



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
Pacifica School District	Dr. Carisa Bowman Director, Educational Support Service	cbowman@pacificasd.org (650) 738-6616

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.

Located along the coast of California, approximately 12 miles south of San Francisco and within the County of San Mateo, Pacifica School District (PSD) is a TK-8 district that has made great progress by leveraging its resources to provide quality education to the families served. PSD has undergone a reduction in student enrollment from approximately 10,000 students in 1969 with 15 schools to a current student population of approximately 2,800 students with 7 schools, in a time of unprecedented rise of property values and economic downturn. It is one of the lowest funded revenue limit districts within San Mateo County (SMC). PSD has managed to maintain a district that has: 1) between 2000 and 2005, modernized all functioning schools (Two TK-5; Three K-8; One 6-8 Middle School) and partially modernized an education center that houses the Special Education Preschool, other various special education programs, and the Pacifica Independent Home Study Program; 2) passed a parcel tax in 2008, as well as a renewal in 2011 with an increase in per parcel from \$96 to \$118, and won an additional renewal in 2016, keeping the same level per parcel of \$118 but extending the period of the parcel to ten years; 3) passed a Bond Measure in 2018 for \$55M to repair and improve local elementary schools including, student safety/campus security, fixing aging/leaking roofs; upgrading classrooms, labs/computer systems to support programs in science/math, technology, English, arts; acquiring and constructing school facilities; 4) supported the revitalization of Pacifica School Volunteers (PSV) that provide student and adult volunteers for each of schools; and 5) supported the development of a foundation, Pacifica Education Foundation (PEF), to compliment, from a district-wide perspective, the great work of the Parent Teacher Organizations that every school has as a school support to protect and advance high quality programs.

PSD continues to focus its efforts on consistently reducing the achievement and opportunity gap of the student groups (Referenced - CA School Dashboard, 2023):

1. Ethnic Student Groups – Black or African American (26, 0.9%), American Indian (5, 0.2%), Asian (221, 8.0%), Filipino (242, 8.08%), Hispanic or Latino (723, 26.2%), Native Hawaiian or Pacific Islander (10, 0.4%), Two or more races (439, 15.9%), White (1,092, 39.6%).
2. Socioeconomically Disadvantaged Students (524, 19.0%),
3. English Learners (ELs) (227, 8.2%),
4. Students with Disabilities (SWD) (326, 11.8%)

Recent community challenges include a lack of equity and diversity training, student incidents of bullying and harassment, and fiscal concerns. On a positive note, equity and inclusivity training for all staff occurred on district-wide professional development days on two occasions in the fall of 2023. There are plans to offer site-based diversity and equity training opportunities for community members. In addition, bullying and harassment continue to be a challenge for the district, as evidenced by current data thus far of four incidents of harassment and 2 incidents of bullying that have resulted in suspensions. In the fiscal area, the end of one-time funds, lack of state funding, reduction of student enrollment, and the cost of a negotiated raise have created financial challenges.

Reflections: Annual Performance

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

Analysis of the 2023 Dashboard and local data highlights some successes in our district. Specifically, English learners have shown growth in their English language progress, with 50.3% making a year or more progress towards English language proficiency. There is also a higher percentage of English learners being reclassified and a lower number of long-term English learners. In terms of classroom resources, the district has experienced successful implementation of the new TK-5 science curriculum and the K-2 phonics program, as evidenced by the level of daily implementation from TK-5th grade teachers. In addition, a Superintendent Student Advisory Council was created where over forty 5th through 8th graders applied and were interviewed. The committee consists of 8th grade Student Board representatives and 5th through 8th grade Student Advisors. Lastly, teachers have taken advantage of the Pacifica School District Special Education Credential Tuition Assistance Program, which has allowed one of the teachers to pursue a special education credential at no personal financial cost.

As part of the reflection process, we also conducted a thorough data analysis to identify specific areas where student groups or schools face challenges. We also collaborated with stakeholders, including teachers, parents, students, and community members, to gather input on the identified needs to ensure a comprehensive understanding of the challenges faced and on the 24-25 LCAP goals. Consequently, we identified several areas needing improvement, including increasing the academic performance of many of our student groups, reducing chronic absenteeism, and continuing efforts to focus on school climate.

Increasing academic performance in English language arts (ELA) and math continues to be a need for all of our students and a priority for the district. The 2023 Dashboard indicates that 4 out of 13 student groups performed in the low or very low categories in ELA, while 3 performed at the high level and none performed at the very high level. In math, the overall student performance was slightly below standard. However, students with disabilities performed 125 points below standard and English learners performed 54 points below standard. In contrast, Asian students performed 44 points above standard. These disparities in the achievement of our student groups are indicative of the continued work we must do to improve access to quality Tier 1 instruction as we recognize the need to significantly increase the number of students at/above grade level in ELA and math.

The district will continue to address these student academic performance needs in a variety of ways next year: 1) District staff will continue to facilitate and support the development and implementation of a systematic schoolwide approach to multi-tiered interventions and supports; collaborate and build capacity with site leadership teams and administrators to effectively use assessment data to drive instruction and establish a model for continuous student improvement; and provide direct training, coaching and support for teachers with interventions and curriculums at the site and district level; 2) teachers will be provided time during weekly collaboration meetings and staff release days to analyze English language arts and math achievement data in order to identify students who need targeted and differentiated instruction; 3) professional learning will be aligned to a districtwide focus on improving reading comprehension in informational text; and 4) the district will continue to focus on ensuring that student achievement is viewed through a lens of equity, so that each student gets what they need. This will be done through ongoing work examining the systems and structures that promote equitable access to instruction for all student groups.

Attendance has also been a challenge for the past several school years. The 2023 Dashboard reported an 18.5% chronic absenteeism rate with “all students” in the medium performance category. We prioritize regular attendance and are focused on the need to support our students and families to connect to school. District staff members serve alongside principals to continue to support and make contact with

families experiencing extended absences by providing the resources that they need to ensure continuity of learning. The district's chronic absenteeism rate is 17.3% as of 2/13/2024.

Overall, significant gaps exist between Asian and White students and the following student groups:

Hispanic/Latino

Black/AA

English Learners

Long Term English Learners

Socioeconomically Disadvantaged

Homeless

Students with Disabilities

In addition, the performance of black and homeless students is masked by low enrollment numbers and 35% of students are reading at least one grade level below, with students in grades 4-6 grade struggling the most.

At the district level, the 2023 Dashboard indicates that Homeless Students and Students with Disabilities received the lowest performance level on the state indicators in English Language Arts and Mathematics. At the site level, "All Students" at Ortega Elementary received the lowest performance on Chronic Absenteeism and English Learners at Sunset Ridge Elementary received the lowest performance on EL Progress.

At Cabrillo Elementary School, students with disabilities received the lowest performance level on the SBAC ELA indicator and the Chronic Absenteeism indicator. At Lacy Middle School, students with disabilities received the lowest performance level on the SBAC ELA indicator and the Math SBAC indicator. Students who identify as two or more races received the lowest performance level on the Chronic Absenteeism indicator. At Ocean Shore Elementary School, English learners and socioeconomically disadvantaged students received the lowest performance level on the SBAC Math indicator. English learners, Hispanic/Latino, socioeconomically disadvantaged students, and students with disabilities received the lowest performance level on the Chronic Absenteeism indicator. At Ortega Elementary School, students who identify as two or more races and students with disabilities received the lowest performance level on the Chronic Absenteeism indicator. At Sunset Ridge Elementary, English learners, Hispanic/Latino, socioeconomically disadvantaged students, and students with disabilities received the lowest performance level on the SBAC ELA indicator. English learners and students with disabilities received the lowest performance level on the SBAC Math indicator. Students who identify as two or more races, socioeconomically disadvantaged students, and white students received the lowest performance rate for Chronic Absenteeism.

Pacifica School District data from the 2023 Dashboard provides us valuable information to better address the identified needs of student groups. In addition, it allowed us to easily identify disparities and trends among specific student groups and prioritize areas for improvement, as indicated in the information above. For example, although only one school received the lowest performance level on the chronic absenteeism indicator for all students, four of the seven schools had student groups that received the lowest performance level in the same area. Therefore, we will continue to focus many of our efforts on improving attendance. This means that we need to support students in not only getting to school but also in being actively engaged while in school. This happens by providing parent education, social/emotional support, relevant and innovative instruction, and a research-based curriculum. In addition, four schools had student groups that received the

lowest performance level on the CAASPP in ELA and/or math. By using state CAASPP scores, local assessments (iReady or similar), and other relevant metrics, we developed this LCAP to set goals, inform action plans, and monitor progress over time.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Principals provided teachers with training on how the LCAP aligns with school and district goals and how their input contributes to the development and implementation of the plan. Teachers reviewed and analyzed relevant data to identify strengths, challenges, and areas for improvement within their classrooms and schools. They were provided professional development opportunities to support them in implementing the strategies outlined in the LCAP.
Principals	Principals received comprehensive orientation and training on the LCAP process, including an understanding of its purpose, requirements, timeline, and their role in the process. They lead the data analysis and needs assessment process for their respective schools. This involved examining various data sources, such as student achievement data, demographic data, school climate surveys, and input from stakeholders, to identify areas of strength and areas needing improvement. They also facilitated stakeholder engagement within their school communities. This included involving teachers, parents, students, community members, and other school staff in discussions about priorities, goals, and strategies for improving student outcomes. Based on the data analysis and stakeholder input, principals worked with their school leadership teams and district staff to establish clear goals and develop strategies for achieving those goals.
Administrators	School and site-level administrators were engaged in analyzing relevant data to identify district-wide strengths, challenges, and areas for improvement. This included student achievement data,

Educational Partner(s)	Process for Engagement
	demographic data, attendance rates, and results from school climate surveys. They were provided training on data analysis, equity-minded leadership practices, culturally responsive pedagogy, family and community engagement, and other topics.
Other School Personnel	School personnel served on the School Site Council of each school. Many LCAP input sessions included classified and certificated staff.
Local Bargaining Units	District leadership staff engaged all the local bargaining units as described in the timeline of LCAP input meetings.
Parents	School sites, with parents present, conducted School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings throughout the year to discuss site and district LCAP goals. Parent representatives from both of these groups participated on district-level committees and served as conduits to bring information to central office leadership from the school site as well as to bring district-level information to the school site. In addition, parents were invited to site and districtwide meetings LCAP and SPSA input sessions. Interpretation services were provided at meetings.
Students	The Superintendent Student Advisory Council was created where over forty 5th through 8th graders applied and were interviewed. The committee, which meets regularly to discuss interests and concerns, consists of 8th grade Student Board representatives and 5th through 8th grade Student Advisors.
SELPA Administrator	District leadership staff met regularly with the SELPA administrator to discuss and advocate for the needs of students with disabilities. The SELPA administrator participated in LCAP input sessions.
English Learner Parent Advisory Committee	Members of ELPAC were provided information on the LCAP development timeline, key components, and the role of the ELPAC in providing input and feedback. ELPAC teams discussed trends, disparities, and areas for improvement identified in the data to inform goal-setting and priority identification. Members of ELPAC participated in goal-setting sessions to establish specific, measurable goals for improving outcomes for EL students.

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

Stakeholder feedback helped in identifying and prioritizing the educational needs and goals within the Pacifica community. Input from teachers, parents, students, and community members highlighted areas that require attention and improvement. For example, at some

meetings staff members noted that there were teacher misassignments throughout the district and that it was difficult to attract and retain teachers to the area. Once aboard, teachers shared that they needed more resources, including professional development, to support the needs of their students, especially for English learners and students with disabilities. Similarly, administrators highlighted concerns related to equity and disparities in educational outcomes. From this input arose the goal: All students will have access to rigorous and engaging instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources. Further collaboration with parents and community members identified the need for a stronger voice via engagement surveys and for IEP goals that are grade appropriate and standards aligned, among other actions.

Stakeholders also contributed to the selection of specific programs, interventions, and services outlined in the LCAP. For example, every group of stakeholders indicated that more support was needed for students to perform at higher levels on state and local assessments. Specifically, many noted that the 2023 Dashboard data that was shared indicated that several schools received the lowest performance level on the ELA SBAC and Math SBAC. In addition, many stakeholders noted the importance of the iReady assessments due to the quarterly administration schedule and the ability for the assessments to inform instruction so that adjustments can be made in a timely fashion. Using this information, some of the metrics for the second goal, which details the need to increase achievement for all our students while decreasing performance gaps and educational inequities, were determined.

In addition, there were many discussions with educational partners about the lingering effects of school closures and the effects on attendance. Many participants shared the need to increase the district's parent/family education efforts as key strategies for reducing chronic absenteeism and increasing student achievement. In particular, educational partners noted that parents would benefit from support in understanding the importance of attendance, identifying barriers, promoting positive attitudes toward school, building a supportive home environment, collaborating with schools, and addressing root causes.

Below is a timeline of LCAP stakeholder engagement meetings and brief notes from each session:

September 13, 2023 - Board Meeting Presentations and Discussion (Open to the Public)

Student Achievement - 2023 CAASPP & 2022-2023 iReady - discussed progress made on metrics and new/ continuing LCAP actions for 2023-2024.

Board discussion around what is being done to improve attendance at all of our schools. Sunset Ridge attendance campaign was shared.

Board questions about support for Homeless students and assurances we are making available resources for these families.

Conditions of Learning LCAP Metric and action - Ensuring all students have adequately adopted Textbooks and Materials was also a presented item and was discussed at this board meeting.

No discussion or questions after the resolution was presented and approved.

October 25, 2023 - Board Meeting Presentations and Discussion (Open to the Public)

Review of LCAP metrics State (CAASPP) and Local Assessments (iReady reading and Math) as part of the monitoring and review of progress made on LCAP Goal 2.

Questions arose around iReady which is a metric within the LCAP and Fountas and Pinnell uses within the classroom. Communication of the differences in the assessments with parents is needed.

Discussion of how the iReady results should be interpreted, specifically the first diagnostic.

Question about reporting of progress on these assessments at the parent-teacher conferences.

November 3, 2023 - District Leadership with Consultant - LCAP Instructional Retreat

Developed Learner, Adult, and System Profiles

Reviewed how existing LCAP goals, metrics, and actions are aligned with the dispositions of the profiles.

Provided input on questions for community surveys as related to existing and future goals, metrics, and actions.

January 17, 2024 - Union Leadership In-Person Discussion - Obtained the following input:

TK-5 social studies adoption

Need to create a process for certifying materials at each site (level 1 actions)

Need to ensure that elementary and middle have adopted materials (level 2 action)

Desire to consider a new adoption cycle (level 3 action)

The relationship between 4th grade data and a shift in class size

Concerns related to combination classes

Lack of phonics instruction in the Readers/Writers Workshop model (potentially a root cause of lower reading scores)

Consider the shift from learning to read to reading to learn

Identify the current successes within the district and build on what is working

Reintroducing subject matter leads, coaching, and monitoring.

The importance of professional learning for teachers

Desire to explore collaboration time options at the elementary level

Need to identify desired systematic instructional shifts—ELA, math, science, Social Science—and provide professional learning opportunities.

January 17, 2024 - In-Person Community Meeting Discussion - Obtained the following input:

Workforce housing for teachers

Importance of Home-School Connections.

Impacts of class sizes; relationship building is important

Student Connectedness TK-8 (Survey Data) and Engagement 6-8 (Survey Data)

Importance of Translations/Home Language Communication

Positive Experience in Kindergarten Shared: structured teacher, well organized, utilized stations, high expectations for all, only homework was reading with parents each night; strong parent/teacher connection. Collaboration with other teacher(s). The teacher had a great mentor.

The importance of a new teacher having support, including a mentor

High turnover of teachers.

January 18, 2024 - DELAC Virtual Meeting - Obtained the following input:

Parents shared a lack of understanding of the American school system

Appreciation expressed regarding their children's opportunity to learn to read

Gratitude was expressed regarding the child's teacher

January 18, 2024 - In-Person Community Meeting - Obtained the following input:

Questions regarding the LCAP a three-year process

Definition and example of a misassignment?

The cost of special education contracted services vs. teachers who work for the district. Benefits of being an employee vs. contract worker.

Enticement strategies for attracting employees.

Discussed how differences in achievement scores could be due to a lack of support at home after school. Described how one or two schools have been addressing the issue.

Homework Club/Spindrift.

Multiple student groups Hispanic/Latino students might be represented in (EL, social economic.)

COVID issues

Items/goals that were not implemented. Need to identify actions that were and were not implemented for public presentations.

Chronic Absenteeism. Schoolwork alternatives for absent students.

Independent study for vacations. Cost of encouraging sick students to attend school.

Investigating creative ways for students to make up work creatively. Exploring other ADA collection models.

Current reading curriculum and the importance of phonics instruction

Support students to read at an earlier age.

Sponsor teachers to get the support needed, including professional learning.

January 19, 2024 - Parent Advisory Committee Virtual Meeting

Mis-assignments, with examples provided

Schools scoring FAIR on FIT on SARC.

Supports for teachers

Curriculum adoption cycles and the need for updated materials. A systemic approach to implementation is needed.

Importance of tracking the outcomes of 8th-grade students as they enter/graduate from high school.

January 19, 2024 - Special Education Advisory Committee Virtual Meeting

Tier I, II, and III support; tracking the effectiveness of these efforts.

High-quality tier I environment; supports need to be in place.

SEL challenges; able to be present and engaged in the classroom; equip students with tools; students are overwhelmed.

Teachers are at the center of whole child support; Need to recognize the great things that are happening.

Requested continued opportunities for groups to participate in this process

January 22, 2024 - Input Survey Sent to All Stakeholder Groups

February 15, 2024 - Stakeholder LCAP Meetings - Meeting 1: Obtained the following feedback:

Revise language on "reduce IEP referral" to reflect that this is about accessing non-IEP interventions before being referred for Student Study Team/IEP.

Clarify suspension data so that it does not appear that principals cannot suspend. Add metric on tracked referral types to decrease behavioral referrals. (Synergy and Jupiter might already have tracking/logging methods.)

Examine Cabrillo Elementary schedule to see if teaming is possible. Do not keep the teaming goal if it cannot be met.

Discussed Golden State Pathways Grant and alignment to Jefferson High School.

Need to determine if the district can afford co-teaching and extended day/bell schedule interventions. If not, remove metrics/goals/actions.

Need to bring embedded Social Emotional Learning strategies options.
Discussed pathways. Discussed Golden State Pathways Grant and the possibility of connecting with Jefferson High School for application.
Shared examples of Blue Tech curriculum.
Discussed checking on lottery funding as a potential source of funds for curriculum—including Tk-3 phonics, social science, and language arts adoptions.
Discussed survey questions. Need to be revised. Students don't understand questions, Questions don't separate district staff from site staff.
Teachers never see written responses from students. Could the new LCAP have new questions?
Discussed the potential of using Google surveys over Panorama.
Discussed using surveys to revise questions.

February 14, 2024 - Mid-Year 2023-2024 LCAP Update Presentation and Discussion.

Board members asked why there is a declining perception by surveyed teachers of ELA and Math alignment of curriculum adoption with state standards.

A trustee requested to look at the comparison of CAASPP data from the state and county with PSD.

Discussed the actions that can be added to the LCAP to address areas of declining performance specifically with the tier in classroom supports/teaching practices.

February 15, 2024 - Stakeholder LCAP Meetings - Meeting 2: Obtained the following feedback:

Discussed the importance of tier I/tier II interventions (support for the IEP process). Pleased to see support for this item expand beyond special education families.

Believes that 100% should be the goal for full credentials, no misalignments, and no vacancies.

Need to look at iReady metrics against actual reporting.

Should consider existing data when examining Long-term English Learners, absenteeism, etc. data.

Just reducing # LTELs is not enough.

Participation in surveys is more important than revising questions. Consistency in questions over time is good.

Should revise parent participation target to 50%.

Need student-friendly survey questions.

Need to remove jargon and acronyms from actions and metrics.

Utilize PTO communication for attendance.

Too many bullet points/data points and actions.

Should track and reduce behavior referrals.

Should use positive language for absenteeism and attendance metrics and actions.

February 20, 2024 - Input Survey Sent to All Stakeholder Groups

March 2024 - Mid-Year LCAP Board Presentation

April 18, 2024 - Third Round of LCAP Input Sessions - All Stakeholders Invited via Zoom; Obtained the following feedback:

Interest in knowing which participants voted for particular items the in survey—especially by school.

Concerns about “diploma bound” in front of the special education language in the survey—people might not understand or be confused by language.

Examine language in 1.6—is it too restrictive? Meet with John to discuss.

Feels like there are more actions and metrics this year. There were additional state requirements around reporting student groups and schools that fell into the red.

Need more input from parents/community. Concerns about approximately 320 and 219 being the numbers associated with taking surveys 1 and 2.

Clarification on exactly what tier I, II and III interventions will be required/monitored. Shared that this will need to be determined with input from stakeholders.

People want to make sure attendance efforts don’t feel punitive.

Concerns about families not wanting to fill out meal plan applications—some may be undocumented.

Need a strong parent education push at the beginning of the school year.

Create a contract renewal process that includes input on impacts and implementation.

Convene group to assess Panorama survey questions and renewal of contract. Possibly investigate other models.

Convene group to discuss iReady implementation and impact. Comments about IReady were lukewarm.

Desire for opportunity to go line by line through LCAP.

Add dollars for middle school/K-8 reconfiguration efforts.

Add ocean theme and computer science themed pathways. CS is a state goal targeted for 2030.

Add experienced grant writing.

Discussion about needing a high school partner lead for GSP Grant but that SWF can be applied for by middle schools.

Connect with local colleges and labor unions to offer opportunities in Pacifica schools. Virtual job shadows and badging were also discussed.

Consider a need for a newcomer center.

Need a job description and salary review in Pacifica.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to rigorous and engaging instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

This goal stems from the information provided by our educational partners about their specific desire to guarantee equity for all of our students. It is also based on information found in local and state achievement data about our student groups. The goal focuses on ensuring that all students are engaged in high-quality instruction with appropriately credentialed and skilled teachers and staff. This goal was developed with the belief that all students deserve to be taught and cared for by exceptionally prepared and trained staff who model lifelong learning and customer service. The importance of supporting teachers, new and veteran, as professional educators is paramount to the success of our students. The accomplishment of this goal will ensure that all staff members are highly qualified. Staff members who are hired will be retained, and provided with ongoing training and coaching opportunities to provide an exemplary educational experience for all students. The actions and services outlined in this goal specifically aim to address staff who will specifically target the needs of the students in our target groups (Hispanic, Black/AA, English learners, long term English learners, socioeconomically disadvantaged, homeless, and students with disabilities).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers without full credentials, teacher mis assignments, and vacant positions	9 teachers without full credentials; 4 teacher mis assignments 8 vacant teacher positions			0 teachers without full credentials; 0 teacher mis assignments 0 vacant teacher positions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Retention of teaching staff	19.3% of teachers separate from the district.			19.3% of teachers separate from the district.	
1.3	New teacher onboarding and mentoring	100% of new teachers receive onboarding and mentoring support.			100% of new teachers receive onboarding and mentoring support.	
1.4	Teacher and administrator professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool	0% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.			100% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.	
1.5	Grade-appropriate and standards-aligned IEP goals	100% of IEP goals are grade-appropriate and standards-aligned.			100% of IEP goals are grade-appropriate and standards-aligned.	
1.6	Suspension rate	Dashboard 2023 District - 0.7% Asian: 0.4% Filipino: 0.8% Two or More Races: 0.9% White: 0.4% Hispanic: 1.2% Black: 0.0% English Learners: 1.5% Long-Term English Learners: 0%			Dashboard 2026 District - 0.0% Asian: 0.0% Filipino: 0.0% Two or More Races: 0.0% White: 0.0% Hispanic: 0.0% Black: 0.0% English Learners: 0.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 1.4% Students with disabilities: 0.5% Homeless: 2.3%			Long-Term English Learners: 0.0% Socioeconomically Disadvantaged: 0.0% Students with disabilities: 0.0% Homeless: 0.0%	
1.7	Behavioral referrals for non-suspendable incidents	Behavioral referrals for non-suspendable incidents at Lacy Middle in 2023-2024 (only baseline data available) Lacy Middle School - 198 Asian: 6 Filipino: 4 Two or More Races: 31 White: 75 Hispanic:77 Black:3 English Learners:3 Long-Term English Learners: 2 Socioeconomically Disadvantaged:53 Students with disabilities:67 Homeless: 0			Lacy Middle School - 158 Asian: 4 Filipino: 3 Two or More Races: 24 White: 60 Hispanic:61 Black:1 English Learners:1 Long-Term English Learners: 1 Socioeconomically Disadvantaged:42 Students with disabilities:53 Homeless: 0	
1.8	Students in elementary and middle school thematic pathways and/or courses	0 students in elementary and middle school pathways that are anchored in high interest themes, topics and/or thematic courses			75 students in elementary and middle school pathways that are anchored in high interest themes,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					topics and/or thematic courses	
1.9	Percent of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better	0% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better			80% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better	
1.10	Student access to state-adopted curriculum appropriate for the grade level and course	100% of students have access to state adopted curriculum appropriate for the grade level.			100% of students have access to state adopted curriculum appropriate for the grade level.	
1.11	Number of English learners students receiving Designated English Language Development instruction	An undetermined number of English learner students are receiving 30 minutes of Designated English Language Development instruction, due to inconsistent monitoring and documentation			100% of English learner students are receiving 30 minutes of Designated English Language Development instruction	
1.12	Research-based Tier I and II interventions	0 Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites.			Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Tier I and II intervention data during the IEP referral process	0% of IEP referral conversations include the data from formally established interventions.			100% of IEP referral conversations include the data from formally established interventions.	

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	Incentive Structure for Hiring Highly Qualified Teachers	Develop an innovative incentive structure for attracting highly qualified teachers to reduce vacant positions.	\$107,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Onboard and Mentor Highly Qualified Teachers	Implement new teacher onboarding and mentoring in 3-year cycles.	\$105,000.00	No
1.3	Professional Learning for Highly Qualified Teachers	Structure and resource opportunities for ongoing professional learning focused on district-wide instructional shifts, data analysis, and a common walk-through tool	\$30,000.00	No
1.4	iReady Professional Learning	Provide professional learning to utilize quarterly IReady data to adjust ongoing instruction.	\$107,500.00	No
1.5	IEP Goal Monitoring	Monitor IEP goals for grade level appropriateness and standards alignment.	\$3,000.00	No
1.6	Suspension Tracking and Reporting	Begin monthly suspension tracking and reporting (suspension type, school, grade level, classroom, and student group).	\$0.00	No
1.7	Behavioral Referrals Tracking and Reporting	Begin monthly behavioral referrals tracking and reporting for non-suspendable actions (by referral type, school, grade level, classroom, and student group)	\$0.00	No
1.8	Engaging Instruction Through Pathways	Identify and implement elementary and middle school pathways anchored in high interest themes, topics and/or thematic courses like computer science, engineering, and medical detectives. Work with local high schools to align. Monitor and track student grade outcomes in pathway courses.	\$35,000.00	No
1.9	Integrated and Designated English Learner Language Instruction	Implement daily Integrated and Designated English Language Development instruction and provide resources and professional learning focused on district-wide instructional shifts to support English Learners and Long-Term English Learners.	\$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Pathway-Aligned Grant	Identify and submit at least one pathway-aligned grant per year.	\$30,000.00	No
1.11	Research-Based Tier I and II Interventions	Establish and track a set of research-based Tier I and II interventions.	\$18,000.00	No
1.12	IEP Referral Process and Tier I and II Interventions	Utilize data from Tier I and II interventions during the IEP referral process.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will increase achievement for all our students while decreasing performance gaps and educational inequities.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

This goal stems from the information provided by our educational partners about their specific desire to guarantee equity for all of our students, regardless of their backgrounds or circumstances. It is also based on information found in local and state achievement data about our student groups. The actions and metrics in this goal set high academic standards for all students and provide the necessary support to help them meet these expectations. They also tailor teaching strategies and materials to meet the diverse needs of students and help identify students who are at risk of falling behind early on while providing targeted interventions to address their needs. Lastly, the actions and metrics provide ongoing training and support for teachers and staff to help them address the needs of diverse learners and they specify the use of data to identify achievement gaps and track progress towards closing them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA SBAC Proficient or Above Scores	ELA SBAC 2023 District - 53.4% Asian: 63.2% Filipino: 53.1% Two or More Races: 59.6% White: 59.8% Hispanic: 40.0% Black: 28.6% English Learners: 15.4% Long-Term English Learners: 3.7%			ELA SBAC Dashboard 2026 District - 62.4% Asian: 72.2% Filipino: 62.1% Two or More Races: 68.6% White: 68.8% Hispanic: 64.0% Black: 52.6% English Learners: 39.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 35.8% Students with disabilities: 16.3% Homeless: 14.3%			Long-Term English Learners: 27.7% Socioeconomically Disadvantaged: 59.8% Students with disabilities: 40.3% Homeless: 38.3%	
2.2	Math SBAC Proficient or Above Scores	Math SBAC 2023 District - 53.6% Asian: 69.7% Filipino: 49.7% Two or More Races: 60.2% White: 60.2% Hispanic: 39.1% Black: 28.6% English Learners: 18.8% Long-Term English Learners: 7.4% Socioeconomically Disadvantaged: 35.2% Students with disabilities: 20.7% Homeless: 30.8%			ELA SBAC Dashboard 2026 District - 68.6% Asian: 84.7% Filipino: 64.7% Two or More Races: 75.2% White: 75.2% Hispanic: 63.1% Black: 52.6% English Learners: 42.8% Long-Term English Learners: 31.4% Socioeconomically Disadvantaged: 59.2% Students with disabilities: 44.7% Homeless: 54.8%	
2.3	ELPAC Summative Scores of “4”	19.2% of English Learners score a “4” on the ELPAC			43% of English Learners score a “4” on the ELPAC	
2.4	Number of Long-Term English Learners	27 Long-Term English Learners			20 Long-Term English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	English Learner Reclassification Rate	14.0% Reclassification Rate			44.0% Reclassification Rate	
2.6	ELA i-Ready “at or above grade level” percentages	ELA iReady January 2024 District - 52% Asian: 63% Filipino: 40% Two or More Races: 58% White: 57% Hispanic: 40% Black: 29% English Learners: 11% Long-Term English Learners: 8% Socioeconomically Disadvantaged: 31% Students with disabilities: 18% Homeless: 21%			ELA iReady District - 68% Asian: 78% Filipino: 55% Two or More Races: 73% White: 72% Hispanic: 55% Black: 44% English Learners: 26% Long-Term English Learners: 32% Socioeconomically Disadvantaged: 46% Students with disabilities: 33% Homeless: 36%	
2.7	Math i-Ready “at or above grade level” percentages	Math iReady January 2024 District - 46% Asian: 59% Filipino: 37% Two or More Races: 53% White: 50% Hispanic: 33% Black: 21% English Learners: 10% Long-Term English Learners: 7%			Math iReady District - 61% Asian: 74% Filipino: 52% Two or More Races: 68% White: 65% Hispanic: 48% Black: 36% English Learners: 25% Long-Term English Learners: 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 27% Students with disabilities: 15% Homeless: 13%			Socioeconomically Disadvantaged: 42% Students with disabilities: 30% Homeless: 28%	
2.8	iReady staff development for math and English teachers	100% of math and English teachers participate in iReady staff development.			100% of math and English teachers participate in iReady staff development.	
2.9	Depth of Knowledge (DOK) questioning and “thinking about our thinking” strategies within daily instruction maps	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps			30% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps	
2.10	Percentage of current EL students at Sunset Ridge Elementary who progressed at least one ELPI level or maintained ELPI level 4	26.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4			56.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4	
2.11	The percentage of English teachers receiving Integrated and Designated English Language Development (ELD) staff development	0% of English teachers who teach English learners will receive Integrated and Designated English Language Development (ELD) staff development			100% of English teachers who teach English learners will receive Integrated and Designated English Language Development (ELD) staff development	

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	Implementation of Integrated and Designated ELD and Professional Development	Implement systemic and consistent implementation of Integrated and Designated English Language Development (ELD) and provide relevant staff development to support English Learners and Long-Term English Learners.	\$101,000.00	Yes
2.2	iReady Staff Development	Provide iReady staff development for teachers to assist them in making adjustments to instruction on a regular basis during the school year.	\$13,500.00	No
2.3	Social/Emotional Embedded Classroom Strategies	Questioning techniques and metacognitive strategies will be embedded within daily instruction maps.	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Make-Up Work Program	Identify and implement innovative methods for students to make up work for excused absences.	\$30,000.00	No
2.5	Dedicated Instructional Staff	Dedicated instructional staff will support TK-8 desired instructional shifts across Pacifica classrooms.	\$301,409.00	No
2.6	English Learner Progress at Sunset Ridge Elementary	The principal and teachers will meet monthly to discuss the progress of English Learners and Long-Term English Learners and shifts in instructional practice.	\$4,000.00	No
2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC ELA and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Cabrillo ES: students with disabilities Lacy MS: students with disabilities Sunset Ridge ES: English learners, Hispanic, socio-economically disadvantaged, students with disabilities	\$6,000.00	No
2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC math and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Lacy MS: students with disabilities Ocean Shore ES: English learners, socio-economically disadvantaged Sunset Ridge ES: English learners, students with disabilities	\$6,000.00	No
2.9	Invervention Supports for	Provide the following staff to directly support the unduplicated student population:	\$587,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Unduplicated Student Population	Certificated sub at Cabrillo ES to help run additional response to intervention groups; 0.5 FTE Response to Intervention Teacher at Cabrillo, Ortega, Vallemar, Ocean Shore and Sunset Ridge; Academic support classes; extra Library time and after-school tutoring for the unduplicated student population at Ingrid B Lacy Middle school		
2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Supplemental site administrator support for academic, behavioral and social-emotional intervention with specific attention to English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) student groups: 0.5 FTE Assistant Principal at Sunset Ridge ES 0.5 FTE Assistant Principal at Ingrid B. Lacy MS	\$228,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will significantly increase family and community engagement to inspire and support them to be actively involved in preparing their students to be college and career ready and to reduce chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Data from 2022-23 to date but will need to be updated in May. District - 93.1% Asian: 94.8% Filipino: 94.1% Two or More Races: 93.2% White: 93.5% Hispanic: 92.0% Black: 88.5% English Learners: 92.2%			District - 94.6% Asian: 96.3% Filipino: 95.6% Two or More Races: 94.7% White: 95.0% Hispanic: 93.0% Black: 91.5% English Learners: 95.2% Long-Term English Learners: 95.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 92.3% Socioeconomically Disadvantaged: 90.7% Students with disabilities: 91.8% Homeless: 87.5%			Socioeconomically Disadvantaged: 93.7% Students with disabilities: 94.8% Homeless: 90.5%	
3.2	Chronic Absenteeism	Chronic Absenteeism Dashboard 2023 District - 18.5% Asian: 8% Filipino: 14.7% Two or More Races: 19.9% White: 15.9% Hispanic: 25.1% Black: 11.9% English Learners: 25.1% Long Term English Learners: 24% Socioeconomically Disadvantaged: 33% Students with disabilities: 25.5% Homeless: 44.4%			Chronic Absenteeism Dashboard Data District - 9.5% Asian: 0% Filipino: 5.7% Two or More Races: 10.9% White: 6.9% Hispanic: 1.1% Black: 0% English Learners: 1.1% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 9% Students with disabilities: 1.5% Homeless: 20.4%	
3.3	Parent/Family Education Workshop Attendance	0% of parents/families participated in Education Workshop (Parent University)			30% of parents/families participated in Education Workshop (Parent University)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Parent Survey Participation	22% of parents/families participate in Perception surveys 9% of parents/families participated in the LCAP Feedback Survey			52% of parents/families participate in Perception surveys 39% of parent/families participated in the LCAP Feedback Survey	
3.5	Staff Participation on Decision Making Input Surveys	74.1% of staff participate in Perception surveys 29% of staff participate in the LCAP Feedback Survey			100% of staff participate in Perception surveys 59% of staff participate in the LCAP Feedback Survey	
3.6	Favorable Responses on Student Survey measuring students' perceptions of connectedness to school	64% for 3rd-5th graders 39% for 6th-8th graders			94% for 3rd-5th graders 69% for 6th-8th graders	
3.7	Written and verbal communication in the home language for mandated populations	0% of information is sent to families in languages other than English for populations at or above 15%.			100% of information is sent to families in languages other than English for populations at or above 15%.	
3.8	K-8/Middle School Reconfiguration Input	0 yearly educational partner meetings that			4 yearly educational	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from Educational Partners	provide input on potential K-8/Middle School Reconfiguration			partner meetings provide input on potential K-8/Middle School Reconfiguration	

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	Attendance Campaigns	Promote the importance of daily attendance to families through campaigns that utilize mottos, regular and clear communication, the use of social media, and allowable incentives. Monitor student attendance regularly, identify school attendance barriers and provide support to families of students with poor attendance through school site Screen Teams, Student Study Team and Social Emotional Wellness team and provide Tier 2 support with identified chronically absent and truant students.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Education Workshops	Design and implement a Parent University Model which includes virtual and in-person options and interpretation.	\$40,000.00	No
3.3	Student, Family and Staff SEL & Climate Surveys	Survey students, families and staff multiple times each year to identify areas of where to better support the needs of students, families and staff; and to monitor the effectiveness of existing strategies and practices.	\$20,000.00	No
3.4	Family Communication in the Home Language	Families will receive district and school information in their designated home language via translation and interpretation services.	\$19,000.00	Yes
3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	School site teams will monitor chronic absenteeism through monthly meetings with a focus on the following student groups: Cabrillo ES: students with disabilities Lacy MS: two or more races Ocean Shore ES: English learners, Hispanic, and socio-economically disadvantaged, students with disabilities Ortega ES: all students, two or more races, students with disabilities Sunset Ridge ES: two or more races, socio-economically disadvantaged, White	\$6,000.00	No
3.6	Review and Revise Panorama Survey Questions	Review and revise Panorama survey questions yearly to ensure that the language is understood and accessible.	\$2,000.00	No
3.7	K-8/Middle School Reconfiguration Committee	Establish and convene a K-8/Middle School Reconfiguration Committee made up of educational partners that meet quarterly to discuss options and impacts.	\$3,200.00	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
\$1346932	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.786%	0.000%	\$0.00	4.786%

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
2.1	<p>Action: Implementation of Integrated and Designated ELD and Professional Development</p> <p>Need: English learner students are required to be provided integrated and designated English language development within their school day. Although practices are in place there is no systemic and consistent implementation of Integrated and Designated English Language</p>	<p>This action addresses the need because English learner students will be provided integrated and designated ELD, as mandated by CA Education Code, with more consistency and in a systematic way in every school and classrooms in the LEA. By providing designated time daily for English learners to be instructed specifically in English language development and to also receive integrate English language development in academic content areas, English learners will have opportunity to move more quickly to Fluent English</p>	2.3, 2.4, 2.5, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Development (ELD) at any school in the LEA. Educators need training in implementing Designated and integrated ELD instruction to English learners including Long-term English Learners.</p> <p>Scope: LEA-wide</p>	<p>Proficiency (FEP). Educators district-wide will be provided training to implement this in their classrooms in order to support EL students.</p>	
<p>2.9</p>	<p>Action: Inervention Supports for Unduplicated Student Population</p> <p>Need: Based on the 2023 CA Dashboard our Low income Students in English Language Arts performed 40.3 points below standard and Math 53.7% below standard and our English learners scored 55.5 points below standard and Math 54.2 below standard. Mid Year of 2023-2024, 69% Low income Students and 89% of our English Learners in iReady Reading and 72% Low income Students and 88% of our English Learners in iReady Math performed one or more grade level/s below. There is a need to provide additional academic support for these student groups at all of our schools.</p> <p>Scope: LEA-wide</p>	<p>This action will address the need because these Unduplicated students will receive additional Math and English Language arts support in the form of pull out and push in interventions from qualified staff that will address their unique needs. This is provided on an LEA-wide basis because although the supports will be primarily for the unduplicated population, non unduplicated students with similar support needs may be included within the small group push-in supports at all the schools. In the 23-24 School year, there were four students identified as “foster youth.” One student performed at the “near standard” level on the 2024 ELA SBAC and at “far below standard” on the 2024 Math SBAC. The remaining students identified as “foster youth” were not tested. This lack of follow-through on testing is problematic, as we need to better serve this small population of students and we are not able to do so if we do not ensure that they are tested. This action is the best use of funds because additional certificated staff will run response to intervention groups that specifically target and serve.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.10</p>	<p>Action: Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention</p> <p>Need: Both Sunset Ridge and Ingrid B. Lacy have the highest number and percentage of Unduplicated Students within the LEA. Both Sunset Ridge (90.5%) and IBL (90.8%) have the lowest Attendance rate amongst low income and English learners in the 2023-2024 school year. Sunset Ridge has the highest chronic absenteeism percentage (36.4% in 2023-2024) in the district within their Low Income, Foster youth and English learners student groups and IBL with 25.1% in 2023-2024) within the same student groups. This along with the academic data warrant more administrative support to put interventions, additional support and effective practices in place for these students groups.</p> <p>Scope: Schoolwide</p>	<p>By providing support staff to help monitor and address attendance issue, academic interventions and social emotional support for the unduplicated student groups at both Sunset Ridge and IBL, these students will have an extra layer of support that goes beyond the classroom. Programs to support these student groups will be available on schoolwide basis so that they can be available to these students within and outside all of the classrooms. By providing support staff to help monitor and address attendance issue, academic interventions and social emotional support for the unduplicated student groups at both Sunset Ridge and IBL, these students will have an extra layer of support that goes beyond the classroom. Programs to support these student groups will be available on schoolwide basis so that they can be available to these students within and outside all of the classrooms. The site administrators will be responsible for explicitly tracking the academic progress of our unduplicated students</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>
<p>3.4</p>	<p>Action: Family Communication in the Home Language</p> <p>Need: The parents/guardians of English learner students in the LEA are not always receiving student and school information in the home language, based on feedback provided at community forums. The parents/guardians of English learner students are likely also English</p>	<p>Parents must be provided information in the home language so that they can better support their children. This action is being provided LEA-wide because every school has English learner students requiring support. The parents/guardians of these students would benefit from receiving information in the home language, as communication is not effective without it. The district will purchase Language Link Translation Services and Parent Square to better</p>	<p>3.1,3.2,3.3,3.4,3.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learners, as evidenced by the "home language" identified on enrollment paperwork.</p> <p>Scope: LEA-wide</p>	<p>communicate with families. This is the best use if parents and guardians are not able to access information given to them in English they will not be able to support their children.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Integrated and Designated English Learner Language Instruction</p> <p>Need: There is no documentation indicating that English learner students are receiving the required integrated and designated English language development instruction. While there may be teachers who are providing the instruction, this requirement has not been tracked. In addition, educators have indicated in various forums that more staff development on effective implementation and delivery of integrated and designated English language development instruction is needed.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action addresses the need because English learner students must receive integrated and designated ELD, as mandated by CA Education Code. This is a unique need for English Learners, as integrated and designated ELD are only required for English learners. Furthermore, teachers cannot plan and deliver this instruction unless they are trained/coached to do so and provided ELD supported curriculum and language assessment tools.</p>	1.11

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.

The methodology is based on the number of teachers that would be required to provide designated ELD specifically to their English learners for a minimum of 15 minutes a day for the school year. The formula used to arrive at the Planned percentage is: Teacher hourly rate (average \$95.74) times 0.25 hours (15 minutes a day of Designated ELD) times 85 teachers for 180 school days divided by the LCFF Base (28,144,684) times 100 (to get a percentage) -- 1.30%.

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. Pacifica School District does not receive the concentration grant funding

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28144684	1346932	4.786%	0.000%	4.786%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,641,900.00	\$0.00	\$281,409.00	\$43,000.00	\$1,966,309.00	\$1,420,595.00	\$545,714.00

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	Incentive Structure for Hiring Highly Qualified Teachers	All	No			All Schools		\$102,000.00	\$5,000.00	\$107,000.00				\$107,000.00	
1	1.2	Onboard and Mentor Highly Qualified Teachers	All	No			All Schools		\$15,000.00	\$90,000.00	\$15,000.00		\$90,000.00		\$105,000.00	
1	1.3	Professional Learning for Highly Qualified Teachers	All	No			All Schools		\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
1	1.4	iReady Professional Learning	All	No			All Schools		\$7,500.00	\$100,000.00	\$107,500.00				\$107,500.00	
1	1.5	IEP Goal Monitoring	Students with Disabilities	No			All Schools		\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
1	1.6	Suspension Tracking and Reporting	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Behavioral Referrals Tracking and Reporting	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	Engaging Instruction Through Pathways	All	No			All Schools		\$15,000.00	\$20,000.00	\$35,000.00				\$35,000.00	
1	1.9	Integrated and Designated English Learner Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$60,000.00	\$18,000.00	\$78,000.00				\$78,000.00	1.30
1	1.10	Pathway-Aligned Grant	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.11	Research-Based Tier I and II Interventions	All	No			All Schools		\$18,000.00	\$0.00	\$18,000.00				\$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	IEP Referral Process and Tier I and II Interventions	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools		\$101,000.00	\$0.00	\$95,000.00			\$6,000.00	\$101,000.00	
2	2.2	iReady Staff Development	All	No			All Schools		\$7,500.00	\$6,000.00	\$13,500.00				\$13,500.00	
2	2.3	Social/Emotional Embedded Classroom Strategies	All	No			All Schools		\$50,000.00	\$15,000.00	\$65,000.00				\$65,000.00	
2	2.4	Make-Up Work Program	All	No			All Schools		\$20,000.00	\$10,000.00	\$30,000.00				\$30,000.00	
2	2.5	Dedicated Instructional Staff	All	No			All Schools		\$157,695.00	\$143,714.00	\$110,000.00		\$191,409.00		\$301,409.00	
2	2.6	English Learner Progress at Sunset Ridge Elementary	All	No			Specific Schools: Sunset Ridge		\$0.00	\$4,000.00				\$4,000.00	\$4,000.00	
2	2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities Homeless, English Learners, Hispanic and Socio-economically Disadvantaged	No			Specific Schools: Cabrillo, Ingrid B Lacy, Sunset Ridge and Pacifica School District		\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities English learners, Socio-economically Disadvantaged, Homeless	No			Specific Schools: Ingrid B Lacy, Sunset Ridge, Ocean Shore and Pacifica School District		\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.9	Invervention Supports for Unduplicated Student Population	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$587,700.00	\$0.00	\$587,700.00				\$587,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School		\$228,000.00	\$0.00	\$228,000.00				\$228,000.00	
3	3.1	Attendance Campaigns	All	No			All Schools		\$15,000.00	\$5,000.00	\$20,000.00				\$20,000.00	
3	3.2	Parent Education Workshops	All	No			All Schools		\$10,000.00	\$30,000.00	\$40,000.00				\$40,000.00	
3	3.3	Student, Family and Staff SEL & Climate Surveys	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.4	Family Communication in the Home Language	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$19,000.00	\$16,000.00			\$3,000.00	\$19,000.00	
3	3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	All	No					\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.6	Review and Revise Panorama Survey Questions	All	No			All Schools		\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.7	K-8/Middle School Reconfiguration Committee	All	No			All Schools		\$3,200.00	\$0.00	\$3,200.00				\$3,200.00	

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
28144684	1346932	4.786%	0.000%	4.786%	\$1,004,700.00	1.300%	4.870 %	Total:	\$1,004,700.00
								LEA-wide Total:	\$698,700.00
								Limited Total:	\$78,000.00
								Schoolwide Total:	\$228,000.00

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	1.9	Integrated and Designated English Learner Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$78,000.00	1.30
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	LEA-wide	English Learners	All Schools	\$95,000.00	
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$587,700.00	
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School	\$228,000.00	
3	3.4	Family Communication in the Home Language	Yes	LEA-wide	English Learners	All Schools	\$16,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,226,080.00	\$2,888,450.00

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	Recruiting and Retention of Staff	No	\$78,000.00	\$85,000
1	1.2	Highly Qualified Teachers	No	\$0.00	0
1	1.3	New Certificated Staff Professional Support	No	\$95,000.00	95,000
1	1.4	Instructional District Adopted Curriculum, Support Programs and Resources	Yes	\$85,000.00	121,902
1	1.5	Implementation of Science Curriculum	No	\$17,000.00	12,000
1	1.6	Science Safety Training	No	\$11,000.00	0
1	1.7	Technology Equipment in Classroom	No	\$30,000.00	25,000
1	1.8	One-to-One Computing Program	No	\$50,000.00	62,500
1	1.9	Data Systems and Platform Monitoring	No	\$50,000.00	44,283
1	1.10	Internet Connectivity for All Students	Yes	\$16,800.00	12,800
1	1.11	Monitoring School Site Facilities	No	\$10,000.00	7,696

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Comprehensive District-Wide Assessments	No	\$0.00	0
2	2.2	Data Systems Professional Development	No	\$25,000.00	10,000
2	2.3	Targeted ELA and Math Intervention	No	\$38,000.00	12,000
2	2.4	Teacher Collaboration Time	Yes	\$50,000.00	48,000
2	2.5	Designated English Language Development Instruction	Yes	\$32,000.00	7,500
2	2.6	English Language Development and Support Professional Development for Teachers	Yes	\$35,000.00	0
2	2.7	Instructional Technology Use Professional Development	No	\$10,000.00	10,004
2	2.8	Science Benchmark Assessments	No	\$2,000.00	0
2	2.9	Creation of a Technology Plan	No	\$5,000.00	0
2	2.10	Science, Technology, Engineering and Arts and Math (STEAM) Goals	No	\$0.00	0
2	2.11	STEAM Education/Professional Learning	No	\$0.00	0
2	2.12	School Site Screen Teams	Yes	\$18,000.00	0
2	2.13	Goals and Services for Students with Disabilities	No	\$21,000.00	9,200

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	2.14	Accelerated Learning Professional Development	No	\$0.00	0
2	2.15	Universal Design for Learning Professional Development	Yes	\$10,000.00	0
2	2.16	Sunset Ridge Student Support	No	\$0.00	0
2	2.17	Early Learning Program	No	\$0.00	0
2	2.18	Math Paraprofessional support for combination class	Yes	\$60,000.00	41,900
2	2.19	Sunset Ridge Response to Instruction and Intervention Teacher	Yes	\$90,000.00	90,000
2	2.20	Vice Principal of Guidance and Learning at Sunset Ridge and Ingrid B Lacy	Yes	\$405,000.00	400,000
2	2.21	Analyzing Teaching for Student Results Training	No	\$12,000.00	0
2	2.22	PD in Targeted Content Based instruction	No Yes	\$15,000.00	6,000
2	2.23	Phonics Program	Yes	\$10,000.00	5,300
2	2.24	Early Childhood Education Program	No	\$15,000.00	0
2	2.25	Administrator of Special Projects	No	\$158,000.00	158,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.26	Site Supplemental Support for Unduplicated students	Yes	\$570,000.00	570,000
3	3.1	Student, Family and Staff SEL & Climate Surveys	No	\$17,500.00	16,000
3	3.2	Caring School Community SEL Program	No	\$0.00	0
3	3.3	Staff Wellness Support	No	\$0.00	0
3	3.4	Informing Families of Student Progress	No	\$0	0
3	3.5	Parent Engagement and Involvement	Yes	\$0.00	0
3	3.6	School Climate and Safety Teams	No	\$3,000.00	0
3	3.7	Student Study Team Process	No	\$3,000.00	0
3	3.8	Foster Youth and Homeless Protected Youth School Site Liaison	Yes	\$27,500.00	27,000
3	3.9	Social Emotional and Mental Health Intervention/Support	Yes	\$774,280.00	712,023
3	3.10	Diverse Family Engagement and Leadership	Yes	\$1,000.00	1342
3	3.11	Social Emotional Wellness Team	No	\$6,000.00	0
3	3.12	Student Attendance	Yes	\$6,000.00	0
3	3.13	SEL Curriculum Training	No	\$2,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Outreach Services and Resources	Yes	\$2,000.00	25,000
3	3.15	Implicit Bias and Culturally Relevant Professional Development	Yes	\$60,000.00	30,000
3	3.16	World Language Program in Spanish	Yes	\$136,000.00	105,000
3	3.17	Support for Chronic Absenteeism for selected student groups	Yes	\$115,000.00	109,000
3	3.18	Addressing Attendance and Chronic Absenteeism at Sunset Ridge	Yes	\$0.00	0
3	3.19	Disciplinary Incidences Data Collection	No	\$0.00	0
3	3.20	Developing Inclusive Practices	No	\$29,000.00	29,000
3	3.21	Parent Informational Meetings	Yes	\$20,000.00	0

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)
1,355,791	\$1,509,300.00	\$1,490,446.00	\$18,854.00	0.207%	0.207%	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	1.4	Instructional District Adopted Curriculum, Support Programs and Resources	Yes	\$85,000.00	121,904		
1	1.10	Internet Connectivity for All Students	Yes	\$16,800.00	12,800		
2	2.4	Teacher Collaboration Time	Yes	0	0		
2	2.5	Designated English Language Development Instruction	Yes	\$2,000.00	2,000		
2	2.6	English Language Development and Support Professional Development for Teachers	Yes	\$35,000.00	0		
2	2.12	School Site Screen Teams	Yes	\$18,000.00	0		
2	2.15	Universal Design for Learning Professional Development	Yes	0	0		
2	2.18	Math Paraprofessional support for combination class	Yes	\$60,000.00	41,900		
2	2.19	Sunset Ridge Response to Instruction and Intervention Teacher	Yes	\$90,000.00	90,000		
2	2.20	Vice Principal of Guidance and Learning at Sunset Ridge and Ingrid B Lacy	Yes	\$340,000.00	400,000		
2	2.22	PD in Targeted Content Based instruction	Yes	\$5,000.00	4,000		

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)
2	2.23	Phonics Program	Yes	0	0		
2	2.26	Site Supplemental Support for Unduplicated students	Yes	\$570,000.00	570,000		
3	3.5	Parent Engagement and Involvement	Yes	\$0.00	0		
3	3.8	Foster Youth and Homeless Protected Youth School Site Liaison	Yes	\$500.00	500		
3	3.9	Social Emotional and Mental Health Intervention/Support	Yes	\$2,000.00	2,000		
3	3.10	Diverse Family Engagement and Leadership	Yes	\$1,000.00	1,342	0.007%	.007
3	3.12	Student Attendance	Yes	\$6,000.00	0		
3	3.14	Outreach Services and Resources	Yes	2,000.00	25,000	0.2%	.2
3	3.15	Implicit Bias and Culturally Relevant Professional Development	Yes	\$5,000.00	5,000		
3	3.16	World Language Program in Spanish	Yes	\$136,000.00	105,000		
3	3.17	Support for Chronic Absenteeism for selected student groups	Yes	\$115,000.00	109,000		
3	3.18	Addressing Attendance and Chronic Absenteeism at Sunset Ridge	Yes	\$0.00	0		
3	3.21	Parent Informational Meetings	Yes	\$20,000.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
30,948,750	1,355,791	0	4.381%	\$1,490,446.00	0.207%	5.023%	\$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).