



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shoreline Unified School District

CDS Code: 21 73361 0000000

School Year: 2024-25

LEA contact information:

Adam Jennings

Superintendent

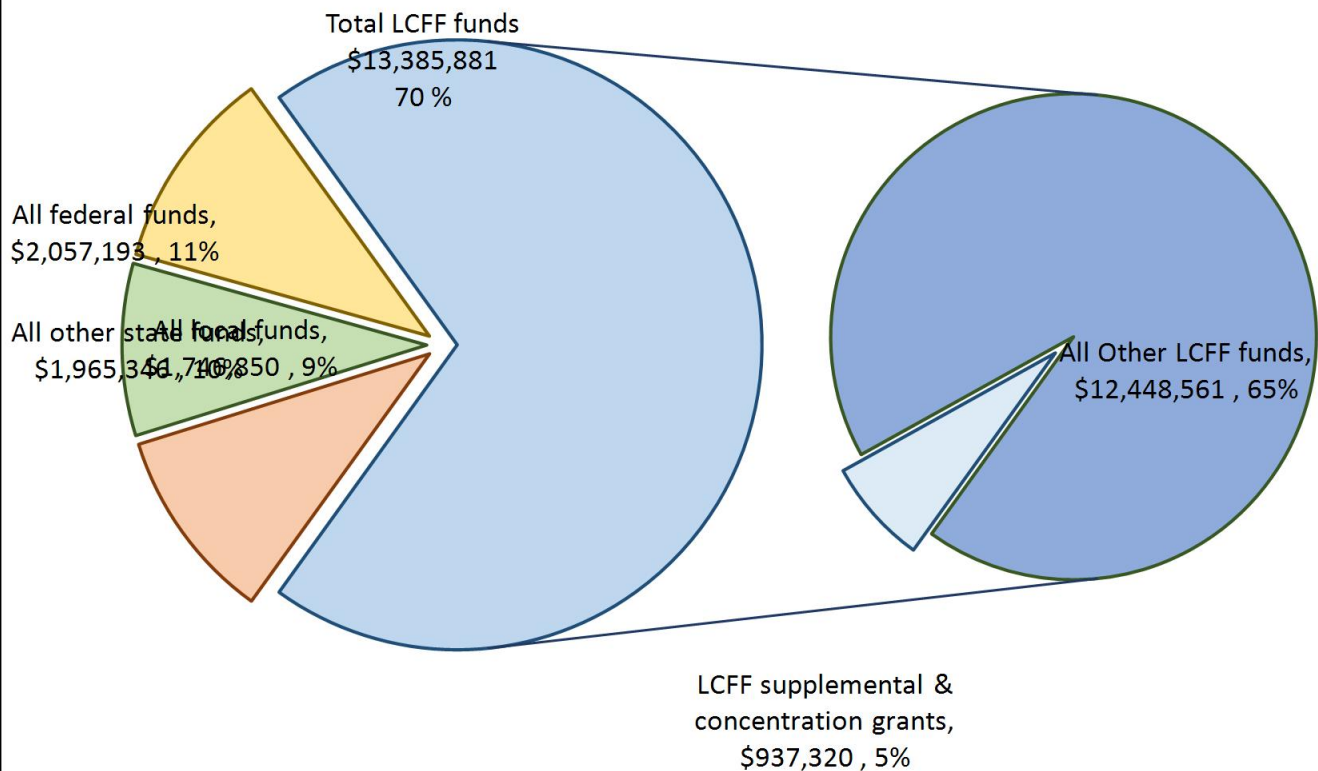
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



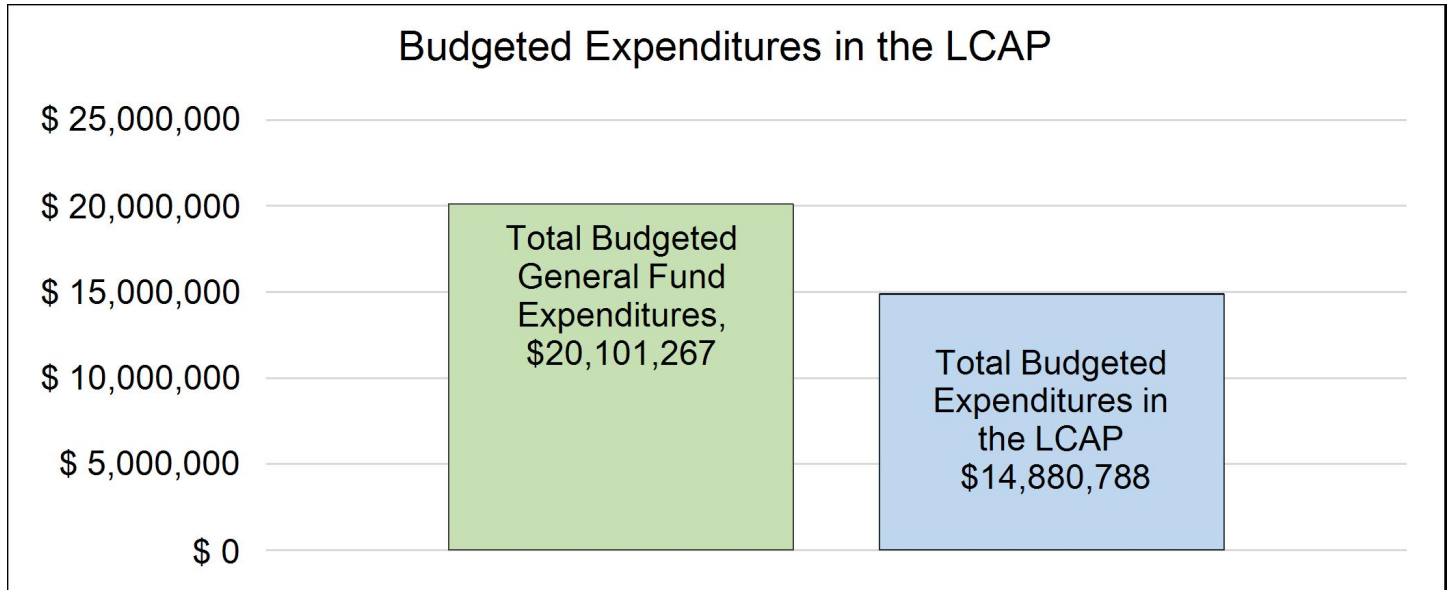
This chart shows the total general purpose revenue Shoreline Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shoreline Unified School District is \$19,155,270, of which \$13,385,881 is Local Control Funding Formula (LCFF),

\$1,965,346 is other state funds, \$1,746,850 is local funds, and \$2,057,193 is federal funds. Of the \$13,385,881 in LCFF Funds, \$937,320 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 Shoreline Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shoreline Unified School District plans to spend \$20,101,267 for the 2024-25 school year. Of that amount, \$14,880,788 is tied to actions/services in the LCAP and \$5,220,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

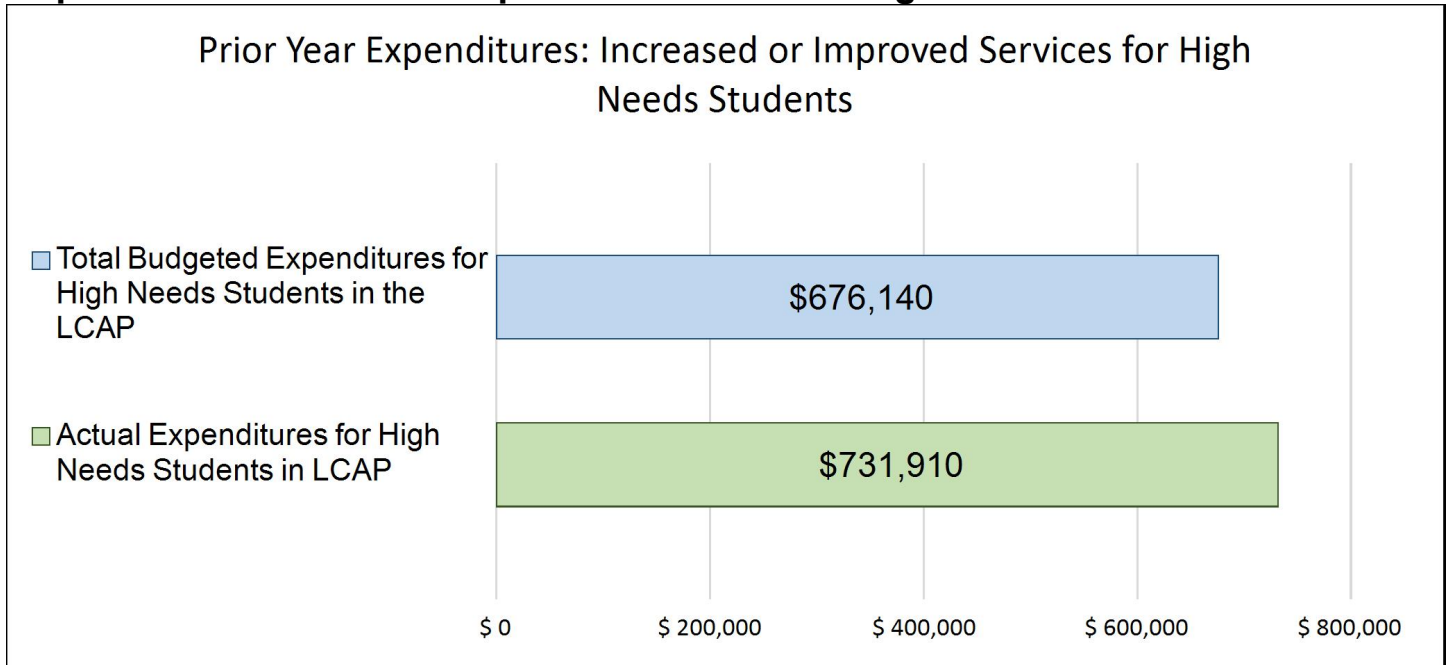
Expenditures not included in the LCAP included program activities tied to restricted programs. These programs often have specialized needs or reach targeted student groups.

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

In 2024-25, Shoreline Unified School District is projecting it will receive \$937,320 based on the enrollment of foster youth, English learner, and low-income students. Shoreline Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shoreline Unified School District plans to spend \$1,838,607 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 Shoreline Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shoreline Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Shoreline Unified School District's LCAP budgeted \$676,140 for planned actions to increase or improve services for high needs students. Shoreline Unified School District actually spent \$731,910 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
Shoreline Unified School District	Adam Jennings Superintendent	adam.jennings@shorelineunified.org (707) 878-2225

Goals and Actions

Goal

Goal #	Description
1	<p>22-23 Goal Modified</p> <p>Increase academic achievement for all students, with a focus on narrowing the achievement gap for our English learners and socioeconomically disadvantaged students by aligning our curricular and assessment practices and developing systems to support intervention.: State priorities (1, 2, 4, 7, 8)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP (4)	18-19: 44% in ELA, 27% in Math Met or Exceeded standards	20-21 - no results;	21-22: 42.41% in ELA, 26.46% in Math Met or Exceeded standards	22-23: 39.83% in ELA, 25.33% in Math, Met or Exceeded Standards	Increase the % of students meeting or exceeding standard by 33%.
ELPAC (4)	24% Proficient	21-22: 34.66% Proficient	Awaiting results from 22-23	18.71% Proficient	Increase the % of proficient students by 45%
% of pupils who complete course for entrance to UC or CSU or Career Tech (4)	55% at prepared level of the College and Career readiness metric	51.2% A-G	Awaiting results from 22-23	52.3% of pupils complete course for entrance to UC or CSU or Career Tech	75% at prepared level of the College and Career readiness metric
English Learner Reclassification rate (4)	18-19: 14% 19-20: 21%	21-22: 24%	Awaiting results from 22-23	22-23: 24%	Increase reclassification rates by 25%
% of students that pass the AP with	18-19: 41%. 19-20: 26%	21-22: 62%	Awaiting results from 22-23	22-23: 64.2%	Increase passage rate to 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
score of 3 or higher (4)					
EAP exam (4)	27% in ELA, 14% in Math	21-22: 14% ELA, 0% in Math	Awaiting results from 22-23	No longer used, data from CAASPP has replaced this 22-23: 39.83% in ELA, 25.33% in Math, Met or Exceeded Standards	50% in ELA, 40% in Math
Implementation of adopted academic content and performance standards (2)	100%	100%	100%	100%	100%
EL students access to the standard and gains in academic content knowledge (2)	100%	100%	100%	100%	100%, while in addition receiving focused EL instruction guided by EL master plan.
All students have access to a broad course of study (7)	100% access K-12	100% access PK-12	100% access PK-12	100% access PK-12	100% Access K-12
The means of monitoring the broad course of study - report cards, master schedule, etc. (8)	100%	100%	100%	100%	100%. All student receive 2 report cards per year, and up to 6 additional progress reports in grades 4-12. Masters schedules TK-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					reflect access to a broad course of study.
All teachers are appropriately assigned and fully credentialed (1)	90% of teachers appropriately assigned and fully credentialed	90% of teachers appropriately assigned and fully credentialed	100%	98% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed.
Students have access to standards aligned materials - digital or otherwise (1)	100%	100%	100%	100%	100% of students 1 to 1 with district provided learning device. TK-12 standards in ELA and Math clearly articulated across grade levels
School facilities (1)	See goal 4	See goal 4	See goal 4	See goal 4	See goal 4
Decrease in the number of LTELS	Baseline is to be established	Awaiting results from reclassification process	73 LTELS (53% of EL Students)	24 LTELS (17% of EL Students)	For the next year, we will do a data analysis. At the end of 3 years we will have a clear understanding of who are LTELs are, an how to best support them in our EL master plan.
Reduction in the length of time from enrollment to redesignation	Need to establish baseline	Developing redesignation process	Developed Redesignation Process	Baseline: Average length in time from enrollment to redesignation: 6.23 years	In three years, the EL master plan will clearly address the redesignation process.
College and career data increases	55% at prepared level of the College and Career readiness metric	Awaiting results from 21-22	51.2% A-G	31.8% at prepared level of College and Career readiness metric	75% at prepared level of the College and Career readiness metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School writing benchmark	No baseline	No baseline	79.9% proficient or higher		80% of students will score 3 or 4 on high school writing benchmark.
District wide multi-year data cycle - calendared dates	No baseline	Completed first year of data cycle calendar	Completed second year of data cycle calendar	Completed third year of data cycle calendar	Three year calendar with at least 2 data cycles at each grade level.

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.

While Goal 1 was effective in some areas, an analysis of the data shows that we will need to continue to move certain actions. There was a decrease in the percentage of students who met or exceeded standards on the CAASPP from 2021-2022 to 2022-2023. We do not have the 2023-2024 CAASPP results. There was a decrease in the percentage of students who were proficient on the ELPAC from 2021-2022 to 2022-2023. We do not have the 2023-2024 ELPAC results. The percentage of students completing courses for entrance to UC or Career Tech stayed relatively the same.

The English Learner Reclassification rate stayed the same. We established a more robust reclassification process for the 2023-2024 school year. The percentage of LTELs decreased. In addition, we establish a program to deliver more robust designated EL instruction. (1.1, 1.2)

District completed year three with at least 2 data cycles. We have struggled to find time to work on vertical articulation and instructional practices in both English and Math, leading us to propose an Early Release Wednesday Collaboration and Professional development schedule. (1.3, 1.5, 1.6)

Our district formed an MTSS committee that has begun to develop our intervention strategies, but that work remains in the early stages and will be carried forward into our next LCAP. (1.8)

The district was successful in implementing an extended learning opportunity program, and will continue to refine the program to ensure it maximizes its ability to support the regular school day program, while remaining sustainable and cost effective. (1.9)

We have also moved away from our work with AVID, as we have not been able to effectively determine a structure for implementation, Certain staff continue to participate in trainings and share strategies in some classrooms, however we have not move forward with a comprehensive approach, as intended. (1.4)

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.

The District expended an additional \$78,309 above the planned expenditures for increased and improved services towards unduplicated students. This is largely due to increased staffing costs to meet these services.

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

By creating a more robust reclassification process, the District was able to reclassify more students and decrease the percentage of LTELs. In addition, our work to develop our plan for EL students resulted in the formation of a Multi-language Learner Committee, and a more comprehensive system for monitoring, ELPAC assessment, and designated support for EL students, though that plan is ongoing. (1.1, 1.2)

Data cycles allowed staff to analyze FastBridge and formative assessment data to inform instruction and intervention. We have solidified this practice at all school sites, though need to develop more consistency in the high school program. (1.5)

As our metrics are not demonstrating growth that we had hoped for our 2024-25 LCAP will have a more specific plan to focus on improvement in ELA and Math, specifically targeting classroom instruction by investing coaching to support staff in both ELA and Math. (1.3, 1.6)

In addition, we will move away from our implementation of AVID, as we are working to effectively streamline our Professional Development, ensuring more effective implementation by focusing our actions. (1.4)

We will continue our focus on developing more relevant learning experiences for our student though a focus on developing more career technical education programs, building on our current effective Agriculture Mechanics and Sciences programs. (1.7)

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.

As mentioned above our we will focus specifically on training and coaching related to tier 1 instructional practices in both Math and ELA to support greater student achievement in these areas during the 2024-2027 LCAP cycle.

We will continue to develop our EL Roadmap, focusing more specifically on ELD instruction and ELD support, with both the continued development of a comprehensive EL Roadmap, as well as ongoing training for teachers and support staff.

Our Career Technical Education and Extended Learning Opportunities actions will be combined to a more focused action that works to develop more curricular relevance and experiential learning opportunities, both within the regular school day and as part of our extended learning opportunities.

Our action related to the implementation of AVID strategies proved to be ineffective, in that we did not have adequate professional development time, nor the staffing available for coordination of the program. As a result, we will build AVID strategies into future actions related to the development of tier 1 instructional strategies for all 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>Modified 22-23 Increase student engagement through the development of systems and supports that enhance social emotional learning, mental and physical wellness, and consistent and effective invention strategies.</p> <p>Focus Goal: Reduce chronic absenteeism by 50% for all student groups as an effort to further increase student engagement.</p> <p>State priorities 5 and 6</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance	18-19: Excused absences: 79.5%, Unexcused absences: 18.2%,	21-22: Excused absences: 65.4% Unexcused absences 34.6%	awaiting results from 22-23	23-24: Excused absences: 71.7% Unexcused absences: 28.3%	Reduced Excused absences by 25% and Unexcused absences by 10%.
Chronic Absenteeism Rate	16.5% of students chronically absent	21-22: Chronic Absenteeism Rates 33.8%	awaiting results from 22-23	23-24: Chronic Absenteeism Rates 25.7%	5% of students chronically absent
Middle school dropout rate	0	0	0	0	0
High school dropout rate	0	0	4%	0	0
High School Grad rate	100%	100%	96%	93.2%	100%
Suspension rates	39 suspensions in 2019	21 suspensions in 2021-22	30 suspensions in 2022-2023	32 suspensions in 2023-2024	No more than 10 suspensions a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rates	0	0	0	0	0
Healthy Kids Survey?	No baseline	Students in grades 5,7,9,11 took the healthy kids survey.	Students in grades 5,7,9,11 took the healthy kids survey.	Students in grades 5,7,9,11 took the healthy kids survey.	Healthy kids survey implemented at grades 5,7,9,11
Food service meal preparation	No baseline	Have begun reviewing menu drafts before they are finalized to adjust to meet our established goals	Thirteen new scratch cooked menu items have been introduced over the course of the year.		No more than 3 breakfasts and 2 lunches in a two week period will involve pre-packaged foods
Hire counselor for WMS school		Counselor has been hired.	One school based counselor at all sites.	One school based counselor at all sites.	One school based at each school site.

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.

A more robust District attendance policy was adopted and implemented. While excused absences increased unexcused absences decreased during the 2023-2024 school year. As a district, we continue to face challenges with students or families have appointments during the school day. Students often miss a full day of school (2.5).

The district continues to utilize alternatives to suspension such as counseling and restorative practices, however we are still seeing a rise in discipline issues and suspensions. (2.1, 2.3, 2.4)

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.

The District spent an additional \$165,528 above the planned expenditures towards increased or improved services for unduplicated students. This costs were tied to increased staffing expenditures.

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

The District adopted Second Step, a social emotional learning curriculum in 2022-2023. Teachers at West Marin and Inverness School are implementing this curriculum with fidelity. Tomales High School developed its own SEL curriculum, called Brave Time, and have been implementing this with fidelity, as well. (2.2)

By the end of 23-24, we are fully staffed to support students mental health needs. In addition, we trained secondary teachers and staff on a Peer-to-Peer restorative practice model called Peer Solutions, and have been working to implement it. Will staff continues to participate in self-selected training related to trauma informed practices, we have yet to adopt a comprehensive approach to this work, as our focus has been on other areas for professional development. (2.1, 2.3, 2.4)

We have made some strides in improving our food service quality, with more organic ingredients and scratch cooked meals, but have been ineffective at fully meeting our goal, as a result of inconsistent staffing in the program. (2.6)

We have developed an MTSS committee to work on a districtwide system for intervention, however this remains a work in progress and will be an action that will be adapted and carried forward into the next LCAP. (2.7)

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 related to nutrition and attendance will be carried forward into the 2024-2027 LCAP, we more focused targets to support more effective implementation. Focusing specifically on menu development and food procurement will help our nutrition staff be more targeted in their approach to improving food quality. With attendance, we will continue to analyze our systems for addressing chronic absenteeism, and develop and test change ideas to gather data about their effectiveness, leading to broader implementation strategies.

Trauma Informed and Restorative Practices will continue to be a component of our District Wellness Program and implemented by our District Wellness Team, in conjunction with our site administrators. In addition, we have now have three years of Healthy Kids Survey Results that offer us a longitudinal perspective on our student's social emotional well being. In particular, we are focusing on the Mental Health and School Climate reports to help guide our decisions related to LCAP goals and actions, as well as ongoing programming.

While we have implemented Social Emotional Learning curriculum at some sites, not all have effectively implemented programming. We will work as a Leadership Team, with input from our District Wellness Team to support the sites that have still not implemented this important programming.

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

Goals and Actions

Goal

Goal #	Description
3	Modified 22-23: To increase family engagement in school activities and decision making through enhanced communication systems, parent education opportunities, and community and family engagement events at our all of our campuses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent participation and input, specific to analysis of student data.	No baseline	We held on one Shoreline Success Night, 6 ELAC Meetings, multiple SSC meetings at each site, multiple PTA/Booster meetings at each site. Back to School Nights, Open House, Banquets and Family Engagement events	In addition to holding monthly ELAC meetings, Site Council Meetings, and PTA/Booster meetings, we also introduced the Community Table meetings, which included a districtwide kickoff event, monthly site and district meetings, and a follow up monthly newsletter for those who couldn't attend. Additionally, we held many school based events for families to gather, engage, experience student performances, and interact at events.	We held our monthly ELAC meetings, Site Council Meetings, and PTA/Booster meetings, as well as regular DELAC meetings, Community Schools meetings, and parent information nights around various district topics. We also held many school site based events for our families to come together, socialize, build relationships, interact and experience student achievement and performances. We also held our first district wide Harvest festival.	2 Shoreline Success Night per year, 9 ELAC meetings per year, 9 SSC meeting s per year, 9 PTA/Booster per year. Attendance will tracked at the follow events: Back to School Night, Shoreline Success Nights, Family Engagement Events, and Open House. Work towards 5% increase in attendance for each event.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent participation in school-wide events or in student learning or both	No baseline	See goal analysis	98% of families signed up for Parent Square.	99.3% of families signed up for Parent Square.	100% of families signed up for Parent Square, 100% of 9-12 families with Aeries Parent Portals. District and School websites updated to be more accessible and increase parent engagement
Ensure that parents of students with exceptional needs are engaged and able to participate - they are included in all communication or have an additional vehicle for getting information.	No baseline	All IEPs are translated and sent home. All parents are supported in signing up for Parent Square and Aeries.	All IEPs are translated and sent home. All parents are supported in signing up for Parent Square and Aeries Parent Portal. New website and related app are additional means of communication.	All IEPs and Parental Rights are translated and sent home. All parents are provided support in signing up for ParentSquare and Aeries Parent Portal. District and site websites and related applications are additional means of communication, language settings are able to be adjusted by parents for preferred language of communication.	100% of families with Aeries Parent Portal 100% of families signed up for Parent square. All IEPs will be translated into home language. IEP meetings include Regular Ed teacher and Administrator updates on student progress.
Parent Survey/feedback of training	No baseline	See goal analysis	Through community school process, parents have been given additional opportunities to	Through the community school process, district wide meetings and town halls, parents have	All district provided parent education nights will include a parent feedback survey and 80% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			provide feedback on school site/district needs including extended learning opportunities, early release schedule, communication, connectivity, and school events.	been given opportunities to provide feedback on school site/district needs including LCAP topics, academics, family engagement, communication, facilities, extended learning opportunities, early release schedule, and school/district events.	participants will complete the survey.
Access for all families to all school information	No baseline	Information sent home is translated and interpretation is available at all district events.	All information sent home is translated, including Parent Square and Website info and interpretation is available at all district events.	All information that is sent home from sites and district level is translated, including ParentSquare, Website info, Informational Flyers and presentations as well as having interpretation available at all site and district events.	100% of information sent to families is translated in English and Spanish. 100% district events have interpretation for English and Spanish

Goal Analysis

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

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

The District engaged families and the community through monthly ELAC/ DELAC meetings, Community Schools site and district meetings, School Site Council meetings. West Marin-Inverness School Site Council distributed a community survey and held a community gathering to

engage partners. It continues to be a challenge to have high family participatory levels at some events (i.e. PTSA, ELAC). All planned actions were implemented. (3.1, 3.4)

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.

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

Families were surveyed to gather feedback on a possible early release schedule, LCAP, family engagement opportunities, and other site specific goals. Surveys remain an effective tool for gathering educational partner input. (3.1)

Family education was delivered primarily through our Parent Wellness Information Series, however many of these meetings had lower than anticipated attendance, despite extensive work to make them accessible and relevant. We did have success with Families from three of our school areas participating in the Parent Institute for Quality Education series, and receiving graduation diplomas at the end of the eight meeting series. (3.3)

All school sites were very effective in developing high interest, well attended Family Engagement events that helped families feel a part of the school community. This was an area of strength for us in 2023-2024 (3.3)

Our website continues to be a source of information and updates as we develop it further. We also piloted a newsletter in the spring semester and were able to track user metrics that will help us refine it for the fall. (3.2)

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

We will continue to work on this goal and collect participation data for district and site based events. For 2024-2027, this goal will be adapted to include more specific actions designed to enhance both family and student engagement.

We will continue to design our Site Council, ELAC, and DELAC meetings as structures for ongoing family and educational partner engagement, building on the learnings from our previous LCAP.

We have also come to understand that we need to support families with a tiered system of engagement: Committee work for those who are interested and available, volunteer opportunities for those who can commit in that capacity, and family events at school sites for those who can engage at that level. We also recognize that we need to continue to support those who can engage at deeper levels with the information and education they require to participate effectively.

In addition, we will be adding actions support more a more structured systems for gathering student voice, and including it in our program design and district decisionmaking.

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
4	Modified 22-23: To ensure that all Shoreline Unified School District facilities have are safe and secure, while also offering the most up-to-date resources possible to support student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT	All schools average "Good" conditions	All schools average "Good" conditions	All schools average "Good" conditions	All schools average "Good" conditions	Maintain "Good" average for conditions at all schools.
SARC	SARCS completed annually by each school	All SARCS have been completed and posted to the school websites	All SARCS have been completed and posted to the school websites.	All SARCS have been completed and posted to the school websites	All SARC reports completed on a yearly basis.
Complete Measure I projects	No baseline	See Goal Analysis	See Goal Analysis	See Goal Analysis	Measure I projects will be completed by 23-24.
Digital Infrastructure	Schools currently report inconsistent high speed internet.	See Goal Analysis	See Goal Analysis	See Goal Analysis	All schools will report consistent high-speed internet access in all areas of the campus
Explore Expansion of Outdoor Learning Spaces	Schools currently use some outdoor learning spaces, depending on campus.	Functional outdoor spaces at all school sites	Functional outdoor spaces at all sites expanded.	Functional outdoor spaces at all sites expanded, including upgrades of playgrounds at Tomales Elementary School, West Marin School, and Inverness School to ensure that	Establish outdoor learning spaces available for all subject areas and grade levels TK-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				they are age appropriate for our expanding TK and PK programs	
Deferred Maintenance	At present there is no deferred maintenance plan in place.	Site analysis has been completed, but no plan yet developed.	Budget challenges have stalled this process.	Addressed some roofing issues at Tomales Elementary, and heater issues at Tomales High School. Another deferred maintenance assessment to be completed in the summer of '24	A long term facility maintenance plan that prioritizes upgrades and has a dedicated budget.

Goal Analysis

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

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

The flooring project at West Marin School was completed. The flooring project at Tomales Elementary School began in the December of 2023, and will be completed over the summer of 2024. (4.1)

The office and windows were also completed at West Marin School. (4.2)

The window project at our Transportation has not yet been completed. (4.1, 4.2)

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.

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

We remained effective in moving forward with our established Measure I plans, finally completing the work at West Marin School and beginning the work at Tomales Elementary School. (4.1, 4.2). It remains to be seen if we will be able to complete the Transportation window project with the funds that will remain after completing the work at TES.

Our CTE Agriculture classroom and demonstration kitchen (4.3) will break ground this summer, with the goal of opening to students in January of 2025. In addition we have been able to address a number of differed maintenance issues at Tomales Elementary School, and will conduct an updated deferred maintenance assessment in the summer of 2024 (4.6).

Our assessment of our digital infrastructure has resulted in the scheduling of a wiring upgrade for Tomales Elementary School during the summer of 2024 (4.4). Based on input from our site security assessments, we are also working to implement minor facility upgrades and evacuation procedures during the summer of 2024 and into the fall of 2025 (4.7).

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.

Our facilities goals will be streamlined in our next 2024-2027 LCAP. One action will focus on the ongoing maintenance and upgrade of our facilities to support clean, healthy and safe schools. Another action will focus on supporting relevant learning experiences, such as the development of our CTE Agriculture kitchen and classroom.

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
5	

Measuring and Reporting Results

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

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.

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.

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

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.

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
Shoreline Unified School District	Adam Jennings Superintendent	adam.jennings@shorelineunified.org (707) 878-2225

Plan Summary [2024-25]

General Information

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

The Shoreline Unified School District is a unique school district serving approximately 500 students from TK-12th grade. The district spans over 450 square miles and straddles both coastal Marin and Sonoma counties. As a geographically large, rural school district we consistently focus on meeting the needs of our students despite the challenges posed by the widespread and remote nature of the communities that comprise our district. These communities are supportive of our schools, and there is no greater example of that commitment than the local scholarship program that routinely awards over \$300,000 to an average of thirty-five graduating seniors. Yet there is no central hub for the majority of these towns and villages that send their students to our schools, and often the school serves as a central meeting point for students and students and families. To this end, our district has engaged in the implementation of Community Schools strategies at all of our schools sites. In 2023-2024, Shoreline was awarded Community School Implementation Grants for Bodega Bay School, Tomales Elementary School, and West Marin School, and we have spent the past year working towards site-designated goals, and developing our School Site Councils as the shared decision-making body to evaluate progress towards those goals. While Inverness School and Tomales High School did not receive the implementation grant funding, we are working to still implement key Community Schools strategies at those sites as well, using district funds to support structures for shared decision-making, connections to greater community resources, and extended learning opportunities.

There are five schools that comprise four school areas within the Shoreline Unified School District. West Marin and Inverness Schools combine to offer a TK-8 program for all of the students in the Olema, Point Reyes, Inverness Park, Inverness, and Marshall communities. Tomales Elementary School is a PK-8 program that serves students from the Dillon Beach, Tomales, Petaluma/Bloomfield, and Valley Ford communities, as well as a few students whose families are stationed at the Two Rock coast guard base. In both schools, there are single classrooms for each grade, and students are often promoted into high school after spending nine years together in the same class. Bodega Bay School is a three- room school that offers a preschool program, as well as multi-grade classrooms for students TK-2 and 3-5. Those

students then attend TES for middle school. All students matriculate into Tomales High School, the one comprehensive high school in the district. Eighty-five percent of our students are bussed to school by our transportation program, and some students may travel as much as an hour each way to attend high school. Generally 20% of our student body attend our schools on an inter-district transfer agreement, often choosing our schools over their larger home district options.

Our student demographics include significant subgroups:

66.6% Socioeconomically Disadvantaged
21.6% Students with Disabilities
30% English Learners
32% White
62% Hispanic

The plan that follows is the result of the District Leadership Team's synthesis of educational partner input through a variety of forums, and well as our analysis of relevant student data, and the effectiveness of our 2021-2024 outgoing LCAP. In the fall of 2023, our district's Board of Trustees engaged in a meaningful process to identify the board's district priorities, which have informed and guided this plan. Our Leadership Team wants all readers to understand that that we view this plan as an ongoing work in progress, and that will continue to evolve as a meaningful strategic plan to guide the district as we continue to gather educational partner engagement and student data to inform our work on behalf of all students in Shoreline.

Reflections: Annual Performance

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

Shoreline has made great strides of the last few years in our coordinated efforts to support our language learners. Reflected in our greatly improved reclassification rates, as well as our Dashboard Data that shows English Learner progress increased by 24%, the data demonstrates the our increased staffing support and new systems are having a positive effect on student learning. Our EL and Literacy Coordinator, working with a Multi-Lingual Learner Team, is developing an EL Roadmap for our district. The areas of focus this year have been newcomer supports, a more coordinated reclassification process, and a more organized process for ELPAC Testing. In addition, we have offered many professional development opportunities to our instructional and support staff for integrated instructional practices that support EL students, as well as all students. The district invested in an EL management platform which holds student data, analyzes performance, and offers student reports tied to suggested instructional strategies. This platform also support progress monitoring and parent communications. All staff have been trained on this platform and have been implementing its tools since January.

Other dashboard data shows demonstrates that we need to be more focused in our goals and actions moving forward. Our ELA and Math performance data declined between 2022-2023, yet we are hoping that our efforts to implement data review cycles with fidelity since the late 2022 will begin to show some growth in student learning outcomes that will be reflected in the 2024 Dashboard data. In addition, while our graduate rate remains high, our college and career readiness metric remains low, and we have created actions within the 2024-2027 LCAP

to work to improve in this area. In addition, our Students With Disabilities continue to demonstrate very little academic growth, as measure by the Dashboard, and we have also created a 24-27 action that is specific to supporting their needs, as well. Specifically, Goal 1, Action 4 is designed to support areas that were in the red for students with disabilities based on the current Dashboard.

Review of the California Healthy Kids Survey Data, specifically the Mental Health and School Climate reports, demonstrate both areas of strength and areas to focus on moving forward. Our middle school students report improvement in key mental health metrics, while high schoolers are need more support. Both groups report low social and emotional distress and feel connected, and report caring adult relationships and that they feel held to high expectations. They report generally feeling safe at school, however chronic absenteeism remains an issue. Also, fewer than 50% report meaningful participation at school, another area that we have sought to address in our 2024-2027 LCAP actions.

Despite the continued training for students and staff on restorative practices, we continue to see rise in suspensions across our school sites. Our 2024-2027 LCAP has actions that will continue our wellness work with students, as well as help them to develop a greater sense of belonging.

As we began the implementation of our Community Schools grant, as well as continued to develop meaningful family engagement events, our parent participation has continued to grow and expand. A revitalized Harvest Festival in the fall gave the Shoreline Community an opportunity to gather at West Marin School to celebrate our local food culture and outdoor educational opportunities, kicked off a variety of creative family events across our district. Through our Community Schools implementation process, we were able to amplify our school site councils, and create new avenues for communication and decision-making. We end the year with a very positive sense of possibility for collaboration among our educational partners in the areas of school food service, experiential learning opportunities, and after school programming.

Reflections: Technical Assistance

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

Over the last few years, the work that we have done as a part of technical assistance has focused on a comprehensive strategic planning process. This work began with our leadership team completing an organizational self evaluation with a focus on the systems that were currently in place. From there, we develop a number strategies for gathering education partner input, including a variety of surveys, as well as community evening events to host conversations about our performance data, as well as areas of need identified by our systems self analysis. The data gathered through these surveys and events helped to inform annual updates for our 2021-2024 LCAP.

This fall, the data was also the starting point for a series of School Board of Trustee Workshops that focused on updating our District Priorities. This technical assistance work began with a process to analyze and discuss performance and feedback data, and then asked each board member to conduct empathy interviews with students to help deepen their understanding of district needs. Using the analyzed data and interview information, the Board of Trustees and the Superintendent, through the support of technical assistance, drafted and then approved a list of priorities to guide our district decision-making, moving into the future. The priorities are organized into three equally important areas, Community Engagement and Communication, Equity in Instruction, Excellence and Accountability. These priorities have have served as a basis for the development of our Goals and Actions in the 2024-2027 LCAP.

As we move into the 2024-2027 LCAP cycle, we will focus our work with technical assistance in two specific areas. We will continue our analysis of our policies to address absenteeism, with a focus on continuing to reduce Chronic Absenteeism across all grades in our district. In addition, we will work closely with the SELPA to conduct a root cause analysis of the academic achievement of our Special Education students. Our goal is to increase their academic success, particularly in the areas of Math and English, as well as support an increased sense of belonging within their general education classrooms, and schools.

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.

- Bodega Bay School
- Inverness School

Support for Identified Schools

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

As both schools are eligible for comprehensive support and improvement due to high rates of Chronic Absenteeism, our plans focus on increasing student attendance through a variety of strategies designed to develop stronger home to school communication, relationship building with families and students, academic support to enhance the sense of student belonging at school, transportation support to ensure that students have an equitable opportunity to attend our school programs.

In particular, the focus of our Family Advocates who support each of these schools has been to develop stronger relationships with the families of the students who attend, and offer resources, including access to a mobile medical clinic at the school site, to minimize any disruptions to student attendance. Site administrators have worked closely with family advocates to increase two-way communication opportunities for families and the schools, to ensure that there is regular contact when a student is absent from school. Furthermore, site and district administrators continue to work to develop comprehensive strategies to help hold families accountable to making sure that their students attend school regularly.

Furthermore, our Literacy and EL Coordinator has worked closely with an educational coach to offer in depth professional development to teachers to support more effective strategies for differentiated instruction. This work will continue into the 2024-2027 LCAP cycle, as research shows that when students are successful in school, they are more likely to attend. To that end, we have also invested in para professionals to support individual and small group instruction for students who may need additional support. In addition, our transportation program has expanded to support our extended learning opportunity program, which offers enrichment opportunities to students after the regular school day ends, and supports our families in avoiding disruptions to the school day that might impact student attendance.

Our plan moving forward will continue to invest in professional development for teachers related to classroom instruction, as well as training for para educators to provide appropriate support. In addition, we will continue the development of systems to not only support improved attendance, but also address absenteeism when it occurs, as well.

Monitoring and Evaluating Effectiveness

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

Key metrics to evaluate the effectiveness of our plan include:

- Dashboard Chronic Absenteeism Rate
- CAASPP ELA and Math Scores
- ELPAC Scores
- Fastbridge ELA, Math, and Social Emotional Data
- California Healthy Kids Survey Data: Mental Health and School Climate reports

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
Teachers	Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meetings, Participation in LCAP Town Hall
Principals and Directors	District Leadership Team Meetings, Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meetings, Participation in LCAP Town Hall
Other school personnel	Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meeting, Participation in LCAP Town Hall
Parents	LCAP Parent Advisory Meeting, Participation in LCAP Town Hall, Participation in District Community Schools Meetings, Participation in school site committees such as Site Council and ELAC, Participation in DELAC
Bargaining Units	Monthly Bargaining Unit leadership meetings with District Leadership
Students	Participation in LCAP Town Hall, District Community School Meetings, Empathy Interviews with Board of Trustees

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

Our strategic planning process for this LCAP began in the fall, with the work of our district leaders to update the our district priorities. Our Trustees worked closely with the Superintendent, through facilitation from our county office partners, to review student achievement data and educational partner feedback from previous LCAP cycles, and identified key themes that became the seeds of our district priorities. In addition, the Trustees worked with our middle and high school administrators to conduct empathy interview with middle and high school students, to better understand students' experiences as they relate to our previous district priorities. Using all of this data and feedback, we

drafted, revised and finally adopted District Priorities in three key areas: Community Engagement and Communication, Equity in Instruction, and Excellence and Accountability. These priorities, and their descriptors, helped to guide the development of our 2024-2027 LCAP.

During the strategic planning process that led to our newly adopted priorities, we were also working with our educational partners to gather feedback on our previous LCAP, as well as give input on our updated LCAP goals and actions. As part of our Community Schools Implementation process, each school site combined their community schools planning meetings with their school site council meetings to streamline the shared planning and decision-making processes, and ensure that all partners have input in the development of site goals, and input into our district goals. Furthermore, we invested in the reinvigoration of our ELAC and DELAC committees, using the meeting time to engage families of our multi-language learners in learning more about our district goals and actions, and gather feedback that would support our plan.

Our LCAP Parent Advisory meeting in early March generated some input on our progress towards our previous goals and objectives, but perhaps the most important takeaway from those conversations was that our families and community partners felt that the forum was not approachable enough for most families to feel like they could effectively engage in feedback. Inquiring further, we learned that families wanted opportunities to give broader feedback about what was working in the district, and area for improvement, rather than discuss specific goals and actions, because they did not feel prepared to answer our questions. As a result, we retooled our LCAP "Parent Advisory Meeting" for a follow up LCAP "Town Hall", where we advertised the opportunity for parents to participate in more opened ended discussions. In particular, we worked to get a cross-section of families to represent the various student demographics within our district, including our unduplicated students and our students with disabilities. We asked about what types of supports they wanted for their students, about what might lead them to participate more in their child's school community, and where they thought we should focus to improve school culture. Their feedback to these discussions greatly informed our actions within Goal 2 of the 2024-2027 LCAP.

In addition, we consulted with the SELPA to ensure that we developed specific actions to support our students with disabilities, whose performance indicators were in the red on our most recent Dashboard. Through that consultation, we developed Goal 1, Action 4, which is designed to support a academic growth for our students with disabilities.

Staff meeting discussions with our teachers and other school personnel helped us to really streamline our actions in all three goals. The overwhelming feedback from these discussions was that our prior LCAP focused on the right goals, but that our actions were too broad to guide us to ongoing, effective growth. Teachers and staff wanted to keep going in same direction, but felt we needed a more streamlined roadmap. As a result, many of the actions in the 2024-2027 LCAP are designed to carry work forward from the 2021-2024 LCAP in a more concise and specific way.

Finally, this LCAP reflects input and feedback gathered from events that were designed to broaden our definition of School Community. As we implement the strategies that are central to community schools, we held events this year that invited the staff, families, local community members, and community-based organizations to come together to discuss how these educational partners could work together to have positive collective impact in our schools. Our Harvest Festival in the fall, and our Community Schools District Table and Encuentro meetings in the spring, were opportunities for these groups to come together, share food and conversation, and brainstorm ways to support improvement in our school programs. The Harvest Festival focused on our local food culture and how it could support our school nutrition program. The Community Schools District Table meeting asked our community partners to evaluate our progress on the eight emerging strategies to support students that were identified in the Community Schools Planning process, and help determine the focus strategies for

2024-2025. Encuentro was an evening designed and facilitated by the West Marin School Site Council, where community members were invited to share dinner, and then engage in a "world cafe" style brainstorm about how to bring more experiential learning opportunities into the Shoreline Unified School District. Actions were developed in all three goals as a result of the feedback and ideas generated from these experiences.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement with a focus on meeting the needs of all students to demonstrate consistent academic growth in all areas.	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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on our student achievement data, educational partner input, and an analysis of our progress on our previous LCAP, student academic achievement remains a primary focus of the Shoreline Unified School District. Our district priority for Equity in Instruction guides us to focus our actions on professional development for classroom instruction, specifically in English and Math, for all students. In addition, we have district teams that are working to continue to develop our Tier 2 intervention systems, as well as analyze and support increased academic achievement for our Special Education students. We will continue our work on developing our Multi-Lingual Learner Masterplan to support our ML students. Furthermore, we will also continue to develop programs that support relevant, experiential learning opportunities to support both student engagement across our grade levels, as well as College and Career readiness for our high school graduates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of adopted academic content and performance standards (2)	100%			100%	
1.2	Students have access to standards aligned materials - digital or otherwise (1)	100%			100% of students 1 to 1 with district provided learning device. TK-12	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standards in ELA and Math clearly articulated across grade levels	
1.3	ML students access to the standard and gains in academic content knowledge (2)	100%			100%, while in addition receiving focused EL instruction guided by ML master plan.	
1.4	All teachers are appropriately assigned and fully credentialed (1)	90%			100% of teachers appropriately assigned and fully credentialed.	
1.5	CAASPP ELA (4)	39.83% Met or Exceeded Standards			55% Met or Exceeded Standards	
1.6	CAASPP Math (4)	25.33% Met or Exceeded Standards			40% Met or Exceeded Standards	
1.7	Fastbridge ELA (4)	K-1 31% at or above grade level 2-12 43% at or above grade level			K-1 46% at or above grade level 2-12 58% at or above grade level	
1.8	Fastbridge Math (4)	K-1 68% at or above grade level 2-12 45% at or above grade level			K-1 83% at or above grade level 2-12 60% at or above grade level	
1.9	High School Writing Benchmark (4)	75% proficient or higher			85% proficient or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	ELPAC (4)	No baseline			85% of students show individual growth each year	
1.11	English Learner Reclassification rate (4)	24%			Increase by 5% each year.	
1.12	AP Passage Rate (3 or higher) (4)	62%			75%	
1.13	% of pupils who complete course for entrance to UC or CSU or Career Tech (4)	52%			67%	
1.14	% of students deemed Prepared by College and Career Dashboard (4)	31%			60%	
1.15	CTE Course Enrollment (5))	39 students			80 students	
1.16	% of students who complete CTE Sequence	10%			30%	
1.17	Chronic Absenteeism Rates (5)	25.7% Chronic Absenteeism			Under 10%	
1.18	Number of Student Internships (5)	12 students			25 students	
1.19	Number of Job Shadows (5)	3 students			25 students	
1.20	All students, including our unduplicated and special education students, have access to a broad course of study (7)	100%			100% Access K-12	
1.21	The means of monitoring the broad course of study - report cards, master schedule, etc. (8)	100%			100%. All student receive 2 report cards per year, and up to 6 additional progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reports in grades 4-12. Masters schedules TK-12 reflect access to a broad course of study.	

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	Tier 1 ELA Instruction	Instructional Coaching and Professional Development for all Instructional Staff	\$6,005,306.63	No

Action #	Title	Description	Total Funds	Contributing
1.2	Tier 1 Math Instruction	Instructional Coaching and Professional Development for all Instructional Staff *Costs associated with this action are in Goal 1, Action 1.1		No
1.3	Tier 2 Intervention	Multitiered System of Support Committee Work, Data Review Meetings	\$213,142.21	No
1.4	Special Education Program Review and Development	Focus on increasing academic achievement across all subject areas for special education students, work with SELPA for root cause analysis around Academic Achievement for special education students.	\$2,448,642.06	No
1.5	Multilingual Learner Instruction	Continue the develop of the ML Masterplan, Implementation of the newcomer intake process, integrated ELD	\$190,374.82	Yes
1.6	Multilingual Learner Supports	Train staff to provide targeted ELD support to designated students as needed.	\$859,589.78	Yes
1.7	Develop relevant, curriculum embedded learning experiences at all grade levels	CTE Farm to School Program, Develop K-12 Experiential Learning Framework, Increase Job Shadow and Internship Opportunities	\$67,619.08	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop systems and structures to engage all educational partners to be involved in the district community and have opportunities to participate in district decision-making.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a result of analysis of district data related to chronic absenteeism, student mental health, and school climate, as well as information gathered through engagement with our educational partners in a variety of mediums, this goal has been developed with focused actions designed to enhance community engagement in a variety of ways, as well as great structures for the ongoing collection of student input. By amplifying our existing communities, though educating community partners about their roles within these committees, we will develop processes for more effective shared decision-making. In addition, by offering families multiple ways to participate in their child's school community, we will create opportunities for family engagement that meet the varied needs of our families. Finally, with organized structures for students to share feedback about their experiences, and representation in decision-making structures, we will increase student sense of voice and belonging in their school communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Site Council Agenda and Minutes (3)	4 Site Council Meetings a Year			All School Site Councils will hold 8 meetings a year.	
2.2	Single Plan For Student Achievement (3)	All Site Councils Update Each Year			All Site Councils Update SPSA each year	
2.3	ELAC Agenda and Minutes (3)	4 ELAC Meetings a Year			6 ELAC Meetings a Year	
2.4	DELAC Agenda and Minutes (3)	3 DELAC Meetings			4 DELAC Meetings per Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Attendance Rate (5)	Excused absences: 71.7% Unexcused absences: 28.3%			Excused absences: 71.7% Unexcused absences: 28.3%	
2.6	Middle School Dropout Rate (5)	0			0	
2.7	High School Dropout Rate (5)	0			0	
2.8	High School Graduation Rate (5)	93.2%			100%	
2.9	Suspension Rates (5)	32 suspensions			No more than 10 suspensions per year	
2.10	Expulsion Rate (5)	2			0	
2.11	California Healthy Kids Survey School Climate Report (6)	35% reporting Meaningful Participation			60% reporting Meaningful Participation	
2.12	Fastbridge SEL (6)	No baseline			100% Participation	

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	Develop robust School Site Councils	Develop structures for shared decision-making among educational partners through the development of our Site Councils	\$67,619.08	No
2.2	Develop robust ELACs & DELAC	Develop structures for shared learning and decision-making with the parents of our Language Learners.	\$150,471.82	Yes
2.3	Create a tiered system for Family Engagement	Offer opportunities and support for families to be involved in their school community at three different commitment levels: training to be a member of a school committee or council, providing opportunities to participate as school volunteer, hosting family engagements events at each school site.	\$295,506.97	No
2.4	Develop a Student Board Representative Position	Develop a meaningful student board representative position that includes the following: Job Description, Application Process, Selection Process, Compensation.	\$11,493.15	No
2.5	Adopt Empathy Interviews as a strategy to collect Student Voice	Train staff on the use of empathy interviews to engage student and gather input that supports decision-making.	\$11,493.15	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a culture of excellence and accountability among educational partners that focuses on meeting student's academic and social emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A main district priority is to focus on developing a culture of excellence and accountability. This goal is developed a vehicle to address this priority, with actions designed to enhance areas of our program that is include our basic services, student engagement efforts, and our school climates. Based on the analysis of student performance and survey data, as well as input gathered while engaging education partners, we have focused each action below on moving our district forward in these important areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Site FIT Reports (1)	All schools average "Good" conditions			Maintain "Good" average for conditions at all schools.	
3.2	Deferred Maintenance (1)	Deferred Maintenance recommendations from Summer 2024			A long term facility maintenance plan that prioritizes upgrades and has a dedicated budget.	
3.3	California Healthy Kids Parent Survey Data (6)	No Baseline			45% of Parents will complete the CHKS Parent Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	California Healthy Kids Survey Mental Health Report (6)	44% of high school students reports a sense of optimism 40% of high school students report chronic sadness			60% of high school students reports a sense of optimism 20% of high school students report chronic sadness	
3.5	Community Schools Annual Update	No Baseline			Annual reporting will share the ongoing development of Community Schools	
3.6	Annual Transportation Report	No Baseline			Transportation Report will show that increasingly shorter bus routes, all students being served	
3.7	California Healthy Kids Survey School Climate Report (6)	35% reporting Meaningful Participation			60% reporting Meaningful Participation	
3.8	Chronic Absenteeism Rates (5)	25.7% Chronic Absenteeism			Under 10%	
3.9	Fastbridge SEL (6)	No baseline			100% participation	
3.10	California Healthy Kids Survey for Parents, including participation from parents of unduplicated and special education students (6)	20% participation			60% participation	
3.11	California Healthy Kids Survey for teachers and staff (6)	60% participation			90% participation	

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	Implement a District Communication Plan	Communications plan will focus on four main areas: Ongoing Information/Events and Accomplishment/Emergency Notifications/Student+District Performance	\$282,864.47	No
3.2	Support clean, healthy, and safe schools through on going maintenance and upgrades	Deferred Maintenance Plan, Security Upgrades, Ongoing Maintenance of School and District Sites	\$1,305,757.00	No
3.3	Continue the development and implementation of the District Wellness Program	Restorative Practices, Trauma Informed Practices, Peer to Peer Social Emotional Learning, Adopting a Social Emotional Learning Curriculum	\$16,730.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Continue the implementation of Community Schools	Development of the focus goals for three participation sites: Tomales Elementary, Bodega Bay School, and West Marin School.	\$438,947.00	No
3.5	Increase the number of meals that are scratch cooked with local ingredients within our School Nutrition Program	Focus on procurement, menu development and preparation	\$337,481.68	No
3.6	Continue to Develop Consistence Practices to Address Chronic Absenteeism	Policies, Procedures, Student and Family Connection	\$346,618.32	No
3.7	Home-to-school transportation	Continue to provide access to reliable home-to-school transportation	\$1,416,981.00	Yes
3.8	Continuing to Develop High Quality Extended Learning Opportunities	Focus areas will include the continue development of after school and intersession programs, the development of Tomales Youth Center, and increased partnerships for enrichment activities and tutoring.	\$364,150.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase academic achievement while decreasing chronic absenteeism for all students at Bodega Bay School	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As Bodega Bay School qualifies for Equity Multiplier Funding, this goal is developed to address the specific needs of the students at Bodega Bay School, in relation to both their academic achievement as well as their chronic absenteeism. As the district's only school with multiage classrooms, Bodega Bay staff will have the opportunity to engage in professional development that is specific to supporting educators in multiage classrooms. In addition, as a site with limited administrative office support, another actions will utilize equity multiplier funds to offer increased administrative office support to communicate with families to ensure greater consistency in attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fastbridge ELA (4)	K-1 31% at or above grade level 2-5 43% at or above grade level			K-1 46% at or above grade level 2-5 58% at or above grade level	
4.2	Fastbridge Math (4)	K-1 68% at or above grade level 2-5 45% at or above grade level			K-1 80% at or above grade level 2-5 60% at or above grade level	
4.3	Chronic Absenteeism Rates (5)	17%			Under 10%	
4.4	Fastbridge SEL (6)	No baseline			100% participation	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Multiage Classroom Instructional Support	Instructional Coaching and Professional Development for all Instructional Staff, with a focus on Multi-age classrooms.	\$35,000.00	No
4.2	Increase Home to School Connections	Staffing to support the development of more home to school connections, as well as access to services to support more regular attendance.	\$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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
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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
\$937,320	\$73,675

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
18.776%	1.957%	\$96,774.25	20.733%

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
3.7	<p>Action: Home-to-school transportation</p> <p>Need: Home-to-school transportation gives low-income students access to reliable transportation to and from school.</p> <p>Scope:</p>	<p>Desired outcomes support the Districts diverse student population:</p> <ul style="list-style-type: none"> • Reduce chronic absenteeism • Increase on-time arrival to schools • Increase access to school intervention programs 	Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<ul style="list-style-type: none"> Increase attendance by giving students without transportation the ability to attend school regularly 	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Multilingual Learner Instruction</p> <p>Need: Based on data reviewed, as well as feedback gathered from engaging educational partners, including input from our ELAC and DELAC committees, our ML students need additional support with reading and writing.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We will continue to develop an ML Masterplan, focusing on the coaching related to integrated ELD instruction, progress monitoring, and specific support for our newcomer students and families.	CAASPP ELA Scores, ELPAC Scores, High School Writing Benchmark Assessment.
1.6	<p>Action: Multilingual Learner Supports</p> <p>Need: Based on data reviewed, as well as feedback gathered from engaging educational partners, including input from our ELAC and DELAC committees, certain ML students will need</p>	Continuing to train our para educator staff to grow their capacity to support ML students with the support they need across all school sites.	CAASPP ELA Scores, ELPAC Scores, High School Writing Benchmark Assessment.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>more targeted support in individual and small group settings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.2	<p>Action: Develop robust ELACs & DELAC</p> <p>Need: Based on feedback gathered during our engagement with our education partners, in particular the families of our Multilingual Learner students, there is a need for more robust ELAC and DELAC committees to help empower parents to support their students academic success</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The development of more robust ELAC and DELAC committees will expand opportunities for families of MLL students to learn about our school system and feel empowered to participate in shared decision-making related to our systems and programs. It will also help them to feel more equipped to support their child's learning.	Meeting attendance logs, agendas, and minutes. Student attendance rates.

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

Additional Concentration Grant Funding

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

Our additional staffing at our schools with a high concentration of Unduplicated Pupils will focus on three key areas for supporting our students. To begin, this additional staff will support in providing additional, targeted, individual and small group instructional support for students who are identified through our data review processes. In addition, decreasing the student to staff ratios at these schools will help

with relationship building for our students, working to support a greater sense of belonging within classrooms and school programs. Finally, this funding helps to ensure that we can offer a more comprehensive selection of program options for our students, with art, physical education, and Spanish programs at our primary schools, and career technical education electives for our secondary programs.

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	15:1	10:1
Staff-to-student ratio of certificated staff providing direct services to students	13:1	9:1

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	4,991,998	937,320	18.776%	1.957%	20.733%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,610,741.04	\$3,996,679.80	\$1,049,125.58	\$224,241.80	\$14,880,788.22	\$11,890,318.17	\$2,990,470.05

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	Tier 1 ELA Instruction	All	No			All Schools		\$5,927,933.63	\$77,373.00	\$4,832,538.57	\$394,879.74	\$777,888.32		\$6,005,306.63	
1	1.2	Tier 1 Math Instruction	All	No			All Schools									
1	1.3	Tier 2 Intervention	All	No			All Schools		\$213,142.21	\$0.00	\$213,142.21				\$213,142.21	
1	1.4	Special Education Program Review and Development	Students with Disabilities	No			All Schools		\$1,456,994.01	\$991,648.05		\$2,448,642.06			\$2,448,642.06	
1	1.5	Multilingual Learner Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$190,374.82	\$0.00	\$136,998.17		\$38,910.08	\$14,466.57	\$190,374.82	
1	1.6	Multilingual Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$859,589.78	\$0.00	\$477,949.64		\$176,687.10	\$204,953.04	\$859,589.78	
1	1.7	Develop relevant, curriculum embedded learning experiences at all grade levels	All	No			All Schools		\$67,619.08	\$0.00	\$67,619.08				\$67,619.08	
2	2.1	Develop robust School Site Councils	All	No			All Schools		\$67,619.08	\$0.00	\$67,619.08				\$67,619.08	
2	2.2	Develop robust ELACs & DELAC	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		\$150,471.82	\$0.00	\$106,739.55		\$38,910.08	\$4,822.19	\$150,471.82	

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
					Group(s)											
2	2.3	Create a tiered system for Family Engagement	All	No			All Schools		\$295,506.97	\$0.00	\$295,506.97				\$295,506.97	
2	2.4	Develop a Student Board Representative Position	All	No			All Schools		\$11,493.15	\$0.00	\$11,493.15				\$11,493.15	
2	2.5	Adopt Empathy Interviews as a strategy to collect Student Voice	All	No			All Schools		\$11,493.15	\$0.00	\$11,493.15				\$11,493.15	
3	3.1	Implement a District Communication Plan	All	No			All Schools		\$272,064.47	\$10,800.00	\$282,864.47				\$282,864.47	
3	3.2	Support clean, healthy, and safe schools through on going maintenance and upgrades	All	No			All Schools		\$684,055.00	\$621,702.00	\$1,305,757.00				\$1,305,757.00	
3	3.3	Continue the development and implementation of the District Wellness Program	All	No			All Schools		\$0.00	\$16,730.00			\$16,730.00		\$16,730.00	
3	3.4	Continue the implementation of Community Schools	All	No			Specific Schools: Tomales Elementary, Bodega Bay School, West Marin School.		\$192,238.00	\$246,709.00		\$438,947.00			\$438,947.00	
3	3.5	Increase the number of meals that are scratch cooked with local ingredients within our School Nutrition Program	All	No			All Schools		\$37,443.68	\$300,038.00	\$337,481.68				\$337,481.68	
3	3.6	Continue to Develop Consistence Practices to Address Chronic Absenteeism	All	No			All Schools		\$346,618.32	\$0.00	\$346,618.32				\$346,618.32	
3	3.7	Home-to-school transportation	Low Income	Yes	LEA-wide	Low Income	All Schools		\$1,020,315.00	\$396,666.00	\$1,116,920.00	\$300,061.00			\$1,416,981.00	
3	3.8	Continuing to Develop High Quality Extended Learning Opportunities	All	No			All Schools		\$35,346.00	\$328,804.00		\$364,150.00			\$364,150.00	
4	4.1	Multiage Classroom Instructional Support	All	No			Specific Schools:		\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bodega Bay School TK-5th grade									
4	4.2	Increase Home to School Connections	All	No			Specific Schools: Bodega Bay School PK-5th grade		\$15,000.00	\$0.00		\$15,000.00			\$15,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,991,998	937,320	18.776%	1.957%	20.733%	\$1,838,607.36	0.000%	36.831 %	Total:	\$1,838,607.36
								LEA-wide Total:	\$1,116,920.00
								Limited Total:	\$721,687.36
								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	1.5	Multilingual Learner Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$136,998.17	
1	1.6	Multilingual Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$477,949.64	
2	2.2	Develop robust ELACs & DELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$106,739.55	
3	3.7	Home-to-school transportation	Yes	LEA-wide	Low Income	All Schools	\$1,116,920.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,218,660.00	\$16,829,061.17

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	English Learner Coordinator	Yes	\$144,189.00	\$130,269.31
1	1.2	Plan for English Learners	Yes	\$67,193.00	\$239,571.26
1	1.3	ELA	No	\$6,665,105.00	\$7,384,495.35
1	1.4	AVID	Yes	\$20,000.00	\$0.00
1	1.5	Assessment	No		\$0.00
1	1.6	Mathematics	No		\$0.00
1	1.7	Career Tech Education	No	\$130,043.00	\$231,789.51
1	1.8	Academic Interventions	Yes	\$722,747.00	\$662,597.63
1	1.9	Extended Learning Opportunity Program		\$712,937.00	\$470,589.71
2	2.1	Increase staffing support to students/address mental health needs	No	\$115,703.00	\$126,153.23
		22-23 Modified: Refine district wellness team			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Social Emotional Curriculum	No	\$5,000.00	\$2,076.00
2	2.3	Trauma Informed Practices	Yes	\$142,610.00	\$195,319.46
2	2.4	Restorative practices	Yes	\$170,610.00	\$339,062.22
2	2.5	Attendance	No	\$488,724.00	\$500,330.75
2	2.6	Student nutrition - food service	No	\$1,037,228.00	\$963,845.00
2	2.7	Intervention	No	\$470,350.00	\$399,191.80
3	3.1	School/Home communication	No	\$281,618.00	\$291,045.87
3	3.2	Website	No	\$7,300.00	\$7,300.00
3	3.3	Family education	No	\$45,303.00	\$43,338.43
3	3.4	Family participation	No	\$5,000.00	\$5,000.00
4	4.1	Facility upgrades 2021	No		\$0.00
4	4.2	Facility Upgrades - 2022	No	\$2,237,000.00	\$1,685,368.00
4	4.3	CTE Agriculture classroom and demonstration kitchen	No	\$2,500,000.00	\$2,994,172.00
4	4.4	Assess/improve digital infrastructure	No	\$100,000.00	\$7,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Develop outdoor learning spaces	No	\$100,000.00	\$72,539.09
4	4.6	Deferred Maintenance Plan		\$40,000.00	\$77,231.55
4	4.7	Site facility safety and security evaluation and upgrade		\$10,000.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$828,684	\$676,140.00	\$731,909.75	(\$55,769.75)	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	English Learner Coordinator	Yes	\$66,034.00	\$0.00		
1	1.2	Plan for English Learners	Yes	\$67,193.00	\$229,647.57		
1	1.4	AVID	Yes		\$0.00		
1	1.8	Academic Interventions	Yes	\$229,693.00	\$180,755.58		
2	2.3	Trauma Informed Practices	Yes	\$142,610.00	\$91,859.03		
2	2.4	Restorative practices	Yes	\$170,610.00	\$229,647.57		

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)
\$4,944,422	\$828,684	0	16.760%	\$731,909.75	0.000%	14.803%	\$96,774.25	1.957%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[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).

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