



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ynez Valley Union High School District

CDS Code: 42 69328 4236345

School Year: 2024-25

LEA contact information:

Kimberly Sheehan

Superintendent

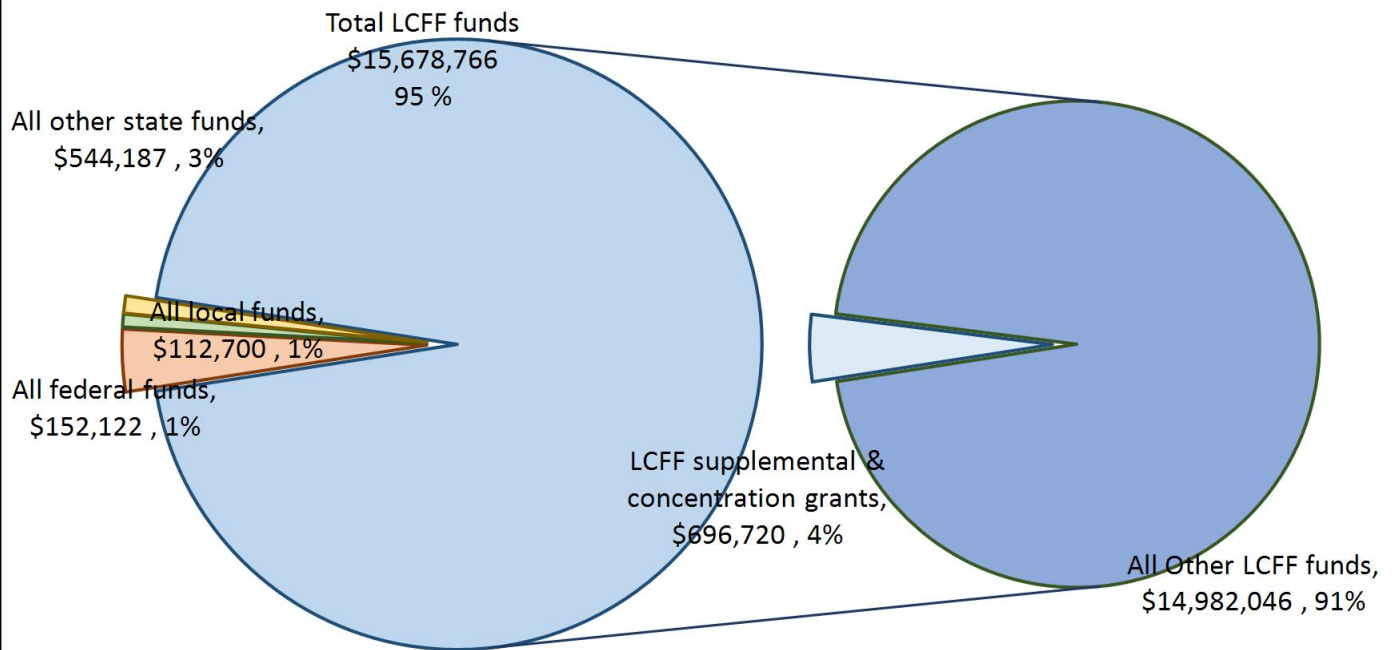
ksheehan@syvuhd.org

805--688--6487

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

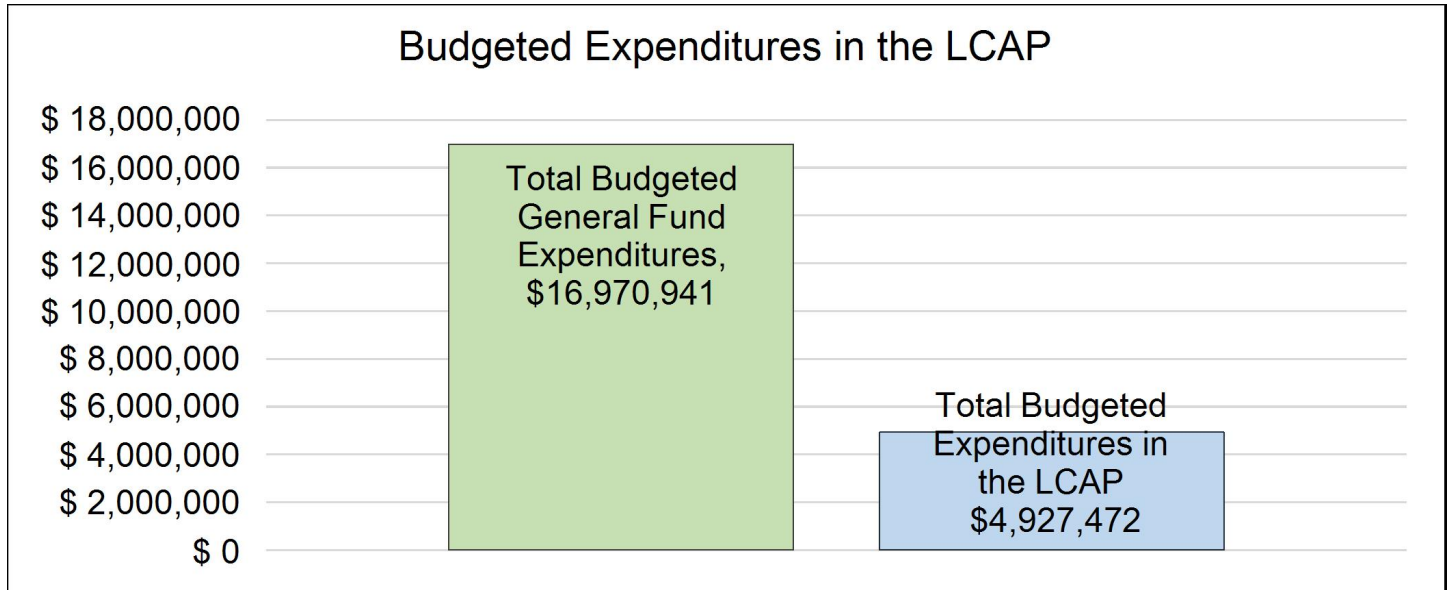


This chart shows the total general purpose revenue Santa Ynez Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Ynez Valley Union High School District is \$16,487,774.49, of which \$15,678,765.66 is Local Control Funding Formula (LCFF), \$544,187.00 is other state funds, \$112,700.00 is local funds, and \$152,121.83 is federal funds. Of the \$15,678,765.66 in LCFF Funds, \$696,720.00 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 Santa Ynez Valley Union High 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: Santa Ynez Valley Union High School District plans to spend \$16,970,941 for the 2024-25 school year. Of that amount, \$4,927,471.99 is tied to actions/services in the LCAP and \$12,043,469.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

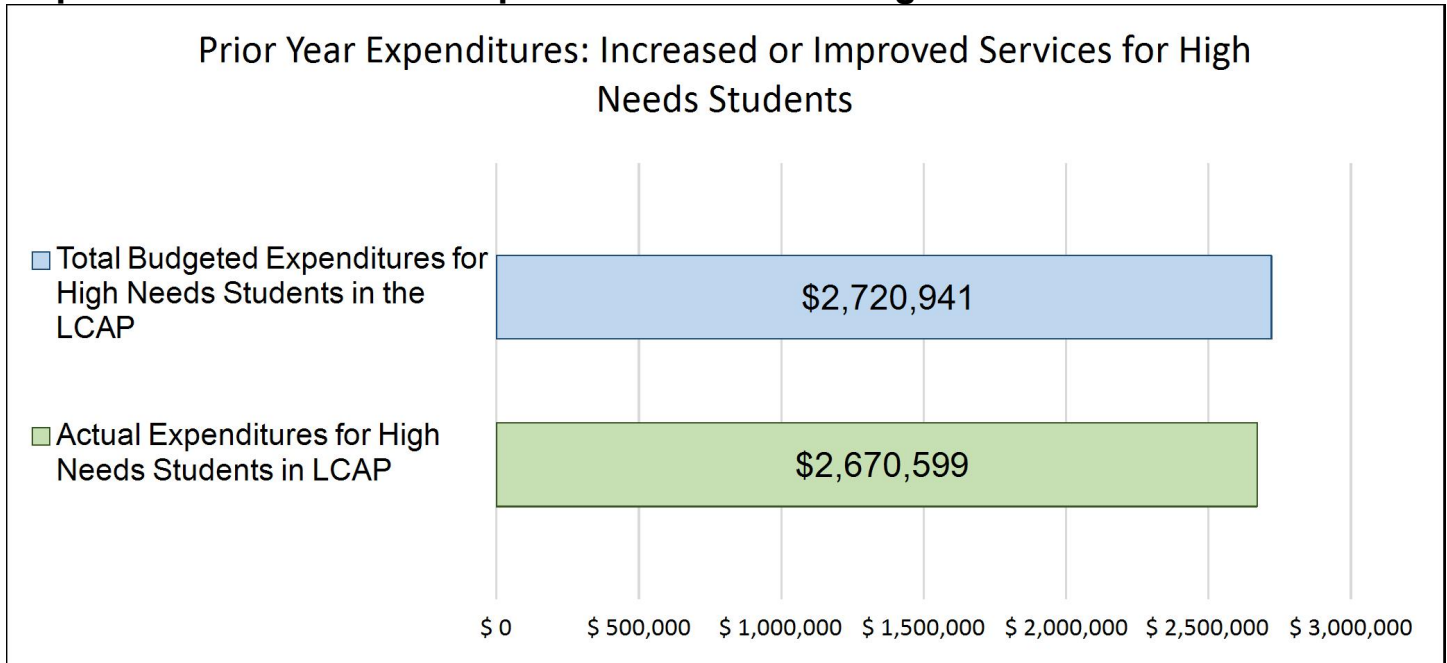
Not all of the expenditures related to the district's core educational program are included in the LCAP. Some of the expenditures not contained in the LCAP include salaries and benefits related to teachers, special education programs, administration, and maintenance. Other non salaries and benefits not incorporated would include utilities, legal fees, and property insurance. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to review our website on which our SACS budget documents are posted www.syvuhd.org/budget/.

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

In 2024-25, Santa Ynez Valley Union High School District is projecting it will receive \$696,720.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Ynez Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ynez Valley Union High School District plans to spend \$885,267.00 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 Santa Ynez Valley Union High 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 Santa Ynez Valley Union High 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, Santa Ynez Valley Union High School District's LCAP budgeted \$2,720,941 for planned actions to increase or improve services for high needs students. Santa Ynez Valley Union High School District actually spent \$2,670,599 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$50,342 had the following impact on Santa Ynez Valley Union High School District's ability to increase or improve services for high needs students:

The district budgeted more for actions and services to increase or improve services for high needs students in 2023-24 than we were required. Not all actions were implemented as planned due to a transition in leadership.



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
Santa Ynez Valley Union High School District	Kimberly Sheehan Superintendent	ksheehan@syvuhsd.org 805--688--6487

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate completion of a broad course of study and will be college and career ready upon graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students meeting or exceeding standards in English on the California Assessment of Student Performance and Progress (CAASPP)	64.1% (2018-2019 data)	Star Renaissance ELA grade 11 in 2021 - 159 students; 67% met or exceeded	70.18% (2021-22)	67.9% (2022-23)	85%
Students meeting or exceeding standards in Mathematics on the California Assessment of Student Performance and Progress (CAASPP)	37.3% (2018-2019 data)	Star Renaissance Math grade 11 in 2021 - 113 students; 93% met or exceeded	39.51% (2021-22)	39.6% (2022-23)	55%
Early Assessment Program (EAP) English readiness rates	64.1% (2018-2019 data)	Not administered in 2021	70.18%	67.9% (2022-23)	85%
Early Assessment Program (EAP) Mathematics readiness rates	37.3% (2018-2019 data)	Not administered in 2021	39.51%	39.6% (2022-23)	55%
Passing rate of C or better in English	Fall 2019 - 88.5% Spring 2020 - 75.1%	2020 Fall Semester: 80.4% (666/828)	2021 Fall Semester: 84.8% (714/842) 2022	2022 Fall Semester: 81.56%; (686/841);	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Arts courses based on semester grades		2021 Spring Semester: 82.4% (682/828)	Spring Semester: 82.3% (681/827)	2023 Spring Semester: 77.68% (665/856)	
Passing rate of C or better in Mathematics courses based on semester grades	Fall 2019 - 84.7% Spring 2020 - 80.4%	Fall 2020 - 81.1% (623/778) Spring 2021 - 81.9% (627/766)	2021 Fall Semester: 84.8% (680/802) 2022 Spring Semester: 81.9% (624/762)	2022 Fall Semester: 82.92% (680/820); 2023 Spring Semester: 77.51% (624/805)	90%
Passing rate of C or better in Science courses based on semester grades	Fall 2019 - 87.4% Spring 2020 - 76.1%	Fall 2020 - 81.2% (566/697) Spring 2021 - 82.9% (566/683)	2021 Fall Semester: 83.3% (619/743) 2022 Spring Semester: 81.7% (582/712)	2022 Fall Semester: 79.25% (619/781); 2023 Spring Semester: 78.92% (603/764)	90%
Passing rate of C or better in Social Studies courses based on semester grades	Fall 2019 - 83.4% Spring 2020 - 78.0%	Fall 2020 - 87.5% (531/607) Spring 2021 - 83.6% (510/610)	2021 Fall Semester: 84.3% (511/606) 2022 Spring Semester: 83.5% (496/594)	2022 Fall Semester: 87.61% (552/630); 2023 Spring Semester: 84.91% (529/623)	90%
Percentage of Career Technical Education (CTE) Pathway Completers	2019-2020 School year 13.7% (32 students)	2020-2021 School Year 20.3% (48 students)	2021-22 School Year 16.1% (34 Students)	10.1% (22-23)	25%
A-G Completion Rates	2019-2020 School year 35.9%	2020- 2021 School Year 48.2% (107 students)	2021-22 School Year 48.3% (102 Students)	42.0% (22-23)	60%
Dual Enrollment Completion Rates	2019-2020 School year 70.1% (138/197 students)	2020-2021 School Year 84.7% (200 students)	2021-2022 School Year: 91.4% (349 - duplicated count) (231 - unduplicated count)	93.65% (384/410) (22-23)	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Biliteracy Seal Earners	2019-2020 School year 17.6% (34 students)	2020-2021 School Year 27.5% (61 students)	2021-22 School Year 14.2% (30 Students)	19 (10.43%) (22-23)	25%
Percentage of students enrolled in Honors and/or Advanced Placement courses	2019-2020 School year 51.8% (452 students)	2020-2021 School Year 40.9% (340 students)	2021-2022 School Year 43.1% (357 students-duplicated)	36.91% (316/856) (22-23)	55%
Advanced Placement Pass Rates (3 or better)	2019-2020 School year 81.0%	2020-2021 School Year 75.0% CA Dashboard Metric 22.6% (50) *Students in the four-year graduation rate (236) cohort by student group who scored 3 or higher on at least two Advanced Placement exams.	2021-22 School Year 82.0%	77.6% (22-23)	90%
Percentage of students considered "Prepared" by the College/Career Indicator	2018-2019 School year 77.2%	Waived due to COVID-19	Not reported in 2022	58.8% (22-23)	85%
Percentage of Socioeconomically Disadvantaged students who are considered "Prepared"	2018-2019 School year 62.9%	Waived due to COVID-19	Not reported in 2022	43.5% (22-23)	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the College/Career Indicator					
Graduation Rate	2019-2020 School year 95% (corrected)	2020-21 School Year 91.5%	2021-22 School Year 95.20%	93.1% (22-23)	100%
Number of CTE pathways	8	6 Complete 5 Partial	6 Complete 5 Partial	6 complete pathways & 5 incomplete	12
Percentage of teachers appropriately assigned and fully credentialed	100%	90%	93%	88.8%	100%
Percentage of students with sufficient access to standards-aligned instructional materials	100%	100%	100%	100%	100%

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.

- 1.04: Schoolwide AVID strategies - Staff attended conference, but schoolwide AVID strategies were not implemented due to changes in leadership and direction of the AVID program.
- 1.05: Extra hours and/or release time for teachers [Action Modified] - SYLearns online Professional Development - Though the licensing continued, there was no implementation/use of SYLearns in 23/24 due to leadership changes.
- 1.06: Instructional Rounds (IR) release time (Substitute coverage) - Instructional Rounds in Education were not utilized or completed.
- 1.07: Smarter Balanced Interim Assessments in Math and English [Action Modified] - Evaluate Smarter Balanced Interim Assessments in Math and English -No progress on action due to changes in leadership.
- 1.08: STAR Reading Assessments [Action Modified] Evaluate the implementation of Renaissance Learning STAR Assessments - No progress on action.

1.11: Collaborative Learning Environment - Furniture - Six classrooms were provided modernized classroom furniture.

The following are some of the actions with successes and challenges. First is a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in *italics*.

Successes:

1.01: Professional Development - Professional Learning Communities (PLCs) - Teachers received PD on technology, pedagogy and practices for improved learning outcomes.

1.02: Expository Reading and Writing Course (ERWC) Training and Implementation [Action Modified] - Dual-Enrollment - There was a fully implemented Taft College dual enrollment English course for seniors.

1.09: Career Technical Education Lead - This action was effective in supporting the CTE program throughout the LEA.

1.10: Counseling Office Reorganization - These changes continued to be implemented for students through the Health and Wellness Coordinator and School Counselors. Data was also used to identify students in need of tiered supports for the 2nd year.

1.11: Collaborative Learning Environment - Furniture - The classrooms that were modernized allow for more collaborative environments.

1.13: ILT - Teacher Instructional Leadership Team [Action modified] Teacher Release time - Constructive communication was held with all staff about grading policies and school board policy. We also began to implement Aeries-Canvas Gradebook Passback with the support of teachers during assigned release time.

1.12: AVID Sections - There were guest speakers, field trips, cornell notes, small group collaboration and study groups. Student could fill out FASFA forms, scholarships and college applications. Study techniques and strategies for tests and homework were also reinforced through these sections.

Challenges:

1.01: Professional Development - Professional Learning Communities (PLCs) - Purposes of the PD need to be communicated more and a more standardized

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 following 5 actions had significant differences between the budgeted and the actual expenditures:

1.01: The 22-23 LCAP did not properly budget for these positions.

1.02: The district had more students enrolled in the dual enrollment option than was anticipated.

1.06: This action was not completed this year.

1.09: The district improperly budgeted for this action in the prior year's LCAP.

1.12: The 22-23 LCAP did not properly budget for these positions.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal.

1.01: Professional Development - Professional Learning Communities (PLCs) - This action was effective at improving teacher capacity in the areas that received PD. Evidence of effectiveness was negligible: % meeting standard on CAASPP Math went from 39.5% (21-22) to 39.6% (22-23).

1.02: Expository Reading and Writing Course (ERWC) Training and Implementation [Action Modified] - Dual-Enrollment - Seniors were able to get college credit and fulfill a GE requirement for college. Evidence of effectiveness: Dual Enrollment completion rate increased over three years.

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and/or is not reflected in the metric outcomes above.

1.03: [Action Removed] The administration of the PSAT - Effectiveness cannot be measured because the action was not started.

1.04: Professional development for all staff to support the implementation of schoolwide AVID strategies: WICOR (Writing, Inquiry, Collaboration, Organization, Reading) in support of Low Income students. - Effectiveness cannot be measured because beyond conference attendance, the action was not started.

1.05: [Action Modified] Implementation of SYLearns online Professional Development platform - Effectiveness cannot be measured because beyond continued subscription, the action was not started.

1.06: Instructional Rounds (IR) - Effectiveness cannot be measured because the action was not started.

1.07: [Action Modified] Smarter Balanced Interim Assessments in Math and English [Action Modified] - Evaluate Smarter Balanced Interim Assessments in Math and English -Effectiveness cannot be measured because the action was not started due to changes in leadership.

1.08: [Action Modified] Principal and Department Chairs will evaluate the implementation of Renaissance Learning STAR Reading and STAR Math compared to the Smarter Balanced Interim Assessments. - Effectiveness cannot be measured because the action was not started due to changes in leadership.

1.09: Career Technical Education Lead - Though the CTE Lead helped to secure grant funding for CTE, there was not an increase in CTE completion rates. The % of students successfully completing CTE pathways went from 13.7% (20-21) to 10.1(22-23).

1.10: Counseling Office Reorganization - This support continues to successfully identify students who need extra layers of support to achieve college and career readiness, but the impacts of the reorganization have not yet reflected in the data. Evidence of effectiveness: % of students successfully completing A-G requirements went from 48.3% (21-22) to 42% (22-23).

1.12: AVID Sections - Though there was strong/positive teacher feedback, AVID sections did not correlate with increased student achievement. Evidence of effectiveness: % of students successfully completing A-G requirements decreased over 3 years and grades of C or better in content areas varied.

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

The common theme amongst the ineffective actions is "change in leadership." Without strong instructional leadership coming out of COVID, the district struggled to return to baseline in many areas. There were also a number of carryover actions that do not reflect the district's current direction (i.e. if after more than a decade, we are still not utilizing Schoolwide AVID strategies, we need to evaluate the need for new actions that can have greater impact on student achievement). Goal 1 has also been modified to encompass some of Goal 3 to create more cohesion within the plan. The new goal reads as follows: Student Achievement: Ensure that all students are academically proficient and college and career ready upon graduation by providing access to a rigorous and broad course of study.

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	SYVUHSD will foster an inclusive and respectful culture that promotes and supports parent participation, equity, student safety, and school connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil-to-counselor ratio	2020-2021 School Year 288 to 1	2021-22 School Year 277:1	2021-22 school year 284:1	280 to 1 (2022-23 school year)	Maintain 300 to 1 ratio
Number of registrations on the district's ParentSquare App	100%	1,547 parents; 998 students; 106 staff (97% contactable)	1,395 parents, 881 students, 101 staff (99% contactable)	1,507 parents, 1018 students, 92 staff (97%contactable)	100%
Williams Uniform Complaints	0	0	0	0	0
Pupils, parents, and staff sense of safety and school connectedness (survey)	Student Surveys: I feel comfortable asking my teachers questions. 64.4% Agree/Strongly Agree 6.4% Disagree/Strongly Disagree I am respected and treated	2021-22 Student Survey (376 responses): Rate the level to which you feel the following at School: Safe: 65.2% Frequently, 28.9% Sometimes, 2.7% Rarely, 2.4% Never	2022-23 CA Healthy Kids Survey: (183 9th Grade 83%, 176 11th Grade 83%) There is a teacher or some other adult from my school who listens to me when I have something to say. 9th Grade: 59% Very or Pretty much true	53.8%	Student Surveys: I feel comfortable asking my teachers questions. 75% Agree/Strongly Agree 3% Disagree/Strongly Disagree I am respected and treated fairly by staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>fairly by staff. 72.1% Agree/Strongly Agree 3.0% Disagree/Strongly Disagree</p> <p>I am happy to be at this school. 62.7% Agree/Strongly Agree 10.3% Disagree/Strongly Disagree</p> <p>At my school, there is a teacher or some other adult who really cares about me. 67.8% Agree/Strongly Agree 9.0% Disagree/Strongly Disagree</p> <p>I feel safe when I'm at school 9th Grade: 80.0% Agree/Strongly Agree 5.0% Disagree/Strongly Disagree 11th Grade:</p>	<p>Included: 44.1% Frequently, 43.9% Sometimes, 8.8% Rarely, 3.2% Never</p> <p>Respected: 41.8% Frequently, 42.3% Sometimes, 11.2% Rarely, 4.8% Never</p> <p>If I have a problem in class, I feel comfortable talking to most of my teachers about it. 20.7% Strongly Agree, 27.4% Agree, 25.8% Neutral, 13% Disagree, 7.7% Strongly Disagree, 5.3% I don't Know</p> <p>My teachers treat me the same as the other students. 26.6% Strongly Agree, 31.4% Agree, 19.9% Neutral, 9% Disagree, 5.6% Strongly Disagree, 7.4% I don't Know</p> <p>If I have a problem outside of class, there are adults in the</p>	<p>34% A little true 7% Not at all true 11th Grade: 62% Very or Pretty much true 27% A little true 11% Not at all true</p> <p>The teachers at this school treat students fairly/The teachers treat students fairly. 9th Grade: 57% Agree/Strongly Agree 27% Neutral 15% Disagree/Strongly Disagree 11th Grade: 43% Agree/Strongly Agree 37% Neutral 30% Disagree/Strongly Disagree</p> <p>I am happy with/to be at this school. 9th Grade: 58% Agree/Strongly Agree 30% Neither disagree or agree</p>		<p>85% Agree/Strongly Agree 2% Disagree/Strongly Disagree</p> <p>I am happy to be at this school. 80% Agree/Strongly Agree 5% Disagree/Strongly Disagree</p> <p>At my school, there is a teacher or some other adult who really cares about me. 80% Agree/Strongly Agree 5% Disagree/Strongly Disagree</p> <p>I feel safe when I'm at school 9th Grade: 90% Agree/Strongly Agree 0% Disagree/Strongly Disagree 11th Grade: 90% Agree/Strongly Agree 0% Disagree/Strongly Disagree</p> <p>Parent Surveys:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>76.0% Agree/Strongly Agree 0.0% Disagree/Strongly Disagree</p> <p>Parent Surveys:</p> <p>Teachers care about the success of my child. 70.1% Agree/Strongly Agree 18.9% Disagree/Strongly Disagree</p> <p>My child is respected by the teachers and staff. 79.5% Agree/Strongly Agree 5.5% Disagree/Strongly Disagree</p> <p>Parent/guardians are encouraged to be an active partner with the school in educating their child. 55.1% Agree/Strongly Agree</p>	<p>school who I can turn to for help. 25.3% Strongly Agree, 22.3% Agree, 24.2% Neutral, 9% Disagree, 8.8% Strongly Disagree, 10.4% I don't Know</p> <p>2021-22 Parent Survey (111 responses):</p> <p>Teachers care about the success of my child. 63% Agree/Strongly Agree 37% Disagree/Strongly Disagree</p> <p>My child is respected by the teachers and staff. 72% Agree/Strongly Agree 14% Disagree/Strongly Disagree</p> <p>Parent/guardians are encouraged to be an active partner with the</p>	<p>12% Disagree/Strongly Disagree 11th Grade: 38% Agree/Strongly Agree 33% Neither disagree or agree 29% Disagree/Strongly Disagree</p> <p>How safe do you feel when you are at school. 9th Grade: 66% Very safe, Safe 32% Neither safe nor unsafe 3% Unsafe/Very unsafe 11th Grade: 53% Very safe, Safe 38% Neither safe nor unsafe 9% Unsafe/Very unsafe</p> <p>2022-23 Parent Survey (60 responses):</p> <p>Teachers care about the success of my child.</p>		<p>Teachers care about the success of my child. 85% Agree/Strongly Agree 8% Disagree/Strongly Disagree</p> <p>My child is respected by the teachers and staff. 85% Agree/Strongly Agree 3% Disagree/Strongly Disagree</p> <p>Parent/guardians are encouraged to be an active partner with the school in educating their child. 70% Agree/Strongly Agree 10% Disagree/Strongly Disagree</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	22.0% Disagree/Strongly Disagree	school in educating their child. 52% Neutral/Agree/Strongl y Agree 24% Disagree/Strongly Disagree	55% Agree/Strongly Agree 30% Neutral 15% Disagree/Strongly Disagree My child is respected by the teachers and staff. 70% Agree/Strongly Agree 15% Neutral 12% Disagree/Strongly Disagree Parent/guardians are encouraged to be an active partner with the school in educating their child. 60% Agree/Strongly Agree 20% Neutral 18% Disagree/Strongly Disagree		
Student involvement in extracurricular activities	2019-2020 School Year 74%	Data was not collected for 2020-21	Data was not collected for 2021-22	Data was not collected for 2022-23	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility conditions per Facility Inspection Tool (FIT) Report	100% good or higher	2020-21 SARCS 100% good	2021-22 SARCS 100% good	2022-23 SARCS 100% good	100% good or higher

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.

2.03: Security Cameras [Action modified] Upgrade campus security - More security personnel were added.

The following are some of the actions with successes and challenges.

Successes:

2.01: Comprehensive Health & Wellness Services - Parents, staff, students and admin. have more communication, support and education through these services of health and wellness representatives. Students have increased mentorships programs.

2.02: School Resource Deputy - Helped with school disaster response plan and staff training. He has met with committee members to educate and lead school safety and contingency plan and procedures. He has also helped maintain school discipline and positive student relationships.

2.03: Security Cameras [Action modified] Upgrade campus security - There are more adults to students in the observation ratio. Student physical confrontations have decreased in second semester.

2.08: Parent participation in site and district meetings, events and services - The schools do a big Back to School night that includes sports and clubs with the intent of attracting more parents.

2.10: Freshman Focus/Health Course - All freshmen were able to complete these courses.

2.11: District Wide Athletic Program - The athletic programs have proven successful with more than 70% of students participating in school athletics according to student rosters.

Challenges:

2.04: Link Crew - Freshman Orientation and Mentor Program [Action modified] Integrate Link Crew activities into ASB - There were challenges in finding time to allocate 9th grade student access during the school day.

2.09: Schoolwide Expectations - Leadership turnover at the top has made the required consistency for implementation difficult,

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 following action had significant differences between the budgeted and the actual expenditures:

2.09: The district did not provide PD on anti-bullying, cyberbullying prevention, classroom management, etc.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal:

2.01: Comprehensive Health & Wellness Services - This action is directly related and effective in making progress with this goal. Evidence of effectiveness: School attendance rate went from 88.5% (22-23) to 93.4% (23-24)

2.02: School Resource Deputy - This action supports this goal by providing authoritative and role model presence. Mitigating conflicts before escalating. Promotes student safety for all. Evidence of effectiveness: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from N/D (22-23) to 77.5% (23-24).

2.03: Security Cameras [Action modified] Upgrade campus security - This action focuses mostly on student safety portion of this goal. Evidence of effectiveness: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from N/D (22-23) to 77.5% (23-24).

2.05: Communications in English and Spanish - Emails and texts are highly effective since most people receive them and see the information. Parent community meetings have some participation but could improve. Evidence of effectiveness: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from N/D (22-23) to 53.8% (23-24).

2.11: District Wide Athletic Program - Athletics continues to help foster student connectedness to their school, community, and scholastic success. Evidence of effectiveness: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from N/D (22-23) to 53.8% (23-24).

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.

Certain actions related to communication are now encompassed in Goal 3, and other actions have been adjusted to better reflect the district's current direction (i.e. the freshmen support program is developing its own identity outside of Link Crew). This goal was changed in the 2024-25 LCAP to create more cohesion throughout the plan. The new goal reads as follows: Culture and Climate: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members.

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	Provide equitable tiered systems of support academically, behaviorally, and social-emotionally for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of behavior referrals	746	2020-21 School Year: 395	2021-22 School Year: 1,132	N/D	500
District suspension rate	2018-2019 School Year 6.3% 2019-2020 School Year 4.2%	2020-2021 School Year: 0.9%	2021-22 School Year: 3.8%	6.1% (22-23)	3.0%
District expulsion rate	0	2020-21 School Year: .1% (corrected)	2021-22 School Year: 0.23%	0.1%	0
District attendance rate	2019-2020 School Year 95.87%	2020-21 School Year P-2: 95.8% (corrected)	2021-22 School Year 88.5%	93.4% (23-24)	98%
Percentage of students identified as chronic absentee	2019-2020 School Year 5.1%	2020-21 School Year 6.3% (55 students)	2021-22 School Year: 24.8% (208 students)	2022-23: 20.6%(179/870)	3.0%
Dropout Rates	2019-2020 School Year 1.0%	2020-21 School Year 1.0%	2021-22 School Year: 4.70%	1.53% (3/195)	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Students Served within Tier 2	128 (14.8%)	127 (15.1%)	212 (24%)	177 (21%)	15%
Number of Students Served within Tier 3	12 (1.4%)	27 (3.2%)	59 (6%)	72 (8.6%)	5%
English Learners meeting or exceeding standards in English on the California Assessment of Student Performance and Progress (CAASPP)	2018-2019 School Year 0.0% (0/5)	CAASPP not administered in 2021 - No alternative assessment data available	0% (0/7)	0% (0/4)	50%
English Learners meeting or exceeding standards in Math on the California Assessment of Student Performance and Progress (CAASPP)	2018-2019 School Year 100% (5/5)	CAASPP not administered in 2021 - No alternative assessment data available	0% (0/7)	0% (0/4)	90%
English Learners with Passing rate of C or better in English Language Arts courses based on semester grades	2019 Fall Semester: 93.5% (29/31) 2020 Spring Semester: 62.1% (18/29)	2020 Fall Semester: 62.5% (20/32) 2021 Spring Semester: 59.4% (19/32)	2021 Fall Semester: 71.9% (23/32) 2022 Spring Semester: 72.4% (21/29)	2022 Fall Semester: 74.19% (23/31); 2023 Spring Semester: 83.33% (23/28)	90%
English Learners with Passing rate of C or better in Mathematics courses based on semester grades	2019 Fall Semester: 69.2% (18/26) 2020 Spring Semester: 84.6% (22/26)	2020 Fall Semester: 50% (16/32) 2021 Spring Semester: 45.2% (14/31)	2021 Fall Semester: 37.9% (11/29) 2022 Spring Semester: 50.0% (13/26)	2022 Fall Semester: 38.70% (12/31); 2023 Spring Semester: 43.33% (13/30)	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Low-Income Students meeting or exceeding standards in English on the California Assessment of Student Performance and Progress (CAASPP)	2018-2019 School Year 70.1% (117/167)	CAASPP not administered in 2021 - No alternative assessment data available	2021-22 School Year 54.91%	54.7% (22-23)	80%
Low-Income Students meeting or exceeding standards in Math on the California Assessment of Student Performance and Progress (CAASPP)	2018-2019 School Year 44.3% (74/167)	CAASPP not administered in 2021 - No alternative assessment data available	2021-22 School Year 21.57%	22.2% (22-23)	55%
Low-Income Students with Passing rate of C or better in English Language Arts courses based on semester grades	2019 Fall Semester: 86.6% (123/142) 2020 Spring Semester: 59.5% (88/143)	2020 Fall Semester: 63.4% (118/186) 2021 Spring Semester: 70.0% (126/180)	2021 Fall Semester: 80.6% (170/211) 2022 Spring Semester: 74.6% (150/201)	2022 Fall Semester: 78.91%% (116/147); 2023 Spring Semester: 71.42% (105/147)	90%
Low-Income Students with Passing rate of C or better in Mathematics courses based on semester grades	2019 Fall Semester: 78.4% (105/134) 2020 Spring Semester: 70.5% (91/129)	2020 Fall Semester: 59.1% (110/186) 2021 Spring Semester: 61.7% (111/180)	2021 Fall Semester: 78.2% (158/202) 2022 Spring Semester: 77.3% (143/185)	2022 Fall Semester: 76.19% (112/147); 2023 Spring Semester: 70.06% (103/147)	90%
Reclassification Rate	2019-2020 School Year 30.4% (7)	2021-2022 School Year 17.6% (6)	2202-23 16.13% (5 out of 31)	28.1%	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 School Year 12.5% (3)				
Students making progress towards English language proficiency	2018-2019 School Year 56.3% (16 English Learners)	2020-21 School Year 15.15% (33 English Learners) Source: Dataquest ELPAC Proficiency	34.6% (26 English Learners)	0% (CA Dashboard)	70%

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.

Two following two actions in this goal had substantive differences between the planned action and the actual action.

3.02: English Learner (Emerging Bilingual) level 3 student guided study support class: All but one guided study section were not continued due to staffing.

3.04 Educational consultants will continue working with the faculty and staff on strategies to support student wellness and empowerment (voice/choice) while aligning the counseling and student services departments to support all students: Due to changes in leadership and identified substantial MTSS program development progress, work with consultants did not take place during the 23-24 school year.

The following are action successes and challenges.

Successes:

3.03: English Learner (Emerging Bilingual) Level 1 & 2 Co-teacher and guided study support class [Action Modified] Spanish speaking aid support - A new paraprofessional was onboarded this year and partnered with a new faculty member to provide increased supports and ore real-world opportunities for students through field trips and increased interactions with students and staff throughout campus.

3.06: Edgenuity for credit recovery, Independent Study, and RHS - This program was used for independent study and credit recovery throughout the district. Approximately 175 students use this platform during the course of a school year.

3.09: Refugio High School (RHS) - RHS has been a success at assists anywhere from 6-15 students with credit recovery.

3.10: Independent Study Opportunity (ISO) - The independent study program utilized Edgenuity for online curriculum. This program provided students with intervention supports within the software and the ability to accommodate diverse group of earners.

Challenges:

- 3.02: English Learner (Emerging Bilingual) level 3 student guided study support class - Staffing and leadership changes prevented us from implementing this course for our English learners.
- 3.05: Aeries Analytics - It has been challenging to get staff to become accustomed to using this tool for instructional support, and a number of coding issues, along with delays in Aeries-Canvas Gradebook Passback have led to data not being as actionable as desired,
- 3.06: Edgenuity for credit recovery, Independent Study, and RHS - Though Edgenuity provides standards-based curriculum, it is difficult to deter students from plagiarizing while using the platform.
- 3.09: Refugio High School (RHS) - The challenge is that some students come to RHS with a significant gap in credits needed to graduate. Every student is a unique challenge and opportunity.

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 following two actions had significant differences between the budgeted and the actual expenditures:

- 3.03: The district improperly budgeted for this action in the prior year's LCAP. The action was budgeted for two sections when there was only one section.
- 3.04: Due to changes in leadership and identified substantial MTSS program development progress, work with initially planned consultants did not take place during the 23-24 school year.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal.

- 3.02: English Learner (Emerging Bilingual) level 3 student guided study support class - Students have been able to get guided support but not all level 3's are being targeted through it. Evidence of effectiveness: Reclassification Rate increased 15% over 3 years; EL students with a C or Better in English classes also increased over the three years.
- 03.03: English Learner (Emerging Bilingual) Level 1 & 2 Co-teacher and guided study support class [Action Modified] Spanish speaking aid support - The English learner class continues to provide support for students. Evidence of effectiveness: Reclassification Rate increased 15% over 3 years; EL students with a C or Better in English classes also increased over the three years.
- 03.07: Summer and Winter Session for credit recovery - This extra instructional time helped with closing the learning loss gap that these students had and that still persists in some students after COVID. Evidence of effectiveness beyond qualitative data was negligible: : % meeting standard on CAASPP Math went from 39.5% (21-22) to 39.6% (22-23).

03.09: Refugio High School (RHS) - RHS has been effective at helping the small percentage of SYVUHSD students that attend RHS in with credit recovery so that they can graduate. Evidence of effectiveness: District dropout rate remains under 2% (after an outlier year right under 5% in 21-22)

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal:

3.01: [Action was one-time funded and is no longer viable] The District will develop and implement math and English interventions and supports. For the 2021 -2022 school year a temporary English and math teacher will be employed and paid for through the Expanded Learning Opportunities Grant which will assist with the planning and development of a systematic intervention program that can be maintained in future years. - Effectiveness cannot be measured because the action was not started.

3.04: Educational consultants will continue working with the faculty and staff on strategies to support student wellness and empowerment (voice/choice) while aligning the counseling and student services departments to support all students. - Effectiveness cannot be measured because the action was maintained in the 23-24 school year.

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.

To create more cohesion within the plan, we collapsed many of the actions from Goal 3 into Goals 1 and 2 within the 2024-2025 LCAP (3.2, 3.3, 3.6, 3.8, 3.9). This goal was changed in the 2024-25 LCAP. Inconsistent leadership has lead to inconsistent results amongst many of our metrics, so there is a attempt throughout the plan to focus on quality metrics rather than quantity that can be measured with more ease year over year to better measure the success or lack thereof of action implementation. Inconsistent leadership has also lead to a need for increased and reinvigorated communication amongst parents, families, and the community as a whole. The new goal reads as follows: Educational Partner Engagement: Increase the level of parent, family and community engagement with the schools.

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
Santa Ynez Valley Union High School District	Kimberly Sheehan Superintendent	ksheehan@syvuhd.org 805--688--6487

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 Santa Ynez Valley Union High School District, located 40 minutes north of Santa Barbara in northern Santa Barbara County, serves students in grades 9-12 across two schools (Santa Ynez Valley Union High School and Refugio Continuation High School). The current enrollment is 862 students (SYVUHS: 851, RHS: 11) of which 25 are English Learners (2.9%), 270 are socioeconomically disadvantaged (31.3%), 112 are students with disabilities (13%), 0 are foster youth, and 6 are homeless youth (0.7%). 48.3% of SYVUHSD students are Hispanic or Latino and 45.8% are White.

The Santa Ynez Valley Union High School serves the entire Santa Ynez Valley as the primary school of matriculation after 8th grade. Although there are two private high schools and various options for home school or modified home educational learning environments, the significant majority of high school--aged students in the Santa Ynez Valley attend Santa Ynez High School. The district provides a variety of programs and supports for students including: AP and Career Technical Education (CTE) programs, Concurrent and Dual Enrollment courses with Allan Hancock Community College, a robust student athletics program, a Health and Wellness Center, English language development program, and special education.

It is the mission of the Santa Ynez Valley Union High School District to provide a rigorous and broad academic experience that connects and engages the social, emotional, and physical needs of every student in a positive and supportive learning environment.

The District's Core Values are as follows:

Excellence: We relentlessly pursue excellence in all academic and organizational endeavors.

Integrity: We believe that no accomplishment has value which has not been completed with integrity.

Opportunity: We believe that all students should have the opportunity to discover and develop their unique strengths.

Community: We are better as a community than we are as individuals in our pursuit of excellence.

Innovation: We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

Reflections: Annual Performance

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

The development of this LCAP took place during a season of major transition for Santa Ynez Valley Union High School District. An examination of our most recent CA School Dashboard and local data allowed for us to see both the successes and specific areas for growth.

English Language Arts and Mathematics

The data regarding student performance in English Language Arts (ELA) and Mathematics assessments reveals a stark contrast in achievement levels. In ELA, students are performing relatively well, with an average of 16.8 points above the standard, although this represents a decline of 11.5 points from the previous year. This suggests that while students are generally meeting grade-level expectations, there is a downward trend that warrants attention. In contrast, the Mathematics performance is significantly lower, with students averaging 67 points below the standard, marking a decline of 18.2 points. The district is also 18 points further below standard than the state overall. This substantial gap indicates that many students are struggling to meet the necessary benchmarks in Mathematics, which could have long-term implications for their academic and career readiness (A-G completion is impacted when students can't successfully complete Algebra II). Actions 1.1, 1.5, and 1.8 are intended to address these achievement gaps in mathematics. The data also highlights disparities among different student groups, particularly those classified as socioeconomically disadvantaged, who are performing in the orange category, indicating a need for targeted interventions to support these students.

College/Career

The data on college and career readiness indicates that 58.8% of students are classified as "prepared" for post-secondary education or careers. This figure reflects a significant achievement, yet it also highlights potential areas for improvement, particularly given that nearly 41.2% of students are not meeting this benchmark. The absence of student groups in the "Very Low" and "Low" categories suggests that there are no extreme deficiencies among certain demographics, but the "Medium" category, which includes Hispanic and socioeconomically disadvantaged students, raises concerns.

English Learner Progress

Though the district does not receive a performance color for the EL Progress indicator (<30 within student group), the data reveals significant struggles with English Learners making progress towards English language proficiency. In 2023, no student progressed at least one ELPI level, and 75% of students decreased at least one ELPI level. This data underscores the need for increased supports to ensure that students advance in their language proficiency over time. Addressing these challenges will be crucial for fostering long-term success in English language acquisition. Actions 1.1, 1.2, 1.3, and 1.5 are intended to address the lack of progress for EL and LTEL students.

Graduation Rate

The graduation rate data for the district reveals both strengths and areas for concern. Overall, the district boasts a graduation rate of 93.1%, categorized as yellow, indicating a relatively high level of success in ensuring students complete their high school education. However, this figure has declined by 2.2%, suggesting potential challenges that may need to be addressed to maintain or improve this rate. When examining specific student groups, the orange category, which includes Hispanic and socioeconomically disadvantaged students, shows graduation rates of 84.8% and 87.1%, respectively. While these rates are commendable, they highlight a disparity compared to the overall rate, indicating that these groups may require additional support to enhance their educational outcomes.

Suspension Rates

The red performance level, which includes English Learners, Students with Disabilities, and students from Two or More Races, indicates a troubling suspension rate, suggesting that these groups may face significant challenges within the school environment. With a suspension rate of 11.4% for English Learners, which increased by 9%, and a 14% suspension rate for students from Two or More Races, it is evident that these students are disproportionately affected by disciplinary actions. In contrast, the orange category, encompassing Hispanic, socioeconomically disadvantaged, and White students, shows a suspension rate of 6.1%, which, while lower than the red category, still reflects a notable increase of 2.3%. This data underscores the need for targeted interventions and support systems to address the underlying issues contributing to these high suspension rates, particularly for the most vulnerable student populations. By focusing on creating a more inclusive and supportive school climate, the district can work towards reducing suspensions and fostering better educational outcomes for all students. Actions 2.3, 2.4, and 2.5 are intended to increase proactive, restorative approaches to discipline in hopes of decreasing suspension rates, specifically for students of two or more races, English Learners, and Students with Disabilities.

Family Engagement

In the development process for this LCAP, only 19% of families responded and out of those who did, only 60% agreed that the district seeks parent input. A thriving school community is dependent upon strong relationships and open lines of communication amongst educational partners. Current data reflects a lack of engagement from those who are essential to the educational success of students. Increased opportunities for authentic engagement and feedback is essential moving forward.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

No District schools were 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.

No District schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No District schools were identified for CSI.

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
Administration	The SYVUHSD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 4/29/2024 and 5/20/2024. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated Staff	SYVUHSD conducted a focus group with all teachers including certificated staff local bargaining unit members on 2/26/2024. During the focus group, a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, and the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete, the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting, the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. An identical focus group process was used for

Educational Partner(s)	Process for Engagement
	the classified staff, student and parent / community educational partner groups.
Classified	SYVUHSD conducted a focus group with the non certificated staff on 2/26/2024. This focus group included classified staff local bargaining unit members
Student	SYVUHSD conducted a focus group with the student educational partner group on 2/26/2024.
Parent / Community	SYVUHSD conducted a focus group with the parent / community educational partner group on 2/26/2024.
LCAP Committee	SYVUHSD 's LCAP Committee met on 4/25/2024. The committee consisted of parents of students who are socioeconomically disadvantaged, English learners, and students with disabilities. This body served as the district's Parent Advisory Committee. During this meeting, the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered, the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns or comments about the draft.
DELAC	SYVUHSD 's DELAC met on 4/25/2024. During this meeting, the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.
Annual Update Focus Group	A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents along with certificated and classified bargaining unit members, administrators, and students. This committee met on 2/27/2024 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

Educational Partner(s)	Process for Engagement
SELPA	SYVUHSD administration and LCAP team met with representatives of the SELPA on 5/13/2024 to discuss the coming year's LCAP and how the LCAP might support the Special Education program.

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

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

Both the LCAP Committee and DELAC asked clarifying questions and affirmed the direction of the new LCAP's goals and actions.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP. Feedback from this meeting can be found in the Annual Update Section of this LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

The focus groups' feedback informed the adjustments to Goals 1-3. Academically proficient, college and career readiness and helping students to become strong communicators was a common theme amongst all partner feedback.

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/11/2024 and approved the final version of the LCAP on 6/18/2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: Ensure that all students are academically proficient and college and career ready upon graduation by providing access to a rigorous and broad course of study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of % meeting standard on CAASPP ELA went from 70.2% (21-22) to 67.9% (22-23). and % meeting standard on CAASPP Math went from 39.5% (21-22) to 39.6% (22-23). Educational partner focus groups showed that having students be college / career ready was a top priority. The District's A-G and CTE completion rates have also been declining over the past three years, showing that there is more work to be done to prepare students for their post-secondary lives. Educational partner focus groups showed that having students be college / career ready was a top priority for a majority of educational partner groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	88.8% (22-23)			100%	
1.2	% of students with CA State Standards aligned core curriculum	100% (22-23)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% of ELs with access to ELD and Core Curriculum	100% (22-23)			100%	
1.4	% implementation of CA State Standards for all students	62.9% (23-24)			95%	
1.5	% implementation of SBE adopted ELD standards for all ELs	90.0% (23-24)			95%	
1.6	% meeting standard on CAASPP ELA	67.9% (22-23)			80%	
1.7	% meeting standard on CAASPP Math	39.6% (22-23)			55%	
1.8	% of students successfully completing CTE pathways	10.1% (22-23)			20%	
1.9	% of students successfully completing A-G requirements	42% (22-23)			55%	
1.10	% of students successfully completing A-G requirements and CTE pathways	0.5% (22-23)			12%	
1.11	% of ELs reclassified (Reclassification Rate)	6.66% (22-23)			40%	
1.12	% of LTELs reclassified (Reclassification Rate)	8.33% (22-23)			40%	
1.13	% of EL students making progress or maintaining 4 on ELPAC (ELPI)	0% (22-23)			50%	
1.14	% of LTEL students making progress or maintaining 4 on ELPAC (ELPI)	0% (22-23)			50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	% of students enrolled in required courses of study	100% (23-24)			100%	
1.16	% of students completing 2 formative local assessments	53.1% (23-24)			100%	
1.17	% of students who have passed an advanced placement examination with a score of 3 or higher	77.6% (22-23)			82%	

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	Professional Development Plan	Work with ILT, the technology department, and administration to develop a plan and implement professional development on the following topics: social- emotional learning, student empowerment (voice/choice), effective 21st century pedagogy and instructional technology, ELs and LTELs, technology integration, and academic rigor.	\$25,000.00	No
1.2	English Language Development 1	Ensure that all EL level 1 and 2 students are placed in an English class that follows the CA EL Frameworks, has appropriate instructional materials to support the ELD Frameworks and has a bilingual instructional aide.	\$54,908.00	Yes
1.3	English Language Development 2	Provide a strategic ELD support class to all level 3 EL students including any LTELs that is aligned to the ELD Frameworks and has appropriate instructional materials to support the ELD Frameworks. This class is an additional support class.	\$17,200.00	Yes
1.4	Career Technical Education Lead	Provide a CTE Lead who will oversee the CTE programs, attend trainings and county meetings, manage the SWP grant, explore best CTE options for both SYHS and RHS, and ensure that all CTE courses are aligned with a complete pathway.	\$8,500.00	No
1.5	Interim Assessments	Develop a district-wide plan so that all students will complete district approved interim assessments in RLA and Math and ELD at least 2 times each year.	\$3,000.00	No
1.6	Dual-Enrollment	Provide a Dual-Enrollment English option in 12th grade to allow students to earn college credit for English while also meeting the high school English graduation requirement allowing more students to be prepared for and enroll in college post-high school graduation. The partner colleges are Hancock and Taft.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	AVID Sections	Staff AVID section, a course designed to close the achievement gap by preparing all students for college readiness and success in a global society.	\$53,484.00	No
1.8	Tutoring Support	Provide teacher hours for student tutoring in core content areas with an emphasis on Math, prioritizing socioeconomically disadvantaged students, outside of the school day.	\$7,000.00	No
1.9	Refugio High School (RHS)	Provide 1.2 FTE staffing for the continuation school (1 teacher FTE and .2 counselor) to support unique learning opportunities through Refugio HS for students, such as credit recovery, a robust PBIS program, smaller class sizes on a smaller campus, and individualized educational plans within a rigorous learning environment.	\$187,422.00	Yes
1.10	Edgenuity Software	Ensure the use of the Edgenuity learning platform for credit recovery, independent study and summer school.	\$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture and Climate: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members.	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.

77.5% of educational partners that perceive school as safe or very safe, but only 53.8% feel connected to the school Educational partner focus groups also showed that having students learn to be more inclusive was a top priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% on the Facilities Inspection Tool Overall Rating	95% (23-24)			100%	
2.2	School Attendance Rate	93.4% (23-24)			95%	
2.3	Chronic Absenteeism Rate	20.6% (22-23)			12%	
2.4	Dropout Rate	2.7% (22-23)			2%	
2.5	Graduation Rate	93.1% (22-23)			97%	
2.6	Suspension Rate	6.1% (22-23)			1.0%	
2.7	Expulsion Rate	0.1% (22-23)			0%	
2.8	% of educational partners that perceive school as safe or very safe (weighted equally by certificated staff,	77.5% (23-24)			80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	classified staff, students and parents)					
2.9	% of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents)	53.8% (23-24)			80%	

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	Facilities maintenance	Staff and fund the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation, including campus safety personnel.	\$580,216.00	No
2.2	Freshman Support Program	Ensure connectedness with school and better emotional health through Freshman Orientation, assisting freshmen with the transition to HS, connecting them to student leaders and the Focus/Health Courses that includes a focus on social-emotional well being, technology, and career exploration.	\$33,350.00	No
2.3	Health & Wellness Services	Support the well-being of students by providing services through the Health and Wellness Coordinator, who prioritizes UDP when identifying students in need of supports, the school nurse, an extra MFT day through BUSD, People Helping People (PHP), and Fighting Back Santa Maria Valley. Services for UDP are prioritized	\$294,817.00	Yes
2.4	Behavioral Interventions	Continue to modify and expand the tiered behavioral intervention system for students, with an intentional focus on English Learners, students of 2 or more races, and Students with Disabilities, in need of strategic or intensive behavioral supports. This action is intended to support the whole student including increasing connectedness and reducing suspensions.	\$10,000.00	No
2.5	Student Services Restructuring	Continue to adequately staff and update Student Services' policies, practices, workflows, and documentation to align with current practices, tiered supports and interventions specifically accounting for the needs of unduplicated pupils with an intentional focus on English Learners, students of 2 or more races, and Students with Disabilities. This action is intended to support the whole student including increasing connectedness and reducing suspensions.	\$330,920.00	Yes
2.6	District Wide Athletic Program	Support school connectedness through the Athletic Program, encouraging all students to get involved and engage in sports to promote healthy	\$895,154.99	No

Action #	Title	Description	Total Funds	Contributing
		activity, positive relationships, and school connectedness. Ensure that all students can participate regardless of financial status.		
2.7	Special Education Consortium	Participate in the Santa Ynez Valley Special Education Consortium to provide a welcoming special education program that educates unduplicated Students with Disabilities in the Least Restrictive Environment.	\$2,400,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Educational Partner Engagement: Increase the level of parent, family and community engagement with the schools.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

% on the District Parent Survey agreeing that district seeks parent input is at 60% (23-24) and shows that the outcome of this goal was maintained at a moderate level on the key indicators for this goal yet still has much room for improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% on the District Parent Survey agreeing that district seeks parent input	60% (23-24)			80%	
3.2	% of households responding to the District Parent Survey	19% (23-24)			70%	

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	Parent Participation Events	Provide parent information events and activities that highlight student achievement, including: back to school night, open house, student performances, etc.	\$3,000.00	No
3.2	Family Support Services	Provide services to support family and student needs, prioritizing unduplicated students and Students with Disabilities, along with classes for parents to assist in supporting their children academically with the help of community organizations.	\$1,500.00	No
3.3	Parent Education Program	Continue the district's Parent Education Program to strengthen families' understanding of curriculum, understanding HS, planning for post-secondary education / career, parenting, communication, teen safety, wellness.	\$2,000.00	No

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
\$696,720.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.860%	0.000%	\$0.00	6.860%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Refugio High School (RHS)</p> <p>Need: Declining ELA/Math CAASPP scores, access to graduation for those who are credit deficient and need an alternative school model, and Low Income students having a lower graduation rate than other student groups.</p>	<p>The District continues to maintain its own continuation school as the Valley's isolated and unique environment lends itself far better to serving its own students who need something beyond a traditional comprehensive high school. All students at RHS have access to a broad course of study that meets graduation requirements while being tailored to the needs and interests of each individual student, however, the graduation rate for Low Income students is 5% lower than that of the school, has declined, and is</p>	1.4, 1.6, 1.7

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
	Scope: Schoolwide	an Orange Indicator on the district's CA School Dashboard. RHS is a viable alternative with increased supports.	
2.3	Action: Health & Wellness Services Need: Red indicator for EL student suspension rates in 22-23 and a lack of connectedness amongst educational partners. Scope: LEA-wide	Health and Wellness Services provide tailored interventions and supports for At Promise students throughout the district, but prioritizes the needs of Foster Youth, Low Income students and English Learners through coordinating community and county organization supports, providing parent and student educational events in both English and Spanish, and data-driven prioritization processes for support implementation.	2.2, 2.3, 2.6, 2.8, 2.9
2.5	Action: Student Services Restructuring Need: Red indicator for EL student suspension rates in 22-23 and a Chronic Absenteeism Rate over 20% Scope: Schoolwide	English Learners's suspension rates need to be addressed, Foster and Low Income students' Chronic Absenteeism rates throughout the state are historically higher than those of other student groups, and the work of student services to provide proactive attendance interventions paired with progressive and restorative discipline, now in its implementation stage, is intended to decrease suspensions, maintain low expulsion rates, and increase attendance for all students.	2.2, 2.3, 2.6, 2.7

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
1.2	Action: English Language Development 1 Need: Low reclassification rates; Low ELPI Scope: Limited to Unduplicated Student Group(s)	A new teacher has re-invigorated the program and is also piloting the ELD 2 course, providing more continuity for students. A bilingual aide will provide additional support to ELs for increased English language acquisition.	1.11, 1.12, 1.13, 1.14
1.3	Action: English Language Development 2 Need: Low reclassification rates; Low ELPI Scope: Limited to Unduplicated Student Group(s)	A new teacher is piloting this course which is intended to provide students who haven't reclassified, to include LTELs, but have moderate English language acquisition levels with more targeted language development and academic content support.	1.11, 1.12, 1.13, 1.14

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

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	\$10,156,271	696,720.00	6.860%	0.000%	6.860%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,918,971.99	\$8,500.00	\$0.00	\$0.00	\$4,927,471.99	\$1,887,921.99	\$3,039,550.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development Plan	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
1	1.2	English Language Development 1	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School		\$54,908.00	\$0.00	\$54,908.00	\$0.00	\$0.00	\$0.00	\$54,908.00	
1	1.3	English Language Development 2	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School		\$17,200.00	\$0.00	\$17,200.00	\$0.00	\$0.00	\$0.00	\$17,200.00	
1	1.4	Career Technical Education Lead	All	No			All Schools		\$8,000.00	\$500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00	
1	1.5	Interim Assessments	All	No			All Schools		\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
1	1.6	Dual-Enrollment	All	No			Specific Schools: Santa Ynez Valley Union High School 12		\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.7	AVID Sections	All	No			Specific Schools: Santa Ynez		\$53,484.00	\$0.00	\$53,484.00	\$0.00	\$0.00	\$0.00	\$53,484.00	

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
							Valley Union High School									
1	1.8	Tutoring Support	All	No			All Schools		\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00	
1	1.9	Refugio High School (RHS)	Low Income	Yes	School wide	Low Income	Specific Schools: Refugio High School 10-12		\$187,422.00	\$0.00	\$187,422.00	\$0.00	\$0.00	\$0.00	\$187,422.00	
1	1.10	Edgenuity Software	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
2	2.1	Facilities maintenance	All	No			All Schools		\$417,916.00	\$162,300.00	\$580,216.00	\$0.00	\$0.00	\$0.00	\$580,216.00	
2	2.2	Freshman Support Program	All	No			Specific Schools: Santa Ynez Valley Union High School 9		\$33,350.00	\$0.00	\$33,350.00	\$0.00	\$0.00	\$0.00	\$33,350.00	
2	2.3	Health & Wellness Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$143,742.00	\$151,075.00	\$294,817.00	\$0.00	\$0.00	\$0.00	\$294,817.00	
2	2.4	Behavioral Interventions	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.5	Student Services Restructuring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$330,920.00	\$0.00	\$330,920.00	\$0.00	\$0.00	\$0.00	\$330,920.00	
2	2.6	District Wide Athletic Program	All	No			Specific Schools: Santa Ynez Valley Union High School		\$605,979.99	\$289,175.00	\$895,154.99	\$0.00	\$0.00	\$0.00	\$895,154.99	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Special Education Consortium	Students with Disabilities	No			All Schools		\$0.00	\$2,400,000.00	\$2,400,000.00	\$0.00	\$0.00	\$0.00	\$2,400,000.00	
3	3.1	Parent Participation Events	All	No			All Schools		\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
3	3.2	Family Support Services	All	No			All Schools		\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
3	3.3	Parent Education Program	All	No			All Schools		\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	

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
\$10,156,271	696,720.00	6.860%	0.000%	6.860%	\$885,267.00	0.000%	8.716 %	Total:	\$885,267.00
								LEA-wide Total:	\$294,817.00
								Limited Total:	\$72,108.00
								Schoolwide Total:	\$518,342.00

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	1.2	English Language Development 1	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School	\$54,908.00	
1	1.3	English Language Development 2	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School	\$17,200.00	
1	1.9	Refugio High School (RHS)	Yes	Schoolwide	Low Income	Specific Schools: Refugio High School 10-12	\$187,422.00	
2	2.3	Health & Wellness Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$294,817.00	
2	2.5	Student Services Restructuring	Yes	Schoolwide	English Learners Foster Youth Low Income		\$330,920.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,238,043.23	\$3,190,649.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development - Professional Learning Communities (PLCs)	No	\$25,000.00	75,000.00
1	1.2	Expository Reading and Writing Course (ERWC) Training and Implementation [Action Modified] - Dual-Enrollment	Yes	\$5,000.00	20,000.00
1	1.3	[Action Removed] Administration of the PSAT for all 9th through 11th grade students		\$0.00	0.00
1	1.4	Schoolwide AVID strategies	Yes	\$13,000.00	5,000.00
1	1.5	Extra hours and/or release time for teachers [Action Modified] - SYLearns online Professional Development	Yes	\$5,000.00	5,000.00
1	1.6	Instructional Rounds (IR) release time (Substitute coverage)	Yes	\$8,330.00	0.00
1	1.7	Smarter Balanced Interim Assessments in Math and English [Action Modified] - Evaluate Smarter Balanced Interim Assessments in Math and English	No	\$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.8	STAR Reading Assessments [Action Modified] Evaluate the implementation of Renaissance Learning STAR Assessments	No	\$0.00	0.00
1	1.9	Career Technical Education Lead	Yes	\$8,500.00	20,000.00
1	1.10	Counseling Office Reorganization	Yes	\$670,679.23	647,490.00
1	1.11	Collaborative Learning Environment - Furniture	No	\$0.00	0.00
1	1.12	AVID Sections	Yes	\$138,000.00	60,000.00
1	1.13	ILT - Teacher Instructional Leadership Team [Action modified] Teacher Release time	Yes	\$19,312.00	20,140.00
2	2.1	Comprehensive Health & Wellness Services	Yes	\$227,377.00	240,620.00
2	2.2	School Resource Deputy	No	\$150,000.00	154,500.00
2	2.3	Security Cameras [Action modified] Upgrade campus security	No	\$125,000.00	130,000.00
2	2.4	Link Crew - Freshman Orientation and Mentor Program [Action modified] Integrate Link Crew activities into ASB	Yes	\$33,350.00	32,340.00
2	2.5	Communications in English and Spanish	Yes	\$8,500.00	8,500.00
2	2.6	Student Services Restructuring	Yes	\$330,922.81	327,690.00
2	2.7	PBIS recognition and rewards system	Yes	\$10,000.00	10,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Parent participation in site and district meetings, events and services	Yes	\$3,000.00	3,000.00
2	2.9	Schoolwide Expectations	No	\$20,000.00	0.00
2	2.10	Freshman Focus/Health Course	Yes	\$191,083.00	189,090.00
2	2.11	District Wide Athletic Program	Yes	\$762,523.19	817,000.00
3	3.1	Targeted Math & English Interventions	No	\$0.00	0.00
3	3.2	English Learner (Emerging Bilingual) level 3 student guided study support class	Yes	\$17,200.00	16,660.00
3	3.3	English Learner (Emerging Bilingual) Level 1 & 2 Co-teacher and guided study support class [Action Modified] Spanish speaking aid support	Yes	\$54,908.00	25,000.00
3	3.4	Educational Consultant	Yes	\$28,000.00	0.00
3	3.5	Aeries Analytics	Yes	\$5,000.00	5,000.00
3	3.6	Edgenuity for credit recovery, Independent Study, and RHS	Yes	\$13,110.00	13,390.00
3	3.7	Summer and Winter Session for credit recovery	Yes	\$55,000.00	56,100.00
3	3.8	Tutoring Support	Yes	\$5,000.00	5,000.00
3	3.9	Refugio High School (RHS)	Yes	\$167,839.00	166,320.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Independent Study Opportunity (ISO)	Yes	\$137,409.00	137,409.00

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)
564,768.00	\$2,720,941.23	\$2,670,599.00	\$50,342.23	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	1.2	Expository Reading and Writing Course (ERWC) Training and Implementation [Action Modified] - Dual-Enrollment	Yes	\$5,000.00	20,000.00		
1	1.4	Schoolwide AVID strategies	Yes	\$5,000.00	5,000.00		
1	1.5	Extra hours and/or release time for teachers [Action Modified] - SYLearns online Professional Development	Yes	\$5,000.00	5,000.00		
1	1.6	Instructional Rounds (IR) release time (Substitute coverage)	Yes	\$8,330.00	0.00		
1	1.9	Career Technical Education Lead	Yes	\$8,500.00	20,000.00		
1	1.10	Counseling Office Reorganization	Yes	501,577.23	486,940.00		
1	1.12	AVID Sections	Yes	\$138,000.00	60,000.00		
1	1.13	ILT - Teacher Instructional Leadership Team [Action modified] Teacher Release time	Yes	\$19,312.00	20,140.00		
2	2.1	Comprehensive Health & Wellness Services	Yes	\$227,377.00	240,620.00		
2	2.4	Link Crew - Freshman Orientation and Mentor	Yes	\$33,350.00	32,340.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Program [Action modified] Integrate Link Crew activities into ASB					
2	2.5	Communications in English and Spanish	Yes	\$8,500.00	8,500.00		
2	2.6	Student Services Restructuring	Yes	\$330,922.81	327,690.00		
2	2.7	PBIS recognition and rewards system	Yes	\$10,000.00	10,400.00		
2	2.8	Parent participation in site and district meetings, events and services	Yes	\$3,000.00	3,000.00		
2	2.10	Freshman Focus/Health Course	Yes	\$191,083.00	189,090.00		
2	2.11	District Wide Athletic Program	Yes	\$762,523.19	817,000.00		
3	3.2	English Learner (Emerging Bilingual) level 3 student guided study support class	Yes	\$17,200.00	16,660.00		
3	3.3	English Learner (Emerging Bilingual) Level 1 & 2 Co-teacher and guided study support class [Action Modified] Spanish speaking aid support	Yes	\$54,908.00	25,000.00		
3	3.4	Educational Consultant	Yes	\$8,000.00	0.00		
3	3.5	Aeries Analytics	Yes	\$5,000.00	5,000.00		
3	3.6	Edgenuity for credit recovery, Independent Study, and RHS	Yes	\$13,110.00	13,390.00		
3	3.7	Summer and Winter Session for credit recovery	Yes	\$55,000.00	56,100.00		
3	3.8	Tutoring Support	Yes	\$5,000.00	5,000.00		
3	3.9	Refugio High School (RHS)	Yes	\$167,839.00	166,320.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Independent Study Opportunity (ISO)	Yes	\$137,409.00	137,409.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
10,212,796.00	564,768.00	0.0	5.530%	\$2,670,599.00	0.000%	26.150%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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