways further defined to achieve desired results
- easy, recognizable visual to aid efficacy among staff, students and families that instantly defines goals and desired outcomes and contributes to collective efficacy
- coordination with long term strategic plan
- adding a new metric survey called the "Measurable Results Assessment" to measure progress of Leadership, Culture and Academics

The current Goals 1 and 2 will be split into three labeled Leadership, Culture and Academics.

Larger rocks under Leadership are as follows:

- improving multitiered systems of support for students to improve leadership skills and make good choices
- continue to implement Professional Learning Communities to improve student Leadership skills
- improving student leadership skills
- teaching The 7 Habits of Highly Successful People
- advancing PBIS throughout the district

Larger rocks under Culture are as follows:

- improve multi tiered systems of support for student wellness
- continue to implement Professional Learning Communities to improve student wellness and culture
- foster staff, student and family collective efficacy
- promote student voice and empowerment
- ensure student safety, inclusion and belonging
- build trusting relationships
- continue to implement the Master Facilities Improvement Plan

Larger rocks under Academics are as follow:

- improve multitiered systems of support to address student academic needs
- continue to implement Professional Learning Communities to improve student Academic outcomes
- focus on early literacy skills and developmentally appropriate practice
- provide a guaranteed viable curriculum and instruction
- provide co-teaching settings for SPED students

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

Goals and Actions

Goal

Goal #	Description
2	<p>Stanislaus Union School District will provide the following to support and increase student and family engagement, and create a positive and productive learning environment:</p> <ul style="list-style-type: none"> • opportunities for parent participation and input to increase family engagement • strategies and services to increase student attendance, participation and engagement • strategies and services to support student mental health and social emotional well being • strategies to increase physical fitness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Support/Engagement Local Survey to report local indicator performance level of "met" on the California School Dashboard	A report of "met" with an average rating of 4.0 or higher	<p>For the year 21-22 : Met</p> <p>A districtwide local survey average of 4.0 or higher was attained at 4.05</p>	<p>For the year 22-23 : Met</p> <p>A districtwide local survey average of 4.0 or higher was attained at 4.13</p>	<p>For the year 23-24: A districtwide local survey average of 4.0 or higher was attained at 4.06</p>	A report of "met" with an average rating of 4.0 or higher
California Healthy Kids Survey (CHKS) and Student School Climate Local Survey every other year to report local indicator performance level of "met" on the California School Dashboard	A report of "met" with a 5% increase or higher for survey participation in comparison to the previous year for each grade surveyed	<p>For the year 21-22 compared to 19-20: Not met</p> <p>Response Rate 5th grade- 39%, 22% 7th grade- 83%. 79%</p>	<p>For the year 22-23: Response Rate 5th grade- 54.8% 7th grade- 85%</p> <p>School Engagements 5th grade- 64%</p>	<p>For the year 23-24 Response Rate 5th grade- 50% 7th grade- 82%</p> <p>School Engagements 5th grade- 75%</p>	A report of "met" with a 10% increase or higher for survey participation in comparison to the previous two years for fifth grade students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A report of "met" with a 5% increase or higher in comparison to the previous year for each grade surveyed	<p>School Engagements 5th grade- 66%, 73% 7th grade- 48%, 54%</p> <p>School Safety 5th grade- 85%, 86% 7th grade- 46%, 45%</p> <p>School Climate 5th grade- 68%, 80% 7th grade- N/A</p> <p>Student Social/Emotional Health 5th grade- 67%, 78% 7th grade- 46%, 62%</p>	<p>7th grade- 52%</p> <p>School Safety 5th grade- 75% 7th grade- 52%</p> <p>School Climate/Connectiveness 5th grade- 72% 7th grade- 57%</p> <p>Student Social/Emotional Health 5th grade- 72% 7th grade- 67%</p>	<p>7th grade- 52%</p> <p>School Safety 5th grade- 80% 7th grade- 52%</p> <p>School Climate/Connectedness 5th grade- 75% 7th grade- 52%</p> <p>Student Social/Emotional Health 5th grade- 81% 7th grade- 68%</p>	A report of "met" with a 10% increase or higher in comparison to the previous two years for each grade surveyed
Yearly State Physical Fitness Testing	<p>Percentage of Students in Health Fitness Zone (HFZ): Fifth Grade, Seventh Grade</p> <p>One Mile Run 58.01%, 67.51% Body Mass Index 58.66%, 57.11% Curl-Ups 54.19%, 72.34% Trunk Lift 71.92%, 77.06%</p>	<p>For the year 20-21:</p> <p>Physical Fitness Testing was suspended for the 20-21 school year. There are no current scores to report or compare.</p> <p>The next round of Physical Fitness Testing will occur before the end of the school year for 21-22</p>	<p>For the year 21-22:</p> <p>Due to changes to the 21-22 Physical Fitness Testing administration, only participation data is reported, not results.</p>	<p>For the year 22-23:</p> <p>Due to changes to the 21-22 Physical Fitness Testing administration, only participation data is reported, not results.</p>	Percentage of Students in Health Fitness Zone (HFZ) for all tests will be at least 70% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Push Ups 51.71%, 82.10% Sit and Reach 90.29% 74.43%	and will be reported on Year 2 Outcome			
Chronic Absenteeism Rates as reported by the California Dashboard Attendance Rate- local reporting	Districtwide Status- 10% Chronically Absent Change- Increased 0.9% Performance Level- Orange Attendance Rate 91.8%	Dashboard is currently suspended. For the year 21-22 compared to 19-20: Average Daily Attendance Rate 92.7%, 91.8%	For the year 21-22 the Dashboard is reporting status only. Due to COVID years, 2022 establishes a new baseline. The districtwide status of chronic absenteeism was Very High. State status was Very High.	For the year 22-23, the state returned to the original dashboard with status and comparison: Districtwide status Yellow 22% declined 8.8% State status Yellow 24.3% declined 5.7%	Districtwide Decrease Chronic Absenteeism by 6% or 2% per year Increase attendance rate by 6% or 2% each year
Suspension Rates as reported by the California Dashboard	Districtwide Status- 3% suspended at least once Change- Maintained 0.2% Performance Level- Yellow	Dashboard is currently suspended. Current data for the year 21-22 compared to 19-20: Districtwide- 112 occurrences increase of 21 occurrences	For the year 21-22 the Dashboard is reporting status only. Due to COVID years, 2022 establishes a new baseline. The districtwide suspension rate status was Medium at 2.2%,	For the year 22-23, the state returned to the original dashboard with status and comparison: Districtwide suspension rate status Orange 3.3% suspended, increased by 1.1%	Districtwide Decrease Suspension Rates 1.5% or .5% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Agnes Baptist 13 occurrences increase of 3 occurrences 2 students were placed in a more restrictive placement</p> <p>Chrysler- 6 occurrences decrease of 10 occurrences</p> <p>Eisenhut- 18 occurrences increase of 6 occurrences</p> <p>Mary Lou Dieterich- 9 occurrences increase of 4 occurrences</p> <p>Stanislaus Elementay- 0 occurrences decrease of 2 occurrences</p> <p>Prescott - 66 occurrences increase of 20 occurrences</p>	<p>1.2% away from the next level Low.</p> <p>Agnes Baptist Low</p> <p>Chrysler Low</p> <p>Eisenhut Medium 1.9%</p> <p>Mary Lou Dieterich Low</p> <p>Stanislaus Elementay Very Low</p> <p>Prescott Medium 6.8%</p>	<p>State suspension rate status Orange 3.5% suspended, increased by 0.4%</p> <p>Agnes Baptist Green 0.9% suspended, maintained 0.1%</p> <p>Chrysler Green 0.6% suspended, maintained 0%</p> <p>Eisenhut Green 1.5% suspended declined 0.4%</p> <p>Mary Lou Dieterich Orange 1.4% suspended increased .05%</p> <p>Stanislaus Elementary Blue 0% suspended maintained 0%</p> <p>Prescott Junior High Red 12.2% suspended increased 5.4%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates as reported locally	0% Expulsion Rate	For the year 20-21 compared to 19-20: Not met, but occurrences reduced 5 expulsions district wide decreased by 4	For the year 21-22: Not met 9 expulsions district wide increase of 4	For the year 22-23: Not Met 5 expulsions districtwide	0% Expulsion Rate
Middle School Dropout Rates as reported locally	0% Drop Out Rate	For the year 20-21: Met 0% Drop Out Rate	For the year 21-22: Met 0% Drop Out Rate	For the year 22-23: Met 0% Drop Out Rate	0% Drop Out Rate
Parent Participation and Progress Rates for Learning Quest Programs	75% or more participants make significant gains on CASAS tests 75% or more participants pass objectives	For the year 21-22: Almost met 74% of participants made gains 100% passed both the culture and diversity objective and the health objective	For the year 22-23: Met 86% of participants made gains 90% passed both the culture and diversity objective and the health objective regarding communication skills	for the year 23-24: 72% of participants made gains 100% passed both the culture and diversity objective and the health objective regarding communication skills	85% or more participants make significant gains on CASAS tests 85% or more participants pass objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		regarding communication skills			

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.

All actions were effective to make progress to achieve the overall goal. No substantive differences in planned actions and actual implementation.

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 was an approximate \$100,000 over budgeted for the cost of classroom furniture.

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

All actions were effective to make progress to achieve the overall goal.

Stanislaus Union School District will provide the following to support and increase student and family engagement, and create a positive and productive learning environment:

- opportunities for parent participation and input to increase family engagement
- strategies and services to increase student attendance, participation and engagement
- strategies and services to support student mental health and social emotional well being
- strategies to increase physical fitness

Successes

Chronic Absenteeism declined districtwide overall.

Parent Engagement Surveys maintained 4.0 or above out of 5.0 rating.

Expulsions decreased districtwide from last year

Needs

A more defined, intentional and inclusive tool is needed to measure safety, climate and culture

Suspension rates increased districtwide specifically at Prescott Junior High and at Mary Lou Dieterich, additional strategies, training is needed regarding PBIS and increasing student leadership skills.

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.

Actions were effective and made progress to achieve overall desired goal, or move closer to desired results; however, there is a need to be more intentional, deeply define the goals and pathways to achieve desired outcomes for collective staff, student and family efficacy.

Enhancements will be made to the current goals in the following ways:

- from 2 to 3 goals addressing the areas of Leadership, Culture and Academics with the belief that Leadership drives culture and culture drives academics
- specific initiatives or "large rocks" defined under each goal with long term pathways further defined to achieve desired results
- easy, recognizable visual to aid efficacy among staff, students and families that instantly defines goals and desired outcomes and contributes to collective efficacy
- coordination with long term strategic plan
- adding a new metric survey called the "Measurable Results Assessment" to measure progress of Leadership, Culture and Academics

The current Goals 1 and 2 will be split into three labeled Leadership, Culture and Academics.

Larger rocks under Leadership are as follows:

- improving multitiered systems of support for students to improve leadership skills and make good choices
- continue to implement Professional Learning Communities to improve student Leadership skills
- improving student leadership skills
- teaching The 7 Habits of Highly Successful People
- advancing PBIS throughout the district

Larger rocks under Culture are as follows:

- improve multi tiered systems of support for student wellness
- continue to implement Professional Learning Communities to improve student wellness and culture
- foster staff, student and family collective efficacy
- promote student voice and empowerment
- ensure student safety, inclusion and belonging
- build trusting relationships
- continue to implement the Master Facilities Improvement Plan

Larger rocks under Academics are as follow:

- improve multitiered systems of support to address student academic needs
- continue to implement Professional Learning Communities to improve student Academic outcomes
- focus on early literacy skills and developmentally appropriate practice
- provide a guaranteed viable curriculum and instruction
- provide co-teaching settings for SPED students

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus Union School District	Shannon Sanford Superintendent	ssanford@stanunion.k12.ca.us 209-529-9546

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.

Stanislaus Union School District serves students in transitional kindergarten through eighth grade and is located in northwest Modesto.

The district has five elementary schools serving students in kindergarten through sixth grade:
Agnes Baptist Elementary
Chrysler Elementary
Eisenhut Elementary
Mary Lou Dieterich Elementary
Stanislaus Elementary

There is one junior high in the district, Prescott, serving seventh and eighth graders.

The district is comprised of approximately 3,300 students and 450 staff members.

As of CBEDS reporting on 10/04/2023, the general makeup of the student population is listed below:
Ethnic breakdown:
Hispanic 55.5%
White 15.44%
Asian 10.41%
African American 2.76%
Pacific Islander 1.4%
Other 4.28%
2 or more races 9.1%

Primary language:

English 64.9%
Spanish 22.4%
Other 12.7%

Unduplicated Count (low income/ English Learners/ Foster Youth): 76.37%
Free, Reduced Meal Program qualification is 60.42%
Foster Youth 0.3%
English Learners 22.79%

Homeless 5.32%

Students with disabilities 10.59%

It is important to note that the district has tremendous growth in the form of construction to the north at this time. Many subdivisions containing single family homes and multi family apartments are under construction.

Reflections: Annual Performance

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

Reflection over the last 3 year LCAP cycle:

Goal 1

All actions were effective to make progress to achieve the overall goal.

Stanislaus Union School District provided the following conditions of learning to support and increase individual student academic achievement:

- state standard aligned curriculum for all students
- curriculum inclusive of intervention and enrichment to support all learners including English Learners and Special Education Students
- highly qualified teachers assigned appropriately
- opportunities for a broad course of study
- facilities that are safe and clean

In addition:

- SBAC scale scores show that students continue to make steady progress toward meeting the standard in Language Arts and Math.
- English Learners received a status of "high" on the dashboard for progress made.
- Exited CSI status
- Reduced ATSI groups at each site
- Reduced student groups and areas for DA qualification

- All five elementary sites completed construction of three new playgrounds per site.
- Design phase was completed for two additional modulars for Agnes Baptist and Mary Lou Dieterich schools. Modulars are scheduled to be moved in for July, 2024.
- Design phase was completed for a new Stanislaus Elementary School facility. Groundbreaking is scheduled for August, 2024.

Goal 2

All actions were effective to make progress to achieve the overall goal.

Stanislaus Union School District will provide the following to support and increase student and family engagement, and create a positive and productive learning environment:

- opportunities for parent participation and input to increase family engagement
- strategies and services to increase student attendance, participation and engagement
- strategies and services to support student mental health and social emotional well being
- strategies to increase physical fitness

In addition:

- Chronic Absenteeism declined districtwide overall.
- Parent Engagement Surveys maintained 4.0 or above out of 5.0 rating.
- Expulsions decreased districtwide from last year

Opportunities and Needs reflected over the last 3 year LCAP cycle

State Required Notes:

Schools within the LEA that received the lowest performance level on one or more state indicators:

- Chrysler in the area of English Language Arts
- Prescott in the area of Suspension

Student groups within the LEA that received the lowest performance level on one or more state indicators:

- Students with Disabilities (10.59% of total student population in the district) in the Area of Language Arts and Math,
- African American Students (2.76% of total student population in the district) in the Areas of English Language Arts, Math and Suspension Rate
- Foster Students (0.3% of total student population in the district) in the Area of Suspension Rate

Student groups with a school within the LEA that received the lowest performance level on one or more state indicators:

- Agnes Baptist
- Students with Disabilities in the area of English Language Arts

-Two or More Races in the area of Chronic Absenteeism

Chrysler

- English Learners in the area of Language Arts
- Students with Disabilities in the areas of Language Arts and Math
- Homeless students in the areas of Language Arts and Math
- Socioeconomic Disadvantaged students in the area of Language Arts
- White students in the areas of Language Arts and Math

Eisenhut

- Students with Disabilities in the areas of Language Arts and Math
- Asian students in the area of Chronic Absenteeism
- Two or More Races students in the area of Chronic Absenteeism

Dieterich

- Students with Disabilities in the area of Language Arts

Prescott

- Hispanic students in the areas of Language Arts, Math, and Suspension
- Socioeconomic Disadvantaged students in the areas of Language Arts, Math and Suspension
- Students with Disabilities in the areas of Language Arts and Suspension
- Homeless students in the area of Math
- English Learner students in the area of Suspension

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 2024/2025 LCAP, please click the following link and or see the chart:

<https://www.stanunion.k12.ca.us//files/user/25/file/2023-Dashboard-Student-Groups,-Metrics-and-Actions.pdf>

Moving Forward to the next 3 year LCAP cycle

To address the above metrics and needs, enhancements have been made to the new 2024 LCAP cycle in the following ways:

- from 2 to 3 goals addressing the areas of Leadership, Culture and Academics with the belief that Leadership drives culture and culture drives academics
- specific initiatives or "large rocks" defined under each goal with long term pathways further defined to achieve desired results
- easy, recognizable visual to aid efficacy among staff, students and families that instantly defines goals and desired outcomes and contributes to collective efficacy
- coordination with long term strategic plan

The current Goals 1 and 2 will be split into three labeled Leadership, Culture and Academics.

Larger rocks under Leadership are as follows:

- improving multitiered systems of support for students to improve leadership skills and make good choices
- continue to implement Professional Learning Communities to improve student Leadership skills
- improving student leadership skills
- teaching The 7 Habits of Highly Successful People
- advancing PBIS throughout the district

Larger rocks under Culture are as follows:

- improve multi tiered systems of support for student wellness
- continue to implement Professional Learning Communities to improve student wellness and culture
- foster staff, student and family collective efficacy
- promote student voice and empowerment
- ensure student safety, inclusion and belonging
- build trusting relationships
- continue to implement the Master Facilities Improvement Plan

Larger rocks under Academics are as follow:

- improve multitiered systems of support to address student academic needs
- continue to implement Professional Learning Communities to improve student Academic outcomes
- focus on early literacy skills and developmentally appropriate practice
- provide a guaranteed viable curriculum and instruction
- provide co-teaching settings for SPED students

Reflections: Technical Assistance

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

The district qualified for Differentiated Assistance due to the following:

Student Group- African American (2.76% of total student population in the district) received the lowest performance indicator level on two or more areas of the dashboard

State Priority- Student Achievement Area- Academics

State Priority- School Climate Area- Suspension

To support this student group as well as all students groups, the district continues to work in partnership with the Stanislaus County Office of Education for assistance in the following areas:

- to provide a guaranteed viable curriculum
- to create and support instructional norms
- to continue to create deep multi tiered systems of support to build student leadership skills (decrease discipline issues), increase climate and culture (increase attendance and engagement) , increase academic achievement
- supports for developing teacher coaching program
- supports for early literacy and developmentally appropriate practice
- to advance implementation of Positive Behavioral Intervention Supports
- inclusion, Universal Lesson Design and Co-Teaching supports

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.

The district does not have any schools that have been identified for comprehensive support and improvement.

Support for Identified Schools

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

The district does not have any schools that have been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

The district does not have any schools that have been identified for comprehensive support and improvement.

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
Principals, Vice Principals, Teachers and Union Leaders	2023-2024 Monthly District Guiding Coalition Meetings, Weekly Site Staff Meetings, Monthly Meetings with Union Board and Surveys
Core, Support, Site, Department Administrators	2023-2024 Weekly District Cabinet Meetings, Monthly Administration Professional Learning Team Meetings and Surveys
Classified Employees and Union Leaders	2023-2024 Monthly Department Meetings, Quarterly DLAC Meetings, Quarterly Title 1 Committee Meetings, Monthly meeting with Union Leader and Surveys
Students	2023-2024 Superintendent's Roundtable Discussions with 7th and 8th grade Leadership Classes at Prescott
Parents	2023-2024 Site Council Meetings, Quarterly DLAC Meetings, Quarterly Title 1 Committee Meetings, LCAP Parent Advisory Committee Meetings and Surveys
Stanislaus County Office of Education	2023-2024 Regular Planning/ Update Meetings with Differentiated Assistance Technical Team
Stanislaus County Special Education Local Plan Area (SELPA)	2023-2024 Consultation with Director
Board of Trustees and Public	2023-2024 Special Board Strategic Planning Meetings and Monthly Regular Board Meetings

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

23-24 LCAP data was shared with all groups.
 Feedback was collected and analyzed in the areas of leadership (reducing discipline issues), culture (increasing attendance and engagement) and academics (increasing academics)
 The district does not have any schools that qualify for the Equity Multiplier funding.



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Leadership</p> <p>Increase leadership skills to build highly effective students who are leaders of their own choices in their school and community by:</p> <ul style="list-style-type: none"> • building multi tiered systems of supports • Teaching The 7 Habits of Highly Effective People • Using Positive Behavioral Intervention Supports (PBIS) 	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to decrease student suspensions and discipline issues and increase student leadership skills to fulfill the following state priorities:</p> <p>Priority 3 Parental Involvement (Engagement)</p> <p>Priority 5 Pupil Engagement (Engagement)</p> <p>Priority 6 School Climate (Engagement)</p> <p>Priority 8 Other Pupil Outcomes (Pupil Outcomes)</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Required- State Metric Dashboard Suspension Rate	2023-2024 School Year Orange			Green Suspension 1% of students or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.3% of students suspended for at least one day Status increased 1.1%				
1.2	State Required- Local Metric Expulsion Rate	2023-2024 School Year 5 students expelled as of May 1, 2024			0 students expelled	
1.3	Local Metric- Measurable Results Assessment (MRA) Area of Leadership	2023-2024 School Year Leadership Overall Rating- 75.33 "Satisfactory" School Safety and Connectedness through Family Engagement: Parent Rating 74.33 "Satisfactory" as of Oct. 1, 2023			Leadership Overall Rating of 80 "exemplary" or above	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel- Student Leadership Skills and Engagement	<p>The district will provide additional personnel support to increase student leadership skills and increase student engagement through the following:</p> <ul style="list-style-type: none"> a. Vice Principal for each elementary site and one additional Vice Principal at the junior high b. Campus Supervisor at each elementary site and additional 2 Campus Supervisors at the junior high c. 1 School Resource Officer districtwide d. Yard Duties districtwide e. 1 BCBA districtwide 	\$2,686,817.00	Yes
1.2	Professional Development- Student Leadership Skills and Engagement	<p>The district will provide staff with the following opportunities for professional development and curriculum to support increasing student leadership skills and engagement:</p> <ul style="list-style-type: none"> a. The 7 Habits of Highly Effective People b. The 4 Disciplines of Execution c. Leader in Me 	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> d. De-escalation Training e. Strategies to intervene during physical altercations f. Classroom Management Strategies g. Positive Behavioral Intervention System Training h. ProAct Training 		
1.3	Family Education- Student Leadership Skills and Engagement Parent Engagement	The district will provide The 7 Habits of Highly Effective Families training for families to increase student leadership skills and engagement as well as to increase family engagement.	\$50,000.00	Yes
1.4	Student Incentives- Student Leadership Skills and Engagement	The district will provide each site with \$3,333.00 total to purchase incentives for students to support increasing student leadership skills and engagement.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Culture</p> <p>Provide a safe, nurturing and positive school culture and climate that ensures:</p> <ul style="list-style-type: none"> • Multi tiered systems of support for student wellness • Collective Efficacy • Student Empowerment • Student Belonging • Trusting Relationships 	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to increase and support student attendance and engagement to fulfill the following state priorities:</p> <p>Priority 3 Parental Involvement (Engagement)</p> <p>Priority 5 Pupil Engagement (Engagement)</p> <p>Priority 6 School Climate (Engagement)</p> <p>Priority 8 Other Pupil Outcomes (Pupil Outcomes)</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Required Measure - State Metric	2023-2024 school year Yellow			2026-2027 school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Chronic Absenteeism	22% chronically absent			Green Less than 15% chronically absent	
2.2	Local Measure- Local Metric Tool Measurable Results Assessment Area- Culture and Overall	2023-2024 school year Culture Overall Rating- 77.17, "Satisfactory" School Safety and Connectedness through a Supportive Environment: Student Rating 75.83 "Satisfactory" Staff Rating 79.5 "Satisfactory" Overall Leadership, Culture and Academics Rating- 75.78, "Satisfactory" as of Oct. 1, 2024			2026-2027 school year Culture-80 indicating "effective" or higher Overall-80 indicating "effective" or higher	
2.3	State Required Measure- State Metric Tool Locally administered survey Local Indicator Self Reflection Tool for Parent Involvement with specific focus on parents of students in EL, SPED, FY and SWD programs	2023-2024 school year Met 4.06 average rating out of 5 possible			2026-2027 school year Met 4.0 average rating out of 5 or above	
2.4	State Required Measure- Local Metric Student Drop Out Rate	2023-2024 school year 9 junior high students			2026-2027 school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					0 junior high students	
2.5	Local Measure- Local Metric Average Daily Attendance Rate	2023-2024 school year 95% as of May 1, 2024			2026-2027 school year 97%	
2.6	State Required- Local Metric Facility Inspection Tool (FIT) Report	2023-2024 school year All sites are rated as "good"			2026-2027 school year All sites rated as "good" or above	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel- Student Attendance and Engagement	<p>The district will provide additional personnel support to increase student attendance and engagement through the following:</p> <ul style="list-style-type: none"> a. Three Health Clerks b. One Clinician c. Three Contracted Student Assistance Specialists d. One Districtwide Social Worker e. Student Attendance Review Board Contract districtwide 	\$1,117,229.00	Yes
2.2	Communication and Education- Student Attendance and Engagement Parent Engagement	<p>The district will provide additional resources for parent education and communication to support and increase parent engagement, student attendance and student engagement:</p> <ul style="list-style-type: none"> a. One District Communication Specialist b. Parent Square Communication Platform with built in translation c. One District Bilingual Liaison d. Contract for additional translating services e. Learning Quest Contract 	\$293,511.00	Yes
2.3	Professional Development- Student Attendance and Engagement Parent Engagement	<p>The district will provide Unconscious Bias training opportunities for staff to increase student attendance and engagement and parent engagement.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Data Platform- Student Attendance and Engagement	The district will purchase and use Unified Sights Stats Platform to increase student attendance and engagement.	\$20,400.00	Yes
2.5	Transportation- Student Attendance and Engagement	The district will provide home to school transportation through a contract with First Student to increase student attendance and engagement.	\$550,000.00	Yes
2.6	Facilities- Student Attendance and Engagement	The district will expand and update facilities for programs to increase student attendance and engagement.	\$1,000,000.00	Yes
2.7	Student Incentives- Student Attendance and Engagement	The district will provide each site with \$3,333.00 total to purchase incentives for students to support increasing student attendance and engagement.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Academics</p> <p>Increase academic outcomes and individual goal achievement for all students.</p> <ul style="list-style-type: none"> • ensure multitiered systems of support to address student academic needs • focus on early literacy skills and developmentally appropriate practice • provide a guaranteed viable curriculum and instruction • provide co-teaching settings for SPED students 	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to increase and support student academic outcomes to fulfill the following state priorities:

Priority 1- Basic (Conditions of Learning) To provide textbooks and materials to all students, to correctly assigned teachers

Priority 2- State Standards (Conditions of Learning) To provide textbooks and materials that are aligned with state standards and have embedded English Learner Development strategies

Priority 4- Pupil Achievement (Pupil Outcomes) To increase student academic achievement for all in the area of Language Arts, Math and Science

Priority 7- Course Access (Conditions of Learning) To provide opportunities for a broad course of study to all students

Priority 8- Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Required Measure- State Dashboard Language Arts Math Science	2023-2024 school year Language Arts Orange 35.1 points below standard Math Orange 56.3 points below standard Science (Status Only) CAST Reporting Standard Met or Exceeded 22%			2026-2027 school year Language Arts Yellow decrease points below standard Math Yellow decrease points below standard Science (Status Only) CAST Reporting Standard Met or Exceeded 35%	
3.2	State Required Measure- State Dashboard, English Learner Progress Local Measure- English Learner English Learner (EL) Reclassification Rate Reclassification Rate and LTEL	2023-2024 school year Yellow 56.4% of English Learners are making progress English Learner (EL) Reclassification Rate 14% (109 students reclassified out of 778 students) Long Term English Learner (LTEL) Reclassification Rate			2026-2027 school year Green 63% of English Learners are making progress English Learner (EL) Reclassification Rate 20% Long Term English Learner (LTEL)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39% (43 were LTEL students out of the 109 reclassified) as of May 1, 2024			Reclassification Rate 45%	
3.3	Local Measure- Local Tool Measurable Results Assessment (MRA) Area- Academics	2023-2024 school year Academics Overall Rating- 74.8, Satisfactory as if Oct. 1 2024			2026-2027 school year Academics Overall Rating of 80 indicating "effective" or above	
3.4	State Required Measure- State Metric CALPADS Appropriate Teacher Assignment	2023-2024 school year 100% of Teachers are appropriately assigned			2026-2027 school year 100% of Teachers are appropriately assigned	
3.5	State Required Measure- State Metric SARC Provide Students with curriculum and materials that are aligned to state standards	2023-2024 school year Met 100% of students are provided curriculum and materials that are aligned to state standards			2026-2027 school year Met 100% of students are provided curriculum and materials that are aligned to state standards	
3.6	State Required Measure- State Dashboard Implementation Survey Tool administered locally	2023-2024 school year Met The district provides a broad course of study aligned to state			2026-2027 school year Met The district provides a broad	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Provide a Broad Course of Study Aligned to State Standards including embedded and designated English Learner Development instruction	standards including embedded and designated English Learner Development instruction.			course of study aligned to state standards including embedded and designated English Learner Development instruction.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personnel- Student Academic Outcomes	<p>The district will provide additional personnel support to increase student academic outcomes through the following:</p> <ul style="list-style-type: none"> a. One Intervention Teacher per site b. One Intervention Paraprofessional per site c. One Transitional Kindergarten Paraprofessional per classroom d. One Kindergarten Paraprofessional per classroom e. EL Paraprofessional per site f. 1 District Teachers on Special Assignment (TOSA) g. 3 Multi Media Technicians districtwide h. 3 District Technology Support Personnel 	\$3,778,053.00	Yes
3.2	Professional Development- Student Academic Outcomes	<p>The district will provide staff with professional development opportunities to increase student academic outcomes through the following:</p> <ul style="list-style-type: none"> a. Response to Intervention at Work b. Professional Learning Communities c. Behavioral Solutions- Behavior Academies d. Benchmark Language Arts Training- Elementary e. Universal Design Lesson Training f. Co Teaching Training g. Depth and Complexity Training 	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> h. GLAD Training i. Districtwide Guiding Coalition Release Subs j. Guaranteed Viable instruction- Best Tier 1 practices, districtwide instructional norms k. ELD Standards and Implementation 		
3.3	Materials- Student Academic Outcomes	<p>The district will provide additional support materials to increase student outcomes through the following:</p> <ul style="list-style-type: none"> a. Library Refresh Materials b. STEAM Materials c. Supplemental Materials for Teachers 	\$238,000.00	Yes
3.4	Student Incentives- Student Academic Outcomes	The district will provide each site with \$3,333.00 total to purchase incentives for students to increase academic outcomes.	\$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$10,112,673	\$1,117,136

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
29.129%	0.000%	\$0.00	29.129%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Personnel- Student Leadership Skills and Engagement</p> <p>Need: Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and</p>	<p>Additional personnel, health personnel and mental health personnel will help to provide a multi tiered system of supports to increase student leadership skills and engagement in the following ways:</p> <p>Vice Principals are supports to implement The 7 Habits of Highly Effective People and Leader in Me program. They review and monitor discipline and attendance data and adjust tiered supports to match individual student needs. Vice Principals administer programs schoolwide with special</p>	<p>1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)- Leadership</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>discipline issues:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> • Foster Youth Students- 15.8% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 3.9% • English Learner Students 2.7% <p>Scope: LEA-wide</p>	<p>attention to Tier 3 interventions for those students that need intensive assistance.</p> <p>Campus Supervisors are supports to implement The 7 Habits of Highly Effective People and Leader in Me program during unstructured time. They also ensure safety of all students campus wide.</p> <p>A School Resource Officer helps to ensure campus safety and builds positive relationships between students and law enforcement.</p> <p>Yard duties help to remind and demonstrate The 7 Habits of Highly Effective People as well as ensure campus safety.</p> <p>BCBA's assist teachers and students with strategies to mold and practice desired productive behavior.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> • African American Students- 6.4% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> • Districtwide All Students 3.3% • Students with Disabilities 5.1% • Homeless Students 5% • Hispanic Students 4.2% • White Students 3% 	
1.2	Action:	Professional Development for staff helps to support a multi tiered system of supports for	1.1 Suspension Rate 1.2 Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Professional Development- Student Leadership Skills and Engagement</p> <p>Need: Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> • Foster Youth Students- 15.8% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 3.9% • English Learner Students 2.7% <p>Scope: LEA-wide</p>	<p>students to increase leadership skills and engagement in the following ways:</p> <ul style="list-style-type: none"> • Tier 1 teaching expectations • strategies to address behavior issues • general classroom management • de escalation strategies • cycles of improvement and goal attainment <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> • African American Students- 6.4% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> • Districtwide All Students 3.3% • Students with Disabilities 5.1% • Homeless Students 5% • Hispanic Students 4.2% • White Students 3% 	<p>1.3 Measurable Results Assessment (MRA)- Leadership</p>
<p>1.3</p>	<p>Action: Family Education- Student Leadership Skills and Engagement Parent Engagement</p> <p>Need: Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues:</p>	<p>Parent education regarding The 7 Habits of Highly Effective People will assist parents to support their students more effectively and promote parent engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> • African American Students- 6.4% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> • Districtwide All Students 3.3% 	<p>1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)- Leadership</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> Foster Youth Students- 15.8% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students 3.9% English Learner Students 2.7% <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Students with Disabilities 5.1% Homeless Students 5% Hispanic Students 4.2% White Students 3% 	
<p>1.4</p>	<p>Action: Student Incentives- Student Leadership Skills and Engagement</p> <p>Need: Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> Foster Youth Students- 15.8% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students 3.9% English Learner Students 2.7% <p>Scope:</p>	<p>Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student leadership skills and decreasing disciplines issues.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Suspension Dashboard Rate Red Status</p> <ul style="list-style-type: none"> African American Students- 6.4% <p>Suspension Dashboard Rate Orange Status</p> <ul style="list-style-type: none"> Districtwide All Students 3.3% Students with Disabilities 5.1% Homeless Students 5% Hispanic Students 4.2% White Students 3% 	<p>1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)- Leadership</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	<p>Action: Personnel- Student Attendance and Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 25.2% • English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>Additional health personnel will help to address physical and mental health student needs as well as help to provide a multi tiered system of support to increase student attendance, wellness and engagement which include the following:</p> <ul style="list-style-type: none"> • make contact with families to encourage student attendance and wellness • provide accountability • assist to identify obstacles and form a plan for student attendance • work in conjunction with site admin and teachers <p>Student Attendance Review Board personnel and contract provide duties to ensure student attendance and engagement as well as parent engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> • African American Students 32.5% • Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Students with Disabilities 31.2% • Homeless Students 26.9% • Hispanic Students 25.0% • Students with Two or More Races 24.1% • Districtwide All Students 22% • White Students 16.8% 	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p> <p>2.4 Drop Out Rate</p> <p>2.5 Average Daily Attendance Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	
2.2	<p>Action: Communication and Education- Student Attendance and Engagement Parent Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students 25.2% English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>Personnel, platforms and contracts help to increase communication to families and increase student attendance, engagement and family engagement in the following ways:</p> <ul style="list-style-type: none"> organization of one major form of districtwide communication with built in translation capabilities keep parents informed through a variety of media including social media assist with translation needs Learning Quest assists parents with English/ conversational skills and general life skills to support their student's education <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> African American Students 32.5% Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> Students with Disabilities 31.2% Homeless Students 26.9% Hispanic Students 25.0% Students with Two or More Races 24.1% Districtwide All Students 22% 	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p> <p>2.4 Drop Out Rate</p> <p>2.5 Average Daily Attendance Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • White Students 16.8% • Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	
2.3	<p>Action: Professional Development- Student Attendance and Engagement Parent Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 25.2% • English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>Unconscious Bias training will assist staff with cultural awareness to better support and build relationships with the diverse student and parent population. Stronger relationships will increase student attendance and engagement as well as parent engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> • African American Students 32.5% • Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Students with Disabilities 31.2% • Homeless Students 26.9% • Hispanic Students 25.0% • Students with Two or More Races 24.1% • Districtwide All Students 22% • White Students 16.8% • Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p> <p>2.4 Drop Out Rate</p> <p>2.5 Average Daily Attendance Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: Data Platform- Student Attendance and Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 25.2% • English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>The use of the stats platform helps to provide easy access to each site and the district to track data and identify trends and aide in decision making regarding behavior, attendance and academic student data to increase student attendance and engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> • African American Students 32.5% • Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Students with Disabilities 31.2% • Homeless Students 26.9% • Hispanic Students 25.0% • Students with Two or More Races 24.1% • Districtwide All Students 22% • White Students 16.8% • Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p> <p>2.4 Drop Out Rate</p> <p>2.5 Average Daily Attendance Rate</p>
<p>2.5</p>	<p>Action: Transportation- Student Attendance and Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average</p>	<p>Home to School Transportation contract provides transportation for students to and from school increasing student attendance and engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p>	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students 25.2% English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> African American Students 32.5% Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> Students with Disabilities 31.2% Homeless Students 26.9% Hispanic Students 25.0% Students with Two or More Races 24.1% Districtwide All Students 22% White Students 16.8% Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	<p>2.4 Drop Out Rate 2.5 Average Daily Attendance Rate</p>
<p>2.6</p>	<p>Action: Facilities- Student Attendance and Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> Socioeconomically Disadvantaged Students 25.2% English Learner Students 20.4% 	<p>Expanding facilities will assist to house and provide additional services for students. It will also assist to update facilities for student programs. This will aid to create a safe, inviting and inclusive climate and culture to increase student attendance and engagement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> African American Students 32.5% Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p>	<p>2.6 Facilities Inspection Status</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • Students with Disabilities 31.2% • Homeless Students 26.9% • Hispanic Students 25.0% • Students with Two or More Races 24.1% • Districtwide All Students 22% • White Students 16.8% • Asian Students 12.3% <p>Average Daily Attendance Rate for All Students Districtwide 95%</p>	
<p>2.7</p>	<p>Action: Student Incentives- Student Attendance and Engagement</p> <p>Need: Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement:</p> <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged Students 25.2% • English Learner Students 20.4% <p>Scope: LEA-wide</p>	<p>Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student leadership skills and decreasing disciplines issues.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>Chronic Absenteeism Rate Orange Dashboard Status</p> <ul style="list-style-type: none"> • African American Students 32.5% • Pacific Islander Students 10.2% <p>Chronic Absenteeism Rate Yellow Dashboard Status</p> <ul style="list-style-type: none"> • Students with Disabilities 31.2% • Homeless Students 26.9% • Hispanic Students 25.0% • Students with Two or More Races 24.1% • Districtwide All Students 22% • White Students 16.8% • Asian Students 12.3% <p>Average Daily Attendance Rate for All Students</p>	<p>2.1 Chronic Absenteeism Rate</p> <p>2.2 Measurable Results Assessment (MRA) Culture and Overall</p> <p>2.3 Parent Involvement Rate</p> <p>2.4 Drop Out Rate</p> <p>2.5 Average Daily Attendance Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Districtwide 95%	
3.1	<p>Action: Personnel- Student Academic Outcomes</p> <p>Need: Based on unduplicated student group academic data there is a need to increase student academic outcomes:</p> <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> • English Learner Students • Socioeconomically Disadvantaged Students <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> • English Learners • Socioeconomically Disadvantaged Students <p>English Learner Progress Yellow 54.6%</p> <p>Scope: LEA-wide</p>	<p>Additional personnel provide academic support to students through multi tiered systems of support to increase academic achievement.</p> <p>Additional TOSA's provide coaching and professional development for teaching staff to deliver instruction more effectively to student groups and use a multi tiered system of support to increase student academic achievement.</p> <p>Additional Multi Media Techs provide more access to supplemental materials and support for students and teachers to increase student academic achievement.</p> <p>Additional district technology support staff provide increased and enhanced technology access and services to students, staff and families to increase student academic achievement.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>English Language Arts Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> • Districtwide Student Status • Hispanic Students • Homeless Students • Students with Two or More Races 	<p>3.1 Language Arts, Math, Science Student Outcomes</p> <p>3.2 English Learner Student Outcomes</p> <p>3.3 Measurable Results Assessment (MRA)</p> <p>3.4 Appropriate Teacher Assignment</p> <p>3.5 Aligned Curriculum</p> <p>3.6 Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • Pacific Islander Students • White Students <p>Math Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> • Districtwide Student Status • Hispanic Students • Homeless Students • White <p>Science (Status Only) 22% met or exceeded standard</p>	
3.2	<p>Action: Professional Development- Student Academic Outcomes</p> <p>Need: Based on unduplicated student group academic data there is a need to increase student academic outcomes:</p> <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> • English Learner Students • Socioeconomically Disadvantaged Students <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> • English Learners • Socioeconomically Disadvantaged Students 	<p>Professional development to support staff with providing the following to increase student academic outcomes:</p> <ul style="list-style-type: none"> • practice PLC's • create and improve multi tiered systems of academic support • provide a guaranteed viable curriculum • provide guaranteed viable instruction • provide embedded and designated English Learner development strategies • use universal lesson design strategies • provide inclusion strategies <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>English Language Arts Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities 	<p>3.1 Language Arts, Math, Science Student Outcomes</p> <p>3.2 English Learner Student Outcomes</p> <p>3.3 Measurable Results Assessment (MRA)</p> <p>3.4 Appropriate Teacher Assignment</p> <p>3.5 Aligned Curriculum</p> <p>3.6 Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learner Progress Yellow 54.6%</p> <p>Scope: LEA-wide</p>	<p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> • Districtwide Student Status • Hispanic Students • Homeless Students • Students with Two or More Races • Pacific Islander Students • White Students <p>Math Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> • Districtwide Student Status • Hispanic Students • Homeless Students • White <p>Science (Status Only) 22% met or exceeded standard</p>	
3.3	<p>Action: Materials- Student Academic Outcomes</p> <p>Need: Based on unduplicated student group academic data there is a need to increase student academic outcomes:</p> <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> • English Learner Students • Socioeconomically Disadvantaged Students 	<p>Supplemental materials are provided to enhance the curriculum and meet the individual needs of the learner to increase student academic outcomes.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>English Language Arts Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities <p>English Language Arts Orange Dashboard</p>	<p>3.1 Language Arts, Math, Science Student Outcomes 3.2 English Learner Student Outcomes 3.3 Measurable Results Assessment (MRA) 3.4 Appropriate Teacher Assignment 3.5 Aligned Curriculum 3.6 Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math Orange Dashboard</p> <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged Students <p>English Learner Progress Yellow 54.6%</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Districtwide Student Status Hispanic Students Homeless Students Students with Two or More Races Pacific Islander Students White Students <p>Math Red Dashboard</p> <ul style="list-style-type: none"> African American Students Students with Disabilities <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> Districtwide Student Status Hispanic Students Homeless Students White <p>Science (Status Only) 22% met or exceeded standard</p>	
3.4	<p>Action: Student Incentives-Student Academic Outcomes</p> <p>Need: Based on unduplicated student group academic data there is a need to increase student academic outcomes:</p> <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> English Learner Students Socioeconomically Disadvantaged Students <p>Math Orange Dashboard</p>	<p>Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student academic outcomes.</p> <p>The action is LEA wide due to the following dashboard results for other student groups:</p> <p>English Language Arts Red Dashboard</p> <ul style="list-style-type: none"> African American Students Students with Disabilities <p>English Language Arts Orange Dashboard</p> <ul style="list-style-type: none"> Districtwide Student Status Hispanic Students 	<p>3.1 Language Arts, Math, Science Student Outcomes</p> <p>3.2 English Learner Student Outcomes</p> <p>3.3 Measurable Results Assessment (MRA)</p> <p>3.4 Appropriate Teacher Assignment</p> <p>3.5 Aligned Curriculum</p> <p>3.6 Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • English Learners • Socioeconomically Disadvantaged Students <p>English Learner Progress Yellow 54.6%</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • Homeless Students • Students with Two or More Races • Pacific Islander Students • White Students <p>Math Red Dashboard</p> <ul style="list-style-type: none"> • African American Students • Students with Disabilities <p>Math Orange Dashboard</p> <ul style="list-style-type: none"> • Districtwide Student Status • Hispanic Students • Homeless Students • White <p>Science (Status Only) 22% met or exceeded standard</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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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.

Districtwide Unduplicated Student Count is 76% of total student population.

Additional Concentration Grant Funding is used to support the increase in staff to make progress toward the following outcomes:

- Increase student leadership skills and decrease suspensions and discipline issues
- Increase climate and culture to increase student attendance and engagement
- Increase academic outcomes

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		1 FTE staff to 78 students
Staff-to-student ratio of certificated staff providing direct services to students		1 FTE staff to 21 students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$34,716,326	\$10,112,673	29.129%	0.000%	29.129%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,494,010.00	\$0.00	\$0.00	\$0.00	\$10,494,010.00	\$7,734,335.00	\$2,759,675.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Personnel- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$2,686,817.00	\$0.00	\$2,686,817.00				\$2,686,817.00	
1	1.2	Professional Development- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
1	1.3	Family Education- Student Leadership Skills and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Every other year	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.4	Student Incentives- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each Year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Personnel- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$1,110,954.00	\$6,275.00	\$1,117,229.00				\$1,117,229.00	
2	2.2	Communication and Education- Student Attendance and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$158,511.00	\$135,000.00	\$293,511.00				\$293,511.00	
2	2.3	Professional Development- Student Attendance and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Once every three years	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.4	Data Platform- Student Attendance and Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Each year	\$0.00	\$20,400.00	\$20,400.00				\$20,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.5	Transportation- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$550,000.00	\$550,000.00				\$550,000.00	
2	2.6	Facilities- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$1,000,000.00	\$1,000,000.00				\$1,000,000.00	
2	2.7	Student Incentives- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.1	Personnel- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$3,778,053.00	\$0.00	\$3,778,053.00				\$3,778,053.00	
3	3.2	Professional Development- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$350,000.00	\$350,000.00				\$350,000.00	
3	3.3	Materials- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$238,000.00	\$238,000.00				\$238,000.00	
3	3.4	Student Incentives- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,716,326	\$10,112,673	29.129%	0.000%	29.129%	\$10,494,010.00	0.000%	30.228 %	Total:	\$10,494,010.00
								LEA-wide Total:	\$10,494,010.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Personnel- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,686,817.00	
1	1.2	Professional Development- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
1	1.3	Family Education- Student Leadership Skills and Engagement Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Student Incentives- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	Personnel- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,117,229.00	
2	2.2	Communication and Education- Student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,511.00	

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 (%)
		Attendance and Engagement Parent Engagement						
2	2.3	Professional Development- Student Attendance and Engagement Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.4	Data Platform- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,400.00	
2	2.5	Transportation- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,000.00	
2	2.6	Facilities- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.7	Student Incentives- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.1	Personnel- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,778,053.00	
3	3.2	Professional Development- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	
3	3.3	Materials- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,000.00	
3	3.4	Student Incentives-Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,742,565.00	\$10,789,195.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide Personnel Within the Classroom to Support Student Achievement	Yes	\$5,924,746.00	6,091,463
1	1.2	Provide Personnel Outside the Classroom to Support Student Achievement	Yes	\$1,613,453.00	1,551,983
1	1.3	Provide Materials and Supplies to Support Student Achievement	Yes	\$637,000.00	664,725
1	1.4	Maintenance of Facilities to Support Student Achievement	Yes	\$720,000.00	611,638
2	2.1	Personnel to Support Engagement, Climate and Student Mental Social Emotional Health	Yes	\$1,470,866.00	1,481,352
2	2.2	Outside Services to Support Engagement, Climate and Student Mental Health Social Emotional Well Being	Yes	\$340,000.00	344,495
2	2.3	Materials and Supplies to Support Engagement, Climate, Student Mental Health, Social Emotional Well Being	Yes	\$36,500.00	43,539

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10,305,282	\$10,742,565.00	\$10,789,195.00	(\$46,630.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide Personnel Within the Classroom to Support Student Achievement	Yes	\$5,924,746.00	6,091,463		
1	1.2	Provide Personnel Outside the Classroom to Support Student Achievement	Yes	\$1,613,453.00	1,551,983		
1	1.3	Provide Materials and Supplies to Support Student Achievement	Yes	\$637,000.00	664,725		
1	1.4	Maintenance of Facilities to Support Student Achievement	Yes	\$720,000.00	611,638		
2	2.1	Personnel to Support Engagement, Climate and Student Mental Social Emotional Health	Yes	\$1,470,866.00	1,481,352		
2	2.2	Outside Services to Support Engagement, Climate and Student Mental Health Social Emotional Well Being	Yes	\$340,000.00	344,495		
2	2.3	Materials and Supplies to Support Engagement, Climate, Student Mental Health, Social Emotional Well Being	Yes	\$36,500.00	43,539		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
35,276,750	10,305,282	0.96%	30.173%	\$10,789,195.00	0.000%	30.584%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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 CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

	Stanislaus Union	Agnes Baptist	Eisenhut	Chrysler	Mary Lou Dietrich	Prescott	Metric to Measure Progress	Action(s) to Address Need
English Language Arts (points below standard)	AA – 99.2 SWD – 120.9	SWD – 71.1	SWD – 142.8	ALL – 77.8 EL – 77.6 HIS – 87.7 HL – 95.9 SED – 81.2 SWD – 136.1 WH – 81.3	SWD 80.8	HIS – 78.2 SED – 75.4 SWD – 172.2		
Mathematics (points below standard)	AA – 111.2 SWD – 130.8		SWD – 169.4	HL – 104.1 SWD – 144.5 WH – 101.3		HIS – 105.2 HL – 149.1 SED – 106.1		
Chronic Absenteeism (10% of school year)		TMR – 22.5%	AS – 22.7% TMR – 31.7%					
Suspension Rate (suspended at least one day)	AA – 6.4% FY – 15.8%					ALL – 12.2% EL – 13.2% His – 15% SED – 14.4% SWD – 19.7%		
Key	AA – African American SWD – Students with Disabilities FY – Foster Youth TMR – Two or More Races AS - Asian HIS – Hispanic HL – Homeless SED – Socio Economically Disadvantaged WH – White EL – English Learner							