COAST
UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

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

CDS Code: 40-75465-0000000

School Year: 2024-25

LEA contact information:
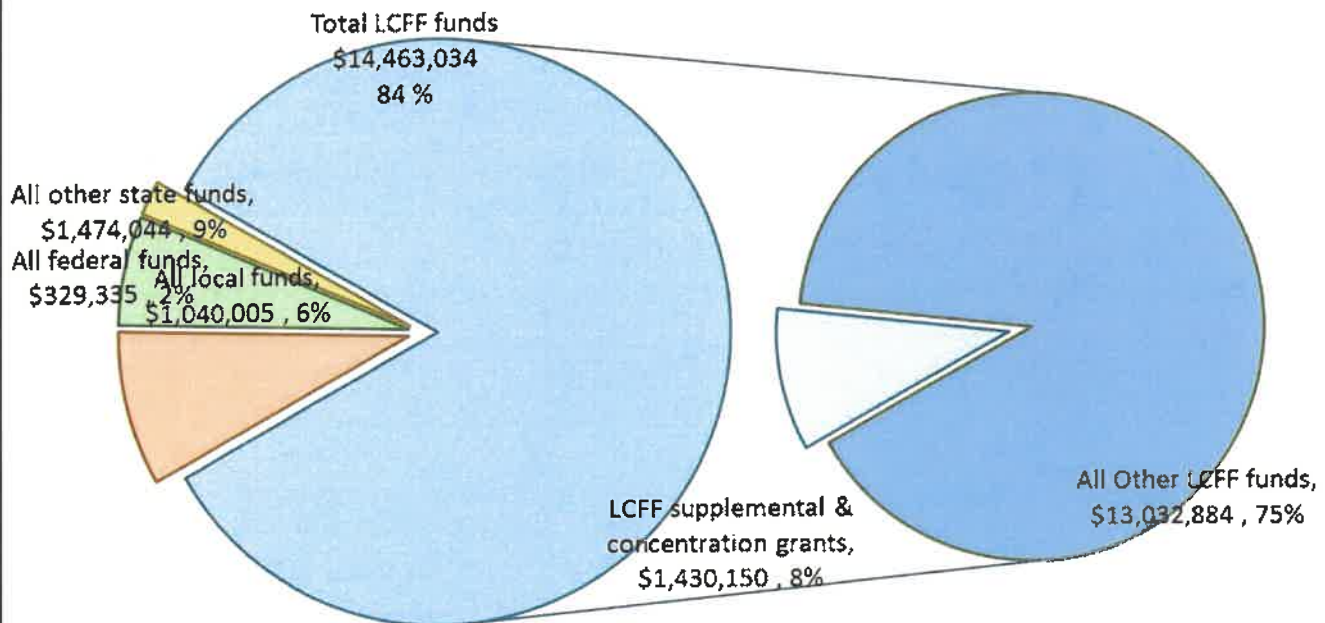
Jill Southern

Assistant Superintendent

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805-927-4400

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$14,463,034
84 %

All other state funds,
$1,474,044 , 9%

All federal funds,
$329,335 , 2%

All local funds,
$1,040,005 , 6%

LCFF supplemental &
concentration grants,
$1,430,150 , 8%
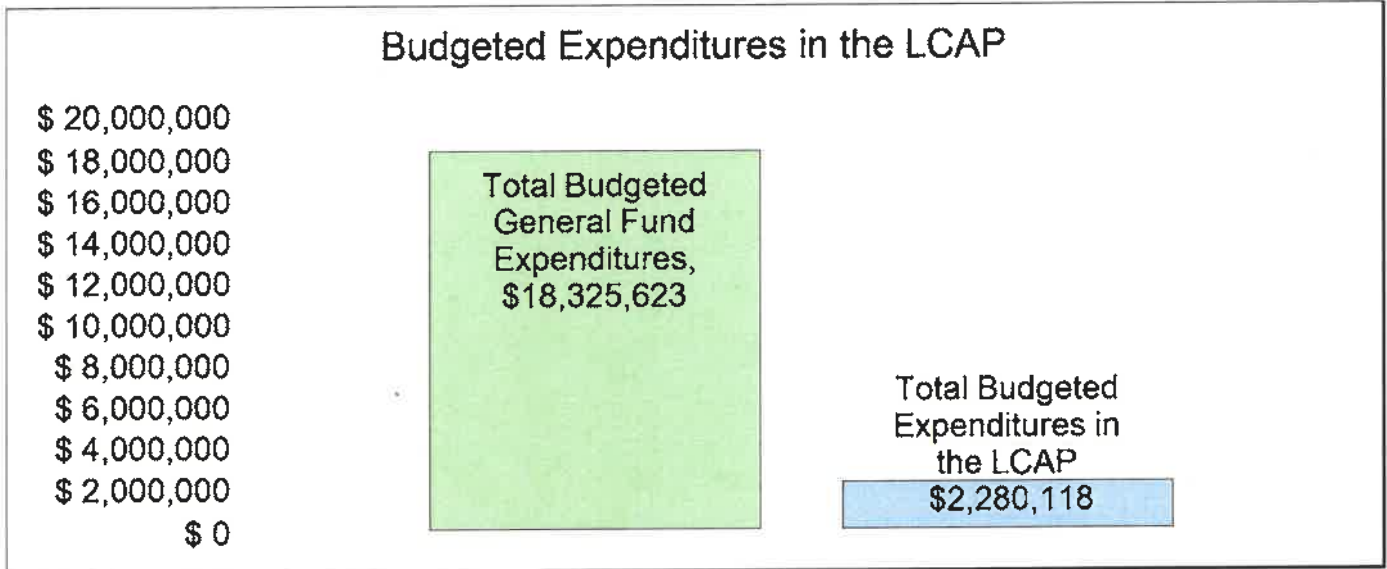
All Other LCFF funds,
$13,032,884 , 75%

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

The text description for the above chart is as follows: The total revenue projected for Coast Unified School District is $17,306,418, of which $14,463,034 is Local Control Funding Formula (LCFF), $1,474,044 is other state funds, $1,040,005 is local funds, and $329,335 is federal funds. Of the $14,463,034 in LCFF Funds, $1,430,150 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 20,000,000
$ 18,000,000
$ 16,000,000
$ 14,000,000
$ 12,000,000
$ 10,000,000
$ 8,000,000
$ 6,000,000
$ 4,000,000
$ 2,000,000
$ 0

Total Budgeted General Fund Expenditures, $18,325,623

Total Budgeted Expenditures in the LCAP $2,280,118

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

The text description of the above chart is as follows: Coast Unified School District plans to spend $18,325,623 for the 2024-25 school year. Of that amount, $2,280,118 is tied to actions/services in the LCAP and $16,045,505 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
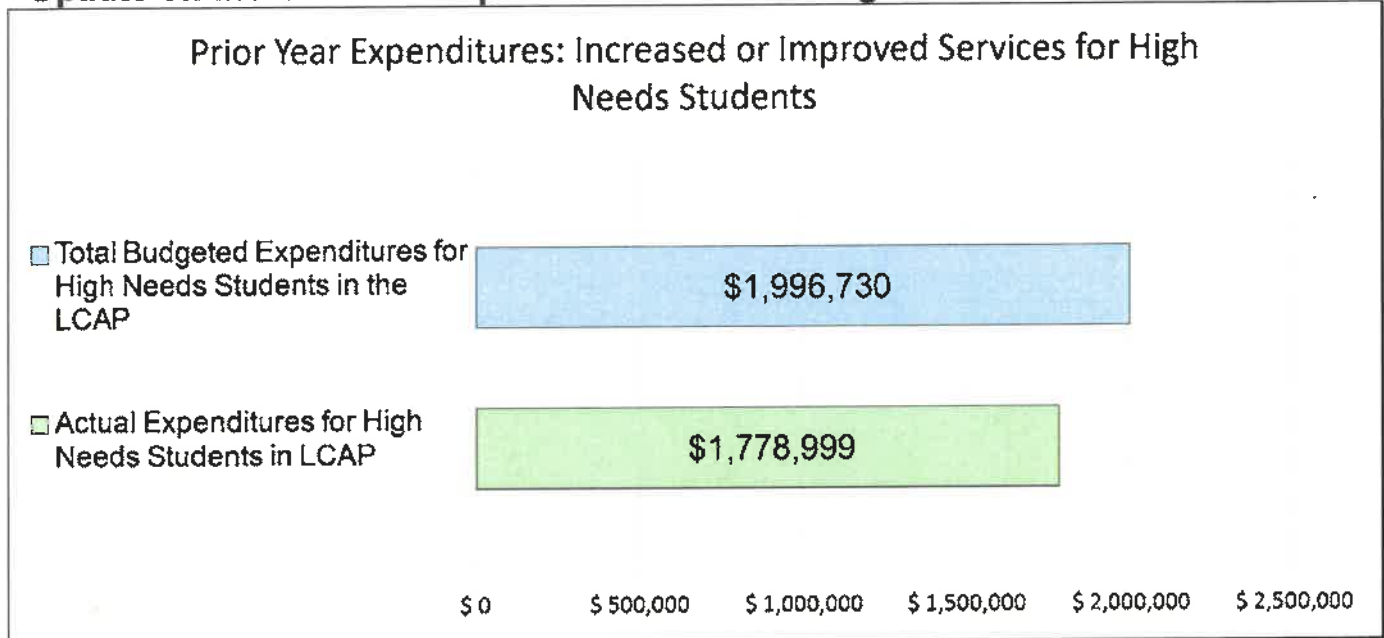
General Fund Budget Expenditures for the school year not included in the LCAP are for general operating expenditures including: maintenance, grounds, staff salaries not tied to LCAP, transportation needs not tied to LCAP, utilities, insurance, and other costs associated with the upkeep and maintenance of district facilities.

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

In 2024-25, Coast Unified School District is projecting it will receive $1,430,150 based on the enrollment of foster youth, English learner, and low-income students. Coast Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coast Unified School District plans to spend $2,280,118 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP**: $1,996,730
- **Actual Expenditures for High Needs Students in LCAP**: $1,778,999

| $0 | $500,000 | $1,000,000 | $1,500,000 | $2,000,000 | $2,500,000 |

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

The text description of the above chart is as follows: In 2023-24, Coast Unified School District's LCAP budgeted $1,996,730 for planned actions to increase or improve services for high needs students. Coast Unified School District actually spent $1,778,999 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-217,731 had the following impact on Coast Unified School District's ability to increase or improve services for high needs students:

It is important to note that the budgeted amount for the 2023-24 LCAP of $1,996,730.00 was almost $500,000 more funds dedicated to services and programs for EL, SEO, Homeless, and Foster Youth than was required based on the amount indicated as supplemental and concentration funds ($1,529,210). The district actually spent $1,778,999.16 which was less than our budgeted expenditures. Though the counseling services indicated in the 2023-24 LCAP did happen, the majority of the counseling services ended up being funded by ESSER funds, not LCAP funds. This fully explains the difference in planned expenditures vs. actual expenditures.

UNIFIED SCHOOL DISTRICT

COAST

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coast Unified School District	Jill Southern Assistant Superintendent	jsouthern@coastusd.org 805-927-4400

Goals and Actions

Goal

Goal #	Description
1	To expand students' communication and critical thinking in literacy (Priorities 1, 2, 4, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA State Dashboard - English Language Arts Performance	10.5 points above standard (2019)	No updated information for 2020, 2021	33.2 points below standard (2022)	12.1 points below standard (2023	Maintain ELA performance on CA School Dashboard
CAASPP Performance (ELA)	52% of students tested met or exceeded state standards (2019)	35% of students tested met or exceeded state standards (2021)	37.41% of students tested met or exceeded state standards (2022)	42.28% of students tested met or exceeded state standards (2023)	58% of students tested will meet or exceed ELA state standards as measured on the CAASPP
ELPAC Performance	64% of students tested performed at the Moderately Developed (a score of 3)(45.7%) or Well Developed (a score of 4) (18.1%) level (2019)	52% of students tested performed at Moderately Developed (a score of 3)(38%) or Well Developed (a score of 4)(14%) level (2021)	54.32% of students tested performed at Moderately Developed (a score of 3)(42.59%) or Well Developed (a score of 4)(11.73%) level (2022)	42.28% of students tested performed at Moderately Developed (a score of 3)(33.71%) or Well Developed (a score of 4)(8.57%) level (2023)	70% of students tested will perform at the Moderately Developed or Well Developed level on the ELPAC
NWEA Performance (ELA)	CUSD Average RIT scores on NWEA: 222.5 (Reading) 215.3 (Language) (2020)	CUSD Average RIT scores on NWEA: 215.3 (Reading) 211.2 (Language) (2020)	CUSD Average RIT scores for fall 2022 grades 6 - 12 213.8 (Reading) winter, 2023 grades 6-12	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites	CUSD RIT scores on the NWEA will reach an average of 227 in Reading and 221 in Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	(2022) (Average RIT gain from Fall to Winter was 3 points)	217.1 (Reading) (Average RIT gain from Fall to Winter was 3.3 points)		Achievement % Winter: District Winter Average RIT Score: 202.4 CGS Growth: 31% CGS Achievement: 27% SLMS Growth: 59% SLMS Achievement: 50% CUHS Growth: 32% CUHS Achievement: 37% LEFF Growth: 67% LEFF Achievement: 27% (23-24 Data from NWEA)	
EL reclassification Rate	14% (2019/20)	11% (2021/22)	13% (2022-23)	7.5% (2023-24 from CA Dashboard)	20% Reclassification Rate
Teacher Credentialing	100% of CUSD teachers are credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	Maintain 100% teacher credentialing in areas of instruction
Access to Standards Based Curriculum	CUSD utilizes CA Common Core, standards based curriculum and content	CUSD continues to fully implement and provide access to CA Common Core, standards based	CUSD continues to fully implement and provide access to CA Common Core, standards based	CUSD continues to fully implement and provide access to CA Common Core, standards based	Maintain use of CA Common Core, standards based curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Access to Standards Based Curriculum and ELD Standards for English Learners	CUSD utilizes CA Common Core, standards based curriculum and content for English Learners.	curriculum and content CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content (with embedded integrated and designated ELD components) and content for English Learners. English 3D (print)	curriculum and content CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content (with embedded integrated and designated ELD components) and content for English Learners. English 3D (print)	curriculum and content CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content (with embedded integrated and designated ELD components) and content for English Learners. English 3D (print)	curriculum and content Maintain use of CA Common Core, standards based curriculum. Enhance ELD curriculum including both print and digital access.
Facilities	CUSD facilities are in good repair	CUSD facilities continue to be in good repair	CUSD facilities continue to be in good repair	CUSD facilities continue to be in good repair	Maintain CUSD facilities in good repair
EAP ELA (CAASPP for 11th grade 3 and 4)	71.43% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED: 64% FY: *Less than 10 students - data not reported (2019)	41.03% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED: 42.85% FY: *Less than 10 students - data not reported	64.71% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED: 63.63% FY: *Less than 10 students - data not reported	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 65.63% of total 11 grade students 59.26% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2022-2023 data from	72% of 11th grade students tested will meet or exceed ELA state standards as measured on the CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			https://caaspp-elpac.ets.org/caaspp/		

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

CUSD had 8 actions for this goal, all of which were implemented during the 2023-2024 school year. There was no substantive difference between the planned actions and actual implementation of these actions.

Successes: After analyzing progress on our identified metrics, a big success was how the district showed positive improvements in ELA achievement in the two years following the initial big drop in scores related to the COVID pandemic. Scores from 2021 (35% of students meeting or exceeding standards) to **42.28%** meeting or exceeding standards in 2023 show that success. EO students (63.77% meeting or exceeding standards in 2023), and IFEP, RFEP, EO students (60.79%) scores indicate that we are showing a lot of success with ELA instruction to students who know English or with students who have Reclassified as Fluent in English. A particular area of success was our EAP score progress. With 65.63% of ALL students meeting or exceeding standards in ELA for the EAP, this indicates that our ELA and ELD supports and instruction for this cohort of students was successful.

Challenges: What is particularly alarming is the difference in performance in ELA between EL students (11.83% meeting or exceeding standards in 2023), EO students (63.77% meeting or exceeding standards in 2023), and IFEP, RFEP, EO students (60.79%). This data helps the district and educational partners understand that we have great needs in addressing the language acquisition needs of English Learners throughout our district. The data also shows that while we are largely successful with academic delivery in ELA to EO students, our actions 1.1 Professional Development in ELA, Action 1.3 Designated ELD Instruction, and Action 1.7 Research Based Programs to Support ELD Instruction should be critically looked at and improved.

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.

CUSD had 8 actions for this goal, all of which were implemented during the 2023-2024 school year. The amount actually spent on 7 of these actions matched the amount planned to be spent on these actions. The Action 1.8, ELPAC Training, included the amount of $425 budgeted,

but no money was spent on this action. The training did happen, but it was at no cost to the district (it was done internally, with existing staff, during regular work hours).

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

When we look at the metrics we identified to measure the effectiveness of the actions chosen to help us address our goal of "To expand students' communication and critical thinking in literacy", it is important to realize that the goal, actions, and metrics were identified and chosen in 2019, when the former three-year LCAP was initially developed. This was prior to the COVID-19 pandemic.

The district saw a large drop in ELA scores on the CAASPP tests from 2019 (prior to COVID) and 2021. The district is seeing steady increases in scores from 2021 (35% of students meeting or exceeding standards) to 42.28% meeting or exceeding standards in 2023. What is particularly alarming is the difference in performance in ELA between EL students (11.83% meeting or exceeding standards in 2023), EO students (63.77% meeting or exceeding standards in 2023), and IFEP, RFEP, EO students (60.79%). This indicates that we are showing a lot of success with ELA instruction to students who know English or with students who have Reclassified as Fluent in English. This data helps the district and educational partners understand that we have great needs in addressing the language acquisition needs of English Learners throughout our district. The data also shows that while we are largely successful with academic delivery in ELA to EO students, our actions 1.1 Professional Development in ELA, Action 1.3 Designated ELD Instruction, and Action 1.7 Research Based Programs to Support ELD Instruction should be critically looked at and improved. This data also supports improving or enhancing Action 1.4 (Bilingual Support) because our EL and Newcomer numbers are significant, and the discrepancy in performance between EL and EO achievement in ELA is something needing addressing.

The district professional development in ELA in 2023-24 focused on writing instruction at the TK-grade 5 levels. One of the biggest gains in student achievement was seen in the elementary grades 4 and 5 on the ELPAC Writing portions. For example, on the ELPAC, writing domain, from 2021 to 2023, one cohort (current grade 6) went from 3.85% Well Developed to 42.86% Well Developed. This shows that when the district targets the professional development to specific needs identified through data, significant improvements in student achievement (with ELs, specifically) will happen.

All three sites had some bilingual intervention and support in 2023-24. While we did see small gains in ELPI and RFEP rates, the small gains indicated more ELD intervention and bilingual support is needed. The district has 33 LTELs. Educational partners discussed the continued need for increased intervention services in ELD and improved ELD Professional Development at all the school sites. Educational Partners also discussed that better research-based ELD Curriculum should be investigated.

Actions 2.1 (SAVVAS Training and Curriculum), 2.2 (Math Support), 2.4 (Supplemental Math Programs), 2.5 (Math Curriculum)
Effectiveness: Effective
Metric: CAASPP, EAP, NWEA, CA Dashboard
Analysis Statement: While we did not meet our target scores for these metrics, we did see steady improvement in math performance scores after the dip in scores due to the COVID Pandemic. Our scores steadily improved from 2021 to 2023

Actions 1.2 (Bilingual Libraries), 1.5 (Librarians), and 1.6 (Librarian Oversight)
Effectiveness: Effective
Metric: Access to Standards-Based Curriculum
Analysis Statement: Our libraries are maintained to high standards and have a wealth of resources supporting our standards-based delivery. These actions may not be needed on the 2024-27 LCAP because these are elements that are well-supported and will be maintained and enhanced with general fund $. Keeping a focus on maintaining bilingual and Spanish language titles will be a priority when purchasing library materials, as indicated by the need to support our EL learners.

Action 1.8 ELPAC Training
Effectiveness: Somewhat Effective*
Metric: ELPAC Scores, EL Reclassification Rate
Analysis Statement: While our team of educators delivering the ELPAC was fully trained, our RFEP rate did not meet our goal. This can mostly be attributed to our written exams for grads TK-2 not being scored (lost either in transit or at scoring facility). Our RFEP rates, however, are likely more related to ELD and ELA instruction and not the ELPAC test nor delivery of the ELPAC itself.

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

The metrics for all goals are enhanced in the 2024-2025 LCAP. For Goal 1, metrics for CA Dashboard (ELA), CAASPP (ELA), and EAP (ELA) are disaggregated by demographic groups. NWEA scores are not solely district averages; we have added site specific data. Overall, the metrics used are far more detailed than in our previous LCAP. ELPI, RFEP, LTEL, and ELPAC metrics are included and contain far more detail than previous LCAPs. This gives staff, parents, community, and students a better picture of our achievement and what our specific goals are.

The biggest change we are making is to have Action 1.1 in the 2024-25 LCAP be a district wide focus for all staff on Professional Development on ELD strategies including Integrated and Designated ELD practices. This will not be a one day training, rather, this is a district focus over multiple years to address the vast achievement differences between EL and EO students.

Most of the Actions in Goal 1 from the 2023-24 LCAP are being retained, but they are significantly enhanced and some are combined into more focused goals with far more specific action elements. For example, the former Actions 1.2, 1.3, 1.4, and 1.7 are now being combined into one LCAP action in the 2024-25 LCAP called Action 1.2 "Supports for English Learners and LTELs". This newly formed action includes increased staffing and improved, research-based curriculum and materials to support language acquisition.

All three sites had some bilingual intervention and support in 2023-24. While we did see small gains in ELPI and RFEP rates, the small gains indicated more ELD intervention and bilingual support is needed. The district has 33 LTELs. Educational partners discussed the continued need for increased intervention services in ELD and improved ELD Professional Development at all the school sites. Educational Partners also discussed that better research-based ELD Curriculum should be purchased and implemented. These elements are included in the new Action 1.2.

An additional new element is Action 1.3, "Special Education Staff and Training". The district has had an increase in our students with learning needs and IEPs. The district is adding a 0.75 FTE SPED teacher to address this district need.

Actions 1.5 and 1.6 are being removed. These are regarding school librarians and librarian oversight. While the district will still have librarians and oversight, educational partners realized these are elements funded by the general fund and are whole school elements, not specifically directed towards EL, SED, nor homeless nor foster youth.

Like Goal 2 and Goal 3, educational partners, through the development of the 2024-25 LCAP created rigorous goals for metrics. There is a unified commitment with our educational partners that we want student achievement in ELA to grow significantly.

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

Goals and Actions

Goal

Goal #	Description
2	To accelerate students' academic outcomes in mathematics (Priorities 1, 2, 4, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA State Dashboard - Mathematics Performance	25.5 points below the standard (2019)	No updated information for 2020, standard 2021	60.3 points below the standard (2022)	48.1 points below standard (2023)	Meeting Mathematics standards on the CA School Dashboard
CAASPP Performance (Mathematics)	38% of students tested met or exceeded state standards (2019)	20% of students tested met or exceeded state standards (2021)	26.78% of students tested met or exceeded state standards (2022)	32.39% of students tested met or exceeded state standards (2023)	44% or more of students tested will meet or exceed state standards in Mathematics
NWEA Performance (Mathematics)	CUSD Average RIT scores on NWEA: 230.8 (Math) (2020)	CUSD Average RIT scores on NWEA: 223 (2022) (Math) (Average gain of 5 points on RIT scores from Fall to Winter)	CUSD Average RIT Scores on NWEA (Fall, grades 6-12): 220.5 (Math) (Winter, grades 6-12) 222.9 (Math) (Average gain of 2.4 points from Fall to Winter)	NWEA District Average RIT Score (grades 1 – 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 211 CGS Growth: 46% CGS Achievement: 37% SLMS Growth: 62% SLMS Achievement: 40%	CUSD Average RIT scores on NWEA 236 or better in Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
				CUHS Growth: 49% CUHS Achievement: 39% LEFF Growth: 30% LEFF Achievement: 17% (23-24 Data from NWEA)	
Teacher Credentialing	100% of CUSD teachers are credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	100% of CUSD teachers continue to be credentialed in their areas of instruction	Maintain 100% teacher credentialing in areas of instruction
Implementation of Standards Based Curriculum	CUSD utilizes CA Common Core, standards based curriculum and content	CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content	CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content	CUSD continues to fully implement and provide access to CA Common Core, standards based curriculum and content	Maintain use of CA Common Core, standards based curriculum
Facilities	CUSD facilities are in good repair	CUSD facilities continue to be in good repair	CUSD facilities continue to be in good repair	CUSD facilities continue to be in good repair	Maintain CUSD facilities in good repair
EAP MATH (CAASPP for 11th grade 3 and 4)	30.95% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED: 20%	20.52% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED:17.86	29.41% levels 3, 4 (Meets or exceeds standards) EL: *Less than 10 students - data not reported SED:27.27%	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 41.94% of total 11 grade students 30.77% of SED students	40% or more of 11th grade students tested will meet or exceed state standards in Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY: *Less than 10 students - data not reported	FY: *Less than 10 students - data not reported	FY: *Less than 10 students - data not reported	EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2023 data from https://caaspp-elpac.ets.org/caaspp/)	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

CUSD had 5 actions for this goal, all of which were implemented during the 2023-2024 school year. There was no substantive difference between the planned actions and actual implementation of these actions.

Successes: The district is seeing steady increases in scores from 2021 (20% of students meeting or exceeding standards) to 32.39% meeting or exceeding standards in 2023. This indicates that Actions 2.2 "Math Support" and 2.4 "Supplemental Math Programs". The scores for the middle school showed significant increases once the new SAVVAS math curriculum was put in place, indicating Action 2.1 was successful!

Challenges: What is particularly concerning is the difference in performance in math between EL students (9.58% meeting or exceeding standards in 2023), EO students (50.73% meeting or exceeding standards in 2023), and IFEP, RFEP, EO students (46.40%). This indicates that while we are showing a lot of success with math instruction to students who know English, we are not meeting the challenges of supporting the language of math for English Learners. This may indicate that our trainings for math (2.3) did not focus on how to support English Learners with the language elements of math to a sufficient degree.

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.

CUSD had 5 actions for this goal, all of which were implemented during the 2023-2024 school year. The amount actually spent on these 5 actions matched the amount planned to be spent on these actions.

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

When we look at the metrics we identified to measure the effectiveness of the actions chosen to help us address our goal of "To accelerate students' academic outcomes in mathematics", it is important to realize that the goal, actions, and metrics were identified and chosen in 2019, when the former three-year LCAP was initially developed. This was prior to the COVID-19 pandemic.

The district saw a large drop in math scores on the CAASPP tests from 2019 (prior to COVID) and 2021. The district is seeing steady increases in scores from 2021 (20% of students meeting or exceeding standards) to 32.39% meeting or exceeding standards in 2023. What is particularly alarming is the difference in performance in math between EL students (9.58% meeting or exceeding standards in 2023), EO students (50.73% meeting or exceeding standards in 2023), and IFEP, RFEP, EO students (46.40%). This indicates that we are showing a lot of success with math instruction to students who know English. This also helps the district and educational partners understand that success in math is related to having proficient skills in English and understanding the language of math.

The district professional development in math in 2023-24 did not focus on the mathematics needs of English Learners, rather it was training on new math curriculum. We did see significant gains in areas of math (the middle school made big gains from 2022 to 2023), but math professional development will be more focused on the needs of our student population.

All three sites had some math intervention and support in 2023-24. While we did see gains, the small gains indicated more intervention and support is needed. Educational partners discussed the continued need for increased intervention services in mathematics at all the school sites.

Actions 2.1 (SAVVAS Training and Curriculum), 2.2 (Math Support), 2.4 (Supplemental Math Programs), 2.5 (Math Curriculum)
Effectiveness: Effective
Metric: CAASPP, EAP, NWEA, CA Dashboard
Analysis Statement: While we did not meet our target scores for these metrics, we did see steady improvement in math performance scores after the dip in scores due to the COVID Pandemic. Our scores steadily improved from 2021 to 2023

Actions 2.3 (Math Trainings)
Effectiveness: Somewhat Effective
Metric: CAASPP, EAP, NWEA, CA Dashboard
Analysis Statement: While we did see scores improve for mathematics from 2021 to 2023, our English Learners perform significantly lower than our EO or RFEP students in mathematics. This indicates that our math training was not focusing on the language of math needs of our English Learners.

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

Because the 2023-24 Action 2.1 was about SLMS and CUHS adopting a new math curriculum (and this was completed), this action will not continue on the 2024-25 LCAP. Two of the 2023-24 Actions, Action 2.4 "Supplemental Math Programs" and 2.5 "Math Curriculum and Materials Purchases" are now combined into a new action for the 2024-25 LCAP called Action 2.3 "Math Curriculum and Materials". The former math training in the 23-24 LCAP (Action 2.3) was largely regarding the newly adopted curriculum. While the district is keeping an action for math professional development, Action 2.1 "Professional Development in Math for Staff", because educational partners see huge achievement gaps in math between EL and EO / RFEP students, the math professional development will focus on the language of math and understanding how to solve word problems, especially from the perspective of an English Learner. Professional Development in Math will also include training for staff in the delivery of the Interim Assessment Blocks in Math to give students more practice with the rigor of real world math and the language of math in grade level common core math curriculum.

The metrics for all goals are enhanced in the 2024-2025 LCAP. For Goal 2, metrics for CA Dashboard (Math), CAASPP (Math), and EAP (Math) are disaggregated by demographic groups. NWEA scores are not solely district averages; we have added site specific data. Overall, the metrics used are far more detailed than in our previous LCAP. This gives staff, parents, community, and students a better picture of our achievement and what our specific goals are.

Like Goal 1 and Goal 3, educational partners, through the development of the 2024-25 LCAP created rigorous goals for metrics. There is a unified commitment with our educational partners that we want student achievement in mathematics to grow significantly.

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

Goals and Actions

Goal

Goal #	Description
3	To advance students' college and career readiness (Priorities 3, 4, 5, 6, 7, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA State Dashboard - College/Career Readiness	70.2% prepared (2019)	CA Dashboard has not been updated for 2020 or 2021 due to interruptions in data collection related to COVID-19	Not Reported on CA State Dashboard for 2022	Very High (96.9%) (2023 data from CA Dashboard)	76% or more categorized as "prepared" under College/Career Readiness on the CA State Dashboard
A-G Requirement Completion Rate	74% of graduates completed A-G requirements (2020)	72% of graduates completed A-G requirements (2021)	77.4% of graduates completed A-G requirements in 2023 (24/31 students)	60% (2024)	A 6% increase in the percentage of students completing A-G requirements
AP Tests Passage Rate	62% (2020)	23% (2021)	38% (2022)	59% (2023) 48% (2024)	A 6% increase in AP test passage rate
CUHS Graduation Rate	87.8% (2019/20)	100% (2021)	100% (2022)	96.9% (2023)	91.5%
Suspension	1% (2020)	.2% (2021)	2.9% (2022)	5% (2023)	Maintain 1% rate or lower
Attendance Rate	97% (2020)	97% (2021)	93% (2022)	94.13% (2024)	Maintain 97% or greater attendance rate
Middle School Drop Out Rate	Santa Lucia Middle School has a drop out rate of 0	Santa Lucia Middle School has maintained a drop out rate of 0	Santa Lucia Middle School has maintained a drop out rate of 0	Santa Lucia Middle School has maintained a drop out rate of 0	Maintain a drop out rate of less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out Rate	15.5% (2020)	.6% (2021)	0% (2022)	0.6% (2023)	11% or lower drop out rate.
Expulsion Rate	CUSD expulsion rate has historically been below 1%	CUSD expulsion rate has historically been below 1%	CUSD expulsion rate has historically been below 1%	CUSD expulsion rate has historically been below 1%	Maintain an expulsion rate of 1% or less
Parent Involvement in Decision Making	CUSD enjoys a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	Maintain high parent involvement rate through School Site Council, English Learner Advisory Committees, Parent Teacher Associations, Boosters and other organizations.
Chronic Absenteeism	6.9% of students deemed "chronically absent" in 2019	4.38% (2021)	23.9% (2022)	23.40% (2023)	Chronic absenteeism rate of 3% or lower
CTE Pathway Completion	There were no CTE Pathway completers (Disrupted due to campus closures and distance learning) in the 2020-21 school year	15 total CTE Pathway completers (5 Ornamental Horticulture, 2 Animal Science, 8 Design, Visual Media Arts. This equates to roughly 33% of the number of graduates from Coast (2022)	7 total CTE Pathway completers (2 Digital Media, 3 Animal Science, 2 Ornamental Horticulture) This equates to 23% of the CUSD graduates. (2023)	6 total CTE Pathway completers (3 Digital Media 2 Animal Science 1 Agricultural Mechanics) (2024)	Maintain CTE Pathway completion rate of 33% or more of any graduating class.
CTE Pathway AND A-G Completers	There were no CTE Pathway completers (Disrupted due to campus closures and distance learning) who	A total of six students met A-G requirements AND completed a CTE Pathway (2022)	A total of seven students met A-G requirements AND completed a CTE Pathway (2023)	A total of five students met A-G requirements AND completed a CTE Pathway (2024)	15% of graduates complete a CTE Pathway AND meet A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	also met A-G requirements in the 2020-21 school year		Pathway (2023) (23% of CUHS graduates)		
Seek parent input & promote parental participation in programs for unduplicated students (i.e. socioeconomically disadvantaged, homeless and foster youth, and English Learners) and students with exceptional needs.	CUSD enjoys a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	CUSD continues to receive a high rate of parent involvement in decision making	Maintain high parent involvement rate through School Site Council, English Learner Advisory Committees, Parent Teacher Associations, Boosters and other organizations.
Safety and school connectedness	CA Healthy Kids Survey from the 2019-20 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 7: 68% Grade 9: 71% Grade 11: 56% School Perceived as Safe or Very Safe: Grade 7: 80% Grade 9: 73% Grade11: 77%	Results of the 2021-22 CA Healthy Kids Survey: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 5: 70% Grade 7: 73% Grade 9: 61% Grade 11: 59% School Perceived as Safe or Very Safe: Grade 5: 73% Grade 7: 76% Grade 9: 84%	Not given in 2022-2023	CA Healthy Kids Survey from the 2023-24 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 6: 63% Grade 7: 66% Grade 9: 61% Grade 11: 56% School Perceived as Safe or Very Safe: Grade 6: 55% Grade 7: 83% Grade 9: 69%	CA Healthy Kids Survey from the 2023-24 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 5: 74% Grade 7: 76% Grade 9: 79% Grade 11: 64% School Perceived as Safe or Very Safe: Grade 5: 77% Grade 7: 88% Grade 9: 81%

Goal Analysis

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study	All students are participating in a broad course of study.	Grade 11: 74%	All students are participating in a broad course of study.	Grade 11: 69%	Grade 11: 85%
				All students are participating in a broad course of study.	Maintain the participation of all students in a broad course of study.

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Most actions in Goal 3 were implemented as planned in 2023-24. One planned action that was not implemented was Action 3.16 "Freshman Summer Summer Academy". This did not happen due to no students enrolling nor expressing interest in this offering. What was offered instead (and had a lot of participation) was Action 3.9 "Summer School". Another action that was not fully implemented was Action 3.19 "Individual Student Supplies". This was an action added during the COVID pandemic a few years ago to address the need to provide EL, SED, and Homeless and Foster Youth with school supplies at home. While the district is supplying necessary supplies, the action as written no longer is appropriate as we are delivering in-person instruction and no longer need supplies to this degree to be sent home.
Successes: The implementation of our Champions after school program was a big success. Parent surveys indicate that this was one of the biggest elements they want continued for the 24-27 LCAP. Our High School Graduation rate is a huge success, surpassing our goal of 91.5%. A huge success was our College and Career Readiness indicator at 96.9% in 2023. These successes indicate that actions 3.1, 3.2, 3.3, 3.6, 3.7, 3.14, 3.15, and 3.21 were very successful.
Challenges: With our CHKS survey data decreasing in students' reported feeling of feeling connected and safe at school, a challenge in the district is meeting the social and emotional needs of our students, particularly after the impacts of the COVID Pandemic. Another challenge was keeping kids in school. Our chronic absenteeism rate in 2023 was 23.4% when our goal was 3%.

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

The district spent $36,000 less LCAP funds than planned for this goal. This is because the counselor (Action 3.5) that we planned to fund with LCAP funds was actually funded through ESSER funds. At the time of 2023-24 LCAP submission, we knew the Freshman Summer

Academy was not going to happen, so the LCAP does not have funds dedicated to that action. All other actions for this goal were funded with the budgeted expenditures.

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

When we look at the metrics we identified to measure the effectiveness of the actions chosen to help us address our goal of "To advance students' college and career readiness", it is important to realize that the goal, actions, and metrics were identified and chosen in 2019, when the former three-year LCAP was initially developed. This was prior to the COVID-19 pandemic. Analysis of our actions and related metrics can be a bit challenging knowing that the pandemic affected progress in college and career readiness for some students. Some metrics, however, showed significant growth, however, revealing that CUSD's actions for Goal 3 were effective. The metric of "College and Career Readiness", as measured on the CA Dashboard, went from 70.2% (2019) prepared / 96.9% (2023) prepared / Very High. The desired outcome for 2023-24 was 76%, so the district far exceeded expectations. The district identified 21 actions in Goal 3 to address college and career readiness. All but one action were implemented. All 20 actions that were implemented can be credited to have had some impact on the significant increase in College and Career Readiness for our students. Specific actions from this goal that can be directly attributed to this incredible success are: Actions 3.14, "Additional Classes to Promote College and Career Readiness", 3.1 "1.5 FTE for CTE Course Instruction", 3.7 "Agriculture Pathway", 3.15 "Concurrent Enrollment Courses", and 3.6 "Advanced Placement Courses". These 5 Actions will continue in the 2024-25 LCAP, but are combined into one action called, "Staffing and Supplies for College and Career Specific Offerings".

AP Passage rates were 62% in 2020 (performance not yet affected by the pandemic) and fell to 23% in 2021. AP Passage rates returned to 59% in 2023. Even though the rates aren't quite what they were prior to COVID, the district made huge gains since COVID, returning to very close to our pre covid rates. Specific actions from this goal that can be directly attributed to this rebound are: Action 3.5 "Intervention Services", 3.9 "Summer School", 3.23 "Homework Support", 3.18 "Expanded Hours for Paraeducators", and 3.21 "Credit Recovery Programs at CUHS". These 5 Actions will continue in the 2024-25 LCAP, but are combined into one action called, 3.2 "Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career Ready". What will be added to this new Action 3.2 are Counseling and Social / Emotional courses and advisories at the middle and high school level. Counseling services and emotional supports were in the 23-24 LCAP for CGS in Action 3.8. A metric that indicates that counseling at the grammar school (which was continued at the middle school with the same counselor this past year) was successful is that students in 5th grade and then in 7th grade showed improvements in feeling Safe at School (73% to 83%) from 2022 to 2024. Other cohorts surveyed decreased in their feelings of safety at school.

The CUHS Graduation Rate improved from 87.8% in 2020 to 96.9% in 2023. Many actions can be attributed to this great growth including Action 3.5 "Intervention Services", 3.9 "Summer School", 3.23 "Homework Support", 3.18 "Expanded Hours for Paraeducators", and 3.21 "Credit Recovery Programs at CUHS".

Some metrics listed in goal three did not show the desired growth or improvement over the 2020-2023 LCAP. One was our A-G Requirement Completion Rate which went from 74% in 2020 to 60% in 2024. It was determined that some students, during the COVID years and online instruction received C- or a D in one or more A-G requirement, which was a lower grade than necessary to meet this metric. These students did show great improvement in grades once we returned to in person instruction. Actions that were not very effective during

the online COVID years are ones that truly assist students when they have in-person instruction. Specific actions from this goal that can be directly attributed to both not improving A-G requirements (simply because these actions are hard to do when not in person because they are largely hands-on courses are: Actions 3.14, "Additional Classes to Promote College and Career Readiness", 3.1 "1.5 FTE for CTE Course Instruction", and 3.7 "Agriculture Pathway".

Chronic absenteeism went from 6.9% in 2019 to 23.4% in 2023. This dramatic and concerning increase was not unique to our district. The COVID pandemic can certainly be a major root cause to this increase in absenteeism. The district has seen an enormous improvement in regards to Chronic Absenteeism in the 2023-24 school year. Many of the actions in the 23-24 LCAP are making these improvements in attendance including Action 3.2, ASES Program, Action 3.10 Transportation, and Action 3.20 District Translator. All three of these actions remain (and ASES is significantly enhanced) in the 2024-25 LCAP due to their successes in terms of improved attendance during the 2023-24 school year.

The CUSD suspension rate was an area that is RED on the CA Dashboard for 2023. CUSD had 5% of students suspended in 2023. We did not meet our goal of 1% or lower. This could indicate that students are needing more support both at school and at home. What was missing in the 2023-2024 LCAP were any actions aligned with specific parent training and support offerings for the home. The 2024-2025 LCAP addresses this with a specific action regarding parent training and involvement.

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

While our 2024-25 LCAP has a lot fewer actions for this Goal (21 actions in 2023-24 to 7 actions in 2024-25), all of the effective actions are still included. The district and educational partners realized that many of the effective actions were similar in nature and are appropriately bundled. For example, Actions 3.14, "Additional Classes to Promote College and Career Readiness", 3.1 "1.5 FTE for CTE Course Instruction", 3.7 "Agriculture Pathway", 3.15 "Concurrent Enrollment Courses", and 3.6 "Advanced Placement Courses" will continue in the 2024-25 LCAP as a combined action called, 3.1 "Staffing and Supplies for College and Career Specific Offerings". Similarly, 6 actions, Action 3.5 "Intervention Services", 3.9 "Summer School", 3.8 "Social / Emotional Curriculum and Supports", 3.23 "Homework Support", 3.18 "Expanded Hours for Paraeducators", and 3.21 "Credit Recovery Programs at CUHS" will continue in the 2024-25 LCAP, but are combined into one action called, 3.2 "Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career Ready". Because we have already seen great improvements in attendance, successful actions will remain and be enhanced including Action 3.2 "ASES", Action 3.10 "Transportation", and Action 3.20 "District Translator".

Some actions are not being continued from the 2023-24 LCAP. This is either because the action is no longer effective, no longer happening (Action 3.16, Action 3.19), or it is happening but is being funded by the general funds, and is not directed towards EL, SED, nor Homeless nor Foster Youth (Actions 3.3, 3.4, 3.12, 3.22).

The metrics for all goals are enhanced in the 2024-2025 LCAP. For Goal 3, metrics for Chronic Absenteeism and Suspension Rates are disaggregated by demographic groups. Attendance rates are listed not only for the district but for each school. The CHKS Metric includes many more social and emotional criteria including cyberbullying, Academic Motivation, and Feelings of Hopelessness. The CAST results are now included as a metric for Goal 3. We included a parent participation metric for Goal 3. Over all, the metrics used are far more detailed than in our previous LCAP.

Like Goal 1 and Goal 2, educational partners, through the development of the 2024-25 LCAP created rigorous goals for metrics. There is a unified commitment with our educational partners that we want student achievement to grow significantly while also improving social and emotional skills and college/career readiness.

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

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

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

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

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coast Unified School District	Jill Southern Assistant Superintendent	jsouthern@coastusd.org 805-927-4400

Plan Summary [2024-25]

General Information

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

The Coast Unified School District is located on California's beautiful Central Coast in San Luis Obispo County. The District serves grades TK-8 student population of Cambria, San Simeon and surrounding rural areas and the grades 9-12 students of that area and the town of Cayucos. The District has one TK-5 school, one 6-8 middle school, one comprehensive high school, and one continuation high school. There are approximately 489 students with an ethnic makeup of 23.98% White, 72.34% Hispanic, and 3.68% other groups. 85% of our students are considered Unduplicated (socioeconomically disadvantaged, English Learner, Homeless, or Foster Youth).

The largest target populations served in the district are:

*Socioeconomically Disadvantaged: 83% (406 students) of our district population

CGS 79%
SLMS 85%
CUHS 85%
Leffingwell 91%
*English Learners

38% of the district population (187 students)
CGS 56%
SLMS 35%
CUHS 18%
Leffingwell 27%
*Long Term English Learners (LTELs)
6.7% of the district population: 33 students
*"At-Risk ELs 4-5" - English Learner "At-Risk" of Becoming a Long-Term English Learner
4.7% of the district population: 23 students
CGS LTEL 0% / At-Risk 10.4%
SLMS LTEL 14.6% / At-Risk 0.8%
CUHS LTEL 8.4% / At-Risk 3.9%
Leffingwell LTEL 18% / At-Risk 9%
*Homeless
20.4% of the district population (100 students)
CGS 23%
SLMS 22%
CUHS 16%
Leffingwell 18%
*Students with Disabilities (IEP and 504)
17.3% of the district population (65 students with IEPs and 21 students with 504s)
CGS 14.5%
SLMS 17.3%
CUHS 20.5%
Leffingwell 36%
Looking at these student groups across the school sites, it is clear that our demographics are changing within the community. Over the last year, our percentages of low socioeconomic students, English Learners, and homeless students increased at all school sites. There were particularly significant increases in socioeconomic disadvantaged students (72% to 83% of the district students) and homeless students (16.3% to 20% of the district students).

Reflections: Annual Performance

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

Reflections based on the CA Dashboard and other data:

The California Dashboard information for 2023 (the most recent information) presents a thorough picture of many elements of Coast Unified School District (CUSD). The CA Dashboard uses a color scale to measure performance on state indicators from low to high (red, orange, yellow, green, blue) with blue being the most positive outcome. College / Career is a state indicator not ranked by the color system, rather, it

is ranked by a bar system (very low to very high). The performance indicator uses student data and growth measures to determine the colors indicated for each indicator. It is important to note that with our district being small, there are many areas where school sites or specific student groups receive NO PERFORMANCE COLOR or rating due to the sample size being too small.

What are the state indicators? State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:
* Academic - English language arts/literacy assessments
* Academic - Mathematics assessments
* English Learner Progress
* Chronic Absenteeism
* Graduation Rate
* Suspension Rate
* College/Career

As a whole district (CUSD), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - YELLOW
* Academic - Mathematics assessments - YELLOW
* English Learner Progress - ORANGE
* Chronic Absenteeism - ORANGE
* Graduation Rate - YELLOW
* Suspension Rate - RED (Actions in the LCAP address this)
* College/Career - Very High

Some interesting elements regarding CUSD's performance indicates there are equity elements regarding student performance we address through goals and actions in this LCAP. For example, for Academic - English language arts/literacy assessments, these student groups are YELLOW: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. White students in CUSD performed in the Blue range. The disparity for math was similar: ORANGE: English Learners; YELLOW: Hispanic, Homeless, Socioeconomically disadvantaged students, and Students with Disabilities; GREEN: White students. A highlight is CUSD's College and Career Indicator which is VERY HIGH for Socioeconomically disadvantaged students, the only student group large enough at our high school level to have an indicator rating.

An area for which specific Actions in this LCAP are written is Chronic Absenteeism. For CUSD, all student groups that were large enough to get a performance color were RED or ORANGE. The RED Student Groups are: English Learners, Hispanic, Homeless, and Students with Disabilities. The district is concerned with the amount of students who were chronically absent and knows that being chronically absent is directly related to declines in student achievement. A specific alarming data point is that 41.9% of our students with disabilities are noted as being chronically absent in 2022-2023. While we know the COVID pandemic and related quarantining rules greatly contributed to the absences in that 2022-2023 school year (what the CA Dashboard data is based on), we recognize that there needs to be specific actions in place to remedy this issue. Fortunately, actions and activities put in place in 2023-2024 have already led to huge improvements in attendance. As of March, 2024, the chronic absenteeism rate for K-8 is less than 10% for CUSD which is far better than the 23.4% chronic absenteeism rate for 2022-23. District actions that have contributed to this improvement (that will continue) are proactive and specific parent

communication about the importance of attendance at Back to School Night, Parent Conferences, PTA, SSC, LCAP Forums, and DELAC. Parent communication through attendance letters and Parentsquare is done regularly and promptly when we notice attendance issues starting.

Another area, as indicated by the CA Dashboard that has Actions addressed in this LCAP is our Suspension Rate. Both Socioeconomically Disadvantaged and White Students were listed in the RED category. With Hispanic students, Homeless students, and Students with Disabilities in the ORANGE range. Actions addressing this are essential. A positive element in this area is the finding that English Learners in CUSD are in the GREEN range when looking at the Suspension Rate.

For all the areas in the CA Dashboard area, Implementation of Academic Standards: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership, CUSD Ranks either 4: Full Implementation or 5: Full implementation and Sustainability.

Below are some CA Dashboard site specific data. Leffingwell High School has too small of an enrollment to receive any performance color on the indicators.

As a school, Coast Union High School (CUHS), here is how we performed on the indicators:
* Academic – English language arts/literacy assessments – NO PERFORMANCE COLOR (not enough students)
* Academic – Mathematics assessments – NO PERFORMANCE COLOR (not enough students)
* English Learner Progress – NO PERFORMANCE COLOR (not enough students)
* Graduation Rate – BLUE
* Suspension Rate – RED (Actions in the LCAP address this) – RED for Socioeconomically Disadvantaged and White (Actions in the LCAP address this)
* College/Career – Very High

Highlights for CUHS are that the 5 year graduation rate for Hispanic students is 100% and the ELA and MATH CAASPP Scores for 2023 were high. Though the sample size was too small for the dashboard, the CUHS results for ELA Meets or Exceeds Standards was: 75% and for Math: 46.43% These were even higher than the results in 2019 (pre COVID) of 71% for ELA and 31% for Math.

As a school, Santa Lucia Middle School (SLMS), here is how we performed on the indicators:
* Academic – English language arts/literacy assessments – YELLOW
* Academic – Mathematics assessments – YELLOW
* English Learner Progress – BLUE
* Chronic Absenteeism – YELLOW
* Suspension Rate – ORANGE

No subgroups at SLMS performed in the RED range. An area of success for SLMS is the huge improvement on the number of students who Met or Exceeded standards on both the CAASPP Math and ELA tests from 2022 to 2023.

As a school, Cambria Grammar School (CGS), here is how we performed on the indicators:
* Academic – English language arts/literacy assessments – YELLOW

* Academic - Mathematics assessments - ORANGE
* English Learner Progress - RED* (Actions in the LCAP address this. This is asterisked, however, because the written exam portions of the ELPAC for grades TK-2 were definitely delivered and sent for grading, the tests mailed were lost either upon receipt of somewhere in transit, so this indicator does not accurately represent how we actually would have performed if the written domain scores were included)
* Chronic Absenteeism - RED (Actions in the LCAP address this) - RED for English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities (Actions in the LCAP address this)
* Suspension Rate - GREEN

An area of success for CGS is that the CAASPP ELA and Math scores showed higher rates of students meeting or exceeding standards than in 2019 (prior to COVID).

Leffingwell High School is an Equity Multiplier Site. A goal specific to this school as an Equity Multiplier site has been included in this LCAP. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) with schoolsites meeting nonstability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding must be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024-25 Local Control and Accountability Plan.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	LCAP details and programs and input solicited from teaching staff at monthly staff meetings at each school site. CUSD staff LCAP forums held 2 times during the year. LCAP survey was sent out to all teachers. California School Staff Survey (part of the CHKS) was sent out to staff in March, 2024. McKinney Vento (Homeless Services Needs) Survey sent out to all teachers in January, 2024. Due to the comprehensive discussions and input opportunities, teachers influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1).
Principals and Administration	During district Cabinet (monthly) and Principals' (approx every other month) meetings, LCAP programs, funding, and new ideas are discussed (at virtually every meeting). Due to the comprehensive discussions and input opportunities, principals and administration influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1) and Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2) as well as 3.2, which includes social and emotional supports and counseling. Other actions heavily influenced by school administration were 1.3 (SPED Staff and Training) and 3.7, Parent training.
Other School Personnel (Classified, counselors, art instructors through CCP, One Cool Earth personnel, etc)	LCAP details and programs and input solicited from classified staff at staff meetings at each school site. CUSD staff LCAP forums held 2

2024-25 Local Control and Accountability Plan for Coast Unified School District

Educational Partner(s)	Process for Engagement
	times during the year. LCAP survey was sent out to all classified and other staff.. California School Staff Survey (part of the CHKS) was sent out to staff in March, 2024. McKinney Vento (Homeless Services Needs) Survey sent out to all staff in January, 2024. Due to the comprehensive discussions and input opportunities, other school personnel influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1), 3.1 (staffing for college and career ready offerings) as will as for Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2).
Local Bargaining Units	Principal LCAP writer discussed LCAP elements and received input on LCAP through meetings (more than 10 this year) with CSEA (classified) president and bargaining unit members. LCAP details and programs and input solicited from classified and certificated bargaining unit members at staff meetings at each school site. CUSD staff LCAP forums held 2 times during the year (classified and credentialed bargaining unit members in attendance including the CTA (Teachers) President. LCAP survey was sent out to all bargaining unit members. California School Staff Survey (part of the CHKS) was sent out to bargaining unit members in March, 2024. McKinney Vento (Homeless Services Needs) Survey sent out to bargaining unit members in January, 2024. Due to the comprehensive discussions and input opportunities, local bargaining units influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1) as will as for Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2).
Parents	Multiple meetings involving LCAP discussion and input as well as LCAP, EL Needs, and other surveys were provided to parents throughout the year to gather authentic input and guidance from partners. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings (10/24/23, 1/17/24, 5/30/24). LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. The

Educational Partner(s)	Process for Engagement
	monthly CGS PTA meetings included a regular presentation by the principal / primary LCAP writer where she discussed LCAP and gathered parent input for the LCAP. The LCAP survey was distributed at both PTA and DELAC. Parents were also invited to and participated in the LCAP Educational Partner Forum. School sites held parent coffees with site principals throughout the year to gather input on services and programs found on the LCAP. Due to the comprehensive discussions and input opportunities, parents influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy was for actions 3.1 (staffing and supplies for college and career specific offerings), 3.2 (supports academic and social emotional), 3.3 (ASES after school care), 3.5 (Technology) 3.4 (Transportation), and 3.6 (District Translator). Actions 1.2 (Supports for ELS and LTELS) and 2.2 (Math intervention and support) were influenced by parent input.
Students	Multiple discussions involving LCAP elements and input as well were had with students with site administrators. LCAP, EL Needs, and CHKS surveys were provided to students throughout the year to gather authentic input and guidance from them. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings (1/17/24). LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). Students are actively participating at SSC meetings as well as the 1/17/24 DELAC meeting. The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. A community meeting called Uplift had multiple students in attendance. LCAP input was solicited there from students as well as the LCAP and EL needs surveys provided to students there. CUSD has a student board member who is an active participant in LCAP discussions that are had at our monthly school board meetings. The primary writer of the LCAP regularly engaged CGS students in discussions and provided input regarding LCAP programs and services. Student input specifically influenced these actions: 1.2, 2.2, 3.1, 3.2, 3.3, 3.5, and 3.6
Community Members	Multiple discussions involving LCAP elements and input as well were had with the community with site administrators. Site administrators are members of local community organizations like Rotary and American Legion Auxiliary. LCAP surveys were provided to the

Educational Partner(s)	Process for Engagement
	community throughout the year: presented at School Board meetings, LCAP forums, DELAC / ELAC (community partners in attendance), Uplift (lots of community attendance), and at the site offices. These surveys gathered authentic input and guidance from the community. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings. LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. LCAP and ways to provide input are discussed at multiple school board meetings where community members are present. An LCAP community public forum was held to gather input, discuss current LCAP elements, and solicit input for the next year's LCAP. Due to the comprehensive discussions and input opportunities, community members influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy was done by the community for after school care (3.3), transportation (3.4), and parent training (3.7)
School Board	The primary LCAP writer presents LCAP elements, CA dashboard and assessment data, LCAP mid-year report, Local Indicators, and updates of LCAP programs and services throughout the year at board meetings. The school board members often asked clarifying questions and gave input during the LCAP presentations. The board was presented the LCAP survey access through a QR code and through a paper version. The primary LCAP writer presented on LCAP elements at most board meetings throughout the year and was in attendance at every board meeting. The board has a student board member who contributes to the input. Due to the comprehensive discussions and input opportunities during board meetings which included a student board member, the School Board influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1) as well as for parent training (3.7) and Social / Emotional Supports (3.2). The academic support actions (1.2 and 2.2) as well as the actions promotion college readiness and a breadth

Educational Partner(s)	Process for Engagement
	of courses offered (3.1, 3.2) were strongly supported by the school board.
County Office of Education Personnel / Program Coordinator Ed Support Services, Homeless Liaison, and SELPA	Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE (February and March, 2024) were held to discuss homeless and foster services, funding, McKinney Vento, and LCAP goals and actions that apply to homeless and foster youth. Meeting to discuss LCAP actions and services on 5/16/24 was held with representatives from SLOCOE met to discuss the district's LCAP and the actions and services supporting the needs of students with special needs and those experiencing homelessness or foster care. The county representatives support CUSD having after school care (Champions) and transportation provided to EL, Homeless, Foster, and SED students at no cost. The primary LCAP writer met with the SLOCOE Homeless Liaison multiple times through the year to discuss homeless and foster youth services. Due to discussions and input opportunities, County Office of Education Personnel / Program Coordinator Ed Support Services, Homeless Liaison, and SELPA influenced the development of Actions 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.7, and 4.1.
Equity Multiplier Fund Educational Partners (Leffingwell Staff)	CUSD is receiving Equity Multiplier Funds for Leffingwell High School in the amount of $50,000. Multiple discussions were had with district administration, the Leffingwell High School Principal, Ed Arrigoni, District Business Manager, Christie Cosme, CUSD Superintendent, Scott Smith, and Leffingwell teacher, Justin Gish regarding ideas and appropriate use of the funds. Discussions were held March, April, and May, 2024 (Cabinet meetings, individual conversations, emails). This topic was also discussed at the district LCAP forum on May 8, 2024 as well as at the shared district SSC on May 30, 2024. The new skills pavilion was discussed as a very appropriate use of the Equity Multiplier funds as it is being designed as a college and career, hands-on training center for the students at Leffingwell (continuation) High School. Educational partner discussions have been had, and we look to spend the full amount of the Equity Multiplier funds in the 2024-2025 school year. This educational partner input influenced the creation of Action 4.1

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

Coast Unified School District has a well-established process for securing meaningful engagement from educational partners. The LEA consulted with teachers, principals, administrators, other school personnel, certificated and classified bargaining unit members, parents, students, the District English Language Advisory Committee (DELAC), Parent Advisory Committee(s), including parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities, and Special Education Local Plan Area (SELPA) staff prior to adopting the Local Control Accountability Plan (LCAP).

The LCAP goals for Coast Unified School District are included as a standing item in all School Site Council Meetings, ELAC meetings, and DELAC meetings. Additional public hearings/meetings are also held for educational partner engagement and input. The following list summarizes how the LCAP was influenced by education partner feedback at each of these meetings:

Shared School Site Council Meetings - October 11, 2023; January 17, 2024; May 30, 2024 (Administrators, Teaching Staff, Student Representatives, and Parents including parents of students with special needs of CUSD) Reviewed goals, actions and services from CUSD's LCAP; Surveys for input on LCAP. Students provided input at these meetings.

DELAC and Site ELACs - October 24, 2023; January 30, 2024; April 9, 2024 - 5p (Administrators, Family Advocate, K-12th Grade Parents of English Learners; Students that are English Learners in attendance 3/29/23) Reviewed goals from Coast Unified's LCAP; input / discussion / survey on LCAP goals and actions / survey for EL Needs Assessment. Students provided input at these meetings.

CGS PTA - 9/5/23; 10/3/23; 11/14/23; 1/9/24; 2/6/24; 3/5/24; 4/2/24; 5/7/24 - Monthly report from district Assistant Superintendent on LCAP topics and solicitation of input from parents. Survey access provided on paper and digitally.

LCAP Educational Partner / Public Forum - (Administrators, Representative of Certificated Staff, Representative of Classified Staff, and Parents of CUSD) - Had positive feedback and collected input for LCAP Goal and Action development during the meeting. Parents and staff were given paper and digital survey / input options. January 24, 2024

Cambria Community Meeting called Uplift - 35 parents, community members, students, and staff discussed community needs and economic issues in the community. LCAP elements discussed and LCAP input survey provided to those attending. February 7, 2024. Students provided input at this meeting.

Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE (February and March, 2024) to discuss homeless and foster services, funding. McKinney Vento, and LCAP goals and actions that apply to homeless and foster youth. It was discussed that providing childcare and transportation at no cost to homeless and foster youth are suggested priorities for the LCAP.

CUSD Cabinet March 14, 2024 - CA Dashboard and related required actions aligned to any RED areas that would be addressed in the LCAP were discussed. Input from district administrators was received regarding professional development and other programs / services that we can add to the LCAP that will address the RED areas..

LCAP Educational Partner Input / CUSD Forums - November 29, 2023 and May 8, 2024 (Administrators, Representatives of Certificated Staff, Representatives of Classified Staff, and Parents of CUSD) Agendized and reviewed the actions and services included in the LCAP;

survey access provided on paper and digitally. ELA - Programs used to assist ELD and SPED that need support in reading - continue to discuss / analyze data and trends. ELD Strategy training; Math - Continue and enhance math remediation programs/ Continue Math TOSA / Discuss potential math adoption / student performance data and trends analyzed; College Career - Emotional Supports (Suggestions: Increased ELD services, Continued TK Expansion, Enhancing counseling offerings)

Administrative Principals Meetings (quarterly) (Jill Southern, Ed Arrigoni, Dave Nygren) - Agendized item for LCAP progress, action and goal development, and student data is included in these meetings.

Superintendent, Assistant Superintendent, and District Business Manager Met throughout the year to go over actions, services, and funding. ELD training for all staff came up as a prioritized need for the district.

CUSD/SELPA/SLOCOE (Homeless Foster Services) Meeting to discuss actions and services 5/16/24 12:45p - Representatives from SLOCOE met to discuss the district's LCAP and the actions and services supporting the needs of students with special needs and those experiencing homelessness or foster care. The county representatives support CUSD having after school care (Champions) and transportation provided to EL, Homeless, Foster, and SED students at no cost. The primary LCAP writer met with the SLOCOE Homeless Liaison multiple times through the year to discuss homeless and foster youth services. Maintaining and expanding transportation and after school childcare at no cost for homeless and foster youth came up as priorities to include in the LCAP.

CUSD Classified and Certificated Bargaining Units (CSEA and CTA) input – During monthly staff meetings programs for unduplicated youth are consistently discussed, revised, and enhanced. Professional development for ELD and math came up as prioritized needs for the district during these meetings.

Coast Unified Board Meetings - NWEA / Student Data Presentation; LCAP Local Indicators Mid-Year Update; June 13th and 27th, 2024 6pm (Public Meetings) Public hearing and discussion to review the CUSD LCAP. The student board member participated in the presentations and discussion of LCAP programs, data, and services.

CUSD is receiving Equity Multiplier Funds. These funds are for Leffingwell High School. Multiple discussions were had with district administration, the Leffingwell High School Principal, Ed Arrigoni, District Business Manager, Christie Cosme, CUSD Superintendent, Scott Smith, and Leffingwell teacher, Justin Gish regarding ideas and appropriate use of the funds. Discussions were had March, April, and May, 2024 (Cabinet meetings, individual conversations, emails). This topic was also discussed at the district LCAP forum on May 8, 2024 as well as at the shared district SSC on May 30, 2024. The new skills pavilion was discussed as a very appropriate use of the Equity Multiplier funds as it is being designed as a college and career, hands-on training center for the students at Leffingwell (continuation) High School. The skills pavilion and supplies, tools, and materials costs are far beyond the amount we are receiving through the Equity Multiplier funds. Educational partner discussion have been had, and we look to spend the full amount of the Equity Multiplier funds in the 2024-2025 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To expand students' communication and critical thinking in literacy (Priorities 1, 2, 4, 5, 7, and 8)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Coast Unified has continued to focus on this literacy goal. Literacy skills are foundational to succeeding in other academic areas. Additionally, CUSD has a large English learner student population with whom strengthening literacy skills in English is critical for future achievement. Only 11.83% of English Learners in CUSD are meeting or exceeding standards on the ELA CAASPP. Additionally, the district currently has 33 LTELs (14.6% of SLMS enrollment and 8.4% of CUHS enrollment). The actions below, using the metrics stated, are designed to close the achievement gaps we identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA State Dashboard English Language Arts Performance	All students (average) 12.1 points below standard Students with Disabilities (SWD): 48.4 points below standard Socioeconomically Disadvantaged (SED): 26.2 points below standard			All students (average)5 points above standard SWD: 25 points below standard SED: 5 points below standard EL: 25 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Performance (ELA)	English Learners (EL): 51 points below standard Homeless: 55.5 points below standard White: 47 points above standard Hispanic: 31.4 points below standard (2023 Data from CA Dashboard) 42.28% of All CUSD Students Meet or Exceed Standards 25% SWD Meet or Exceed Standards 36.45% SED Meet or Exceed Standards 24.52% Homeless Students Meet or Exceed Standards 11.83% EL Students Meet or Exceed Standards 63.77% EO Students Meet or Exceed Standards 60.79% Students Who are Considered English Only, IFEP, or RFEP Meet or Exceed Standards 70.37% White Students Meet or Exceed Standards 33.87% Hispanic			Homeless: 25 points below standard White: 55 points above standard Hispanic: 5 points below standard 58% of All CUSD Students Meet or Exceed Standards 38% SWD Meet or Exceed Standards 48% SED Meet or Exceed Standards 38% Homeless Students Meet or Exceed Standards 35% EL English Learners Meet or Exceed Standards 70% EO Meet or Exceed Standards 68% of CUSD Students Who are Considered English Only, IFEP, or RFEP Meet or Exceed Standards 71% White Students Meet or Exceed Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	ELPAC Performance	Students Meet or Exceed Standards (2023 data from https://caaspp-elpac.ets.org/caaspp/) 50.27% of students who take the summative ELPAC scored a 3 or 4 (2023 data from https://caaspp-elpac.ets.org/caaspp/)			46% Hispanic Students Meet or Exceed Standards 60% of students who take the summative ELPAC get a 3 or 4.	
1.4	NWEA Performance (ELA)	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 202.4 CGS Growth: 31% CGS Achievement: 27% SLMS Growth: 59% SLMS Achievement: 50% CUHS Growth: 32% CUHS Achievement: 37% LEFF Growth: 67% LEFF Achievement: 27% (23-24 Data from NWEA)			NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 215 CGS Growth: 50% CGS Achievement: 45% SLMS Growth: 60% SLMS Achievement: 57% CUHS Growth: 50% CUHS Achievement: 50% LEFF Growth: 67% LEFF Achievement: 43%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate	7.5% of CUSD ELs reclassified (RFEP) (2023-24 from CA Dashboard)			15% of CUSD ELs reclassify (RFEP)	
1.6	LTEL and At-Risk of LTEL numbers / %	6.7% of CUSD students are LTEL (33 students) 14.6% at SLMS (18 students) 8.4% at CUHS (13 students) 18% at LEFF (2 students) 4.7% of CUSD students are At-Risk of LTEL (23 students) 0.8% at SLMS (1 student) 0.6% at CUHS (1 student) 9% at LEFF (1 student) (23-24 Data from Dataquest)			3% of CUSD students are LTEL 7% at SLMS 4% at CUHS 9% at LEFF 3% of CUSD students are At-Risk of LTEL 0.5% at SLMS 0.5% at CUHS 3% at LEFF	
1.7	Access to Standards Based Curriculum	CUSD utilizes CA Common Core, standards-based curriculum and content (monitored internally)			CUSD maintains use of CA Common Core, standards-based curriculum and content	
1.8	Access to Standards Based Curriculum and ELD Standards for English Learners ad LTELs	CUSD utilizes CA Common Core, standards-based curriculum and content for English Learners and LTELs			CUSD maintains use of CA Common Core, standards-based curriculum and content for English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(monitored internally)			Learners and LTELs. There is proven effective, research-based curriculum and supports specifically designed for newcomers in use at all sites.	
1.9	EAP ELA (CAASPP for 11 grade ELA Meets or Exceeds Standards)	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 65.63% of total 11 grade students 59.26% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2023 data from https://caaspp-elpac.ets.org/caaspp/)			CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 70% of total 11 grade students 65% of SED students EL, Foster, SWD, and Homeless Youth - likely less than 11 students - data likely not reported	
1.10	Teacher Credentialing	100% of CUSD teachers are credentialed in their area on instruction (monitored internally)			100% of CUSD teachers are credentialed in their area on instruction	
1.11	Facilities	CUSD Facilities are in good repair (Annual FIT Report)			Maintain CUSD facilities in good repair	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	ELPI Rates (English Learner Progress Indicator	CUSD: Orange CGS: Red SLMS: Blue CUHS: No color (less than 11 students) LEFF: No color (less than 11 students) (2023 data from CA Dashboard)			CUSD: Green or Blue CGS: at least Yellow SLMS: Green or Blue CUHS: No color (if less than 11 students) or Green or Blue LEFF: No color (if less than 11 students) or Green or Blue (2023 data from CA Dashboard)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Training	PD and training with a focus on English Language Development, Integrated/Designated ELD instruction, and supporting LTELs. This includes training on Thinking Maps, Write from the Beginning, Early Childhood Education and Language Acquisition, and ELD integrated and designated strategies.	$15,000.00	Yes
1.2	Supports for English Learners and LTELs	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of low performance in English learner progress on the ELPI at Cambria Grammar School, specifically, to address the following Red on the 2023 Dashboard: Cambria Grammar- ELPI* This is asterisked, however, because the written exam portions of the ELPAC for grades TK-2 were delivered and sent for grading, but the tests mailed were lost either upon receipt of somewhere in transit, so this indicator does not accurately represent how we actually would have performed if the written domain scores were included). CUSD now has in place a system to verify receipt of the written ELPAC exams by ETS. We already have verification that the TK-grade 2 written portions of the 2024 exams were received. In addition to all teachers providing integrated ELD to English Learners, designated ELD will be taught and supported by the following teachers: 1.5 FTE ELD/ELA support teachers at CGS 1.25 FTE ELD teacher at SLMS 1.0 FTE ELD teacher at CUHS (increase from 0.25 FTE) Bilingual aides support English Learners across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.	$895,326.02	Yes

Action #	Title	Description	Total Funds	Contributing
		1 Bilingual Aide at CUHS 1 Bilingual aide at SLMS (increase from 0.5 in 23-24) 1 Bilingual Kindergarten Aide, 1 Bilingual SPED Aide, 2 Bilingual Gen ED Aides at CGS		
		School libraries and library staff at each site support our English Learners and LTELs. This includes purchasing bilingual and native language literature and resources. Librarians play a critical role in promoting biliteracy, advocating for students' native language development, and promoting a welcoming diverse community. Displaying an abundant offering of texts in the students' native language sends the school community the message that multilingualism is relevant and important. CUSD will provide authentic texts written in the native languages of ELLs: Authentic texts are important because they're usually related to the country and culture of the ELL—not just translated into the native language of the ELL but written with the heart of a native speaker. We will purchase translated texts of popular titles: These books, including graphic novels, can help ELLs connect to other cultures and history while being accessible in their native language. We will continue to offer and purchase more bilingual texts: With these, students can view their native language along with English. They also promote the inclusion and development of the native language.		
		Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include: English 3D, Renaissance Place, Thinking Maps / Write from the Beginning, LETRS (Lexia), Language of Learning (McGraw Hill), Wonders, and Wonders/World of Wonders provide accessible tools, structure for language acquisition, rating materials, and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. We plan to add Language of Learning and LETRS as curriculum for early reading instruction that provides EL and Newcomer needs and supports. Adding LETRS and Language of Learning specifically assists the district's LTEL population by proactively addressing reading and literacy needs in the early grades, promoting reclassification early to prevent LTEL status.		

Action #	Title	Description	Total Funds	Contributing
		The districtwide adoption of NWEA provides longitudinal assessments providing direction for RTI grouping and student scheduling and support.		
1.3	Special Education Staff and Training	CUSD is enhancing instruction for students with learning disabilities (SWD) by adding 0.75 FTE RSP teacher and additional SPED instructional aide staff to address ELA and other needs for students with disabilities. SPED staff receive training throughout the year to address the language and school needs of SWD. Students with disabilities underperform other student groups on ELA assessments including the CAASPP. Only 25% of CUSD Students With Disabilities Meet or Exceed Standards. We have a goal to get this number to at least 38% meets or exceeds standards within three years. Metrics to monitor this action are: CAASPP, NWEA, and other ELA assessment scores for SWD as well as chronic absenteeism and suspension rates for SWD.	$72,768.14	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To accelerate students' academic outcomes in mathematics (Priorities 1, 2, 4, 5, 7, and 8)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Coast Unified has seen some recent improvements in the area of mathematics performance, however, student performance in mathematics continues to lag behind the performance in other academic areas. Success in mathematics is a critical element to higher education and a variety of careers. Only 9.58% of CUSD Students Who are Considered English Learners, 27.58% of CUSD Students Who are Considered Socioeconomically Disadvantaged, 21.88% of CUSD Students With Disabilities, and 24.53% of Homeless CUSD Students Meet or Exceed Standards. The actions below, using the metrics stated, are designed to close the achievement gaps we identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA State Dashboard - Mathematics Performance	All students (average) 48.1 points below standard SWD: 78.3 points below standard SED: 59.2 points below standard EL: 75.2 points below standard Homeless: 55.6 points below standard			All students (average) 10 points below standard SWD: 45 points below standard SED: 35 points below standard EL: 45 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CAASPP Performance (Mathematics)	White: 6.3 points below standard Hispanic: 63.3 points below standard (2023 data from CA Dashboard) 32.39% of All CUSD Students Meet or Exceed Standards 21.88% SWD Meet or Exceed Standards 27.58% SED Meet or Exceed Standards 24.53% Homeless CUSD Students Meet or Exceed Standards 9.58% EL Meet or Exceed Standards 50.73% EO Meet or Exceed Standards 46.40% English Only, IFEP, or RFEP Meet or Exceed Standards 56.61% White Meet or Exceed Standards 24.07% Hispanic Meet or Exceed Standards (2023 data from https://caaspp-elpac.ets.org/caaspp/)			Homeless: 35 points below standard White: 20 points above standard Hispanic: 35 points below standard 50% of CUSD students Meet or Exceed Standards 35% SWD Meet or Exceed Standards 40% SED Meet or Exceed Standards 38% Homeless CUSD Students Meet or Exceed Standards 30% EL Meet or Exceed Standards 60% EO Meet or Exceed Standards 55% English Only, IFEP, or RFEP Meet or Exceed Standards 65% White Meet or Exceed Standards 40% Hispanic Meet or Exceed Standards	
2.3	NWEA Performance (Mathematics)	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter,			NWEA District Average RIT Score (grades 1 - 12) and sites Growth %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sites Achievement % Winter: District Winter Average RIT Score: 211 CGS Growth: 46% CGS Achievement: 37% SLMS Growth: 62% SLMS Achievement: 40% CUHS Growth: 49% CUHS Achievement: 39% LEFF Growth: 30% LEFF Achievement: 17% (23-24 Data from NWEA)			from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 211 CGS Growth: 55% CGS Achievement: 50% SLMS Growth: 65% SLMS Achievement: 50% CUHS Growth: 55% CUHS Achievement: 50% LEFF Growth: 50% LEFF Achievement: 35%	
2.4	Teacher Credentialing	100% of CUSD teachers are credentialed in their area(s) of instruction (locally monitored)		.	100% of CUSD teachers are credentialed in their area(s) of instruction	
2.5	Implementation of Standards-Based Curriculum	CUSD utilizes CA Common Core, standards-based curriculum and content (locally monitored)			CUSD utilizes CA Common Core, standards-based curriculum and content. Additionally, CGS will have adopted a research-based, effective and proven standards-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EAP Math (CAASPP for 11th grade) Meets or Exceeds Standards	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 41.94% of total 11 grade students 30.77% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2023 data from https://caaspp-elpac.ets.org/caaspp/)			aligned math curriculum CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 55% of total 11 grade students 45% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported	

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.

Not Applicable.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development in Math for Staff	PD and training with a focus on mathematics instruction at all grades. This includes training on math strategies, the language of math, word problem focus, aligning instruction with the rigor of state assessments, and delivery of the CAASPP Interim Assessments in math. The staff PD will include data analysis and next steps of NWEA, CAASPP, and Interim Assessment results. CGS plans to pilot math materials in 2024-25. PD aligned with the pilot materials will be part of the 24-25 CGS PD plan.	$4,300.00	Yes
2.2	Math Intervention and Support	The district provides math intervention and support at all sites. Support is provided during the school day and before / after school. Intervention and support is provided during regular instruction, as pullouts with a qualified intervention teacher / support staff, offered as a section of math support, or provided during school homeroom or advisory periods. Math support is offered in Spanish for students who need it.	$163,695.83	Yes
2.3	Math Curriculum and Materials	Math Curriculum that is aligned with the 2023 CA Mathematics Framework as well as the CA Common Core Standards for Mathematics will be purchased and used. This includes a new math pilot curriculum for CGS as well as digital support elements for math foundational skills beyond what the adopted curricula addresses.	$9,465.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To advance students' college and career readiness (Priorities 3, 4, 5, 6, 7, and 8)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
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 of advancing college and career readiness for students aligns with CUSD Vision and Mission statements, which are: Vision: Produce healthy, contributing and resilient members of a global society. Mission: Coast Unified School District will commit their talents and resources every day to support the mental, physical, and emotional well-being of students and families, remove barriers to learning and development, and focus on developing tomorrow's leaders today. The actions below, using the metrics stated, are designed to close the achievement gaps we identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA State Dashboard College / Career Readiness	Very High (96.9%) (2023 data from CA Dashboard)			Very High (100%)	
3.2	A-G Requirement Completion Rate	77.4% (2023) 60% (2024) (Data from School Reported Completion Rates)			90%	
3.3	AP Tests Passage Rate	59% (2023) 48% (2024)			60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data from AP passage rates, internally kept, based on actual scores)				
3.4	CUHS Graduation Rate (Data from CA Dashboard)	96.9% (2023)			100%	
3.5	Attendance Rates	CUSD: 94.13% CGS: 95.25% SLMS: 94.72% CUHS: 92.58% LEFF: 88.63% (2023-24 data from Infinite Campus Attendance ADA Report)			CUSD: 96% CGS: 96% SLMS: 96% CUHS: 96% LEFF: 96%	
3.6	Middle School Drop Out Rate	0% (2023-24 Data - School Reported)			0%	
3.7	High School Dropout Rate	0% (2023-24 Data - School Reported)			0%	
3.8	Suspension Rates	All CUSD: 5% CUSD SWD: 7.60% CUSD ELD: 3% CUSD SED: 5.70% CUSD White: 9.50% CUSD Hispanic: 3.70% CUSD Homeless: 4.90% CUHS All: 8.7% CUHS SED: 10.3%			All CUSD: 3% CUSD SWD: 3% CUSD ELD: 1% CUSD SED: 3% CUSD White: 3% CUSD SED: 3% CUSD Hispanic: 2% CUSD Homeless: 2% CUHS All: 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Expulsion Rates	CUHS White: 15.4% (2023 data from CA Dashboard) 0.2% All Schools 0% CGS 0% SLMS 0.6% CUHS 0% LEFF (2023 data from CA Dashboard)			CUHS SED: 4% CUHS White: 4% 0% All Schools 0% CGS 0% SLMS 0% CUHS 0% LEFF	
3.10	Chronic Absenteeism (Grades TK-8)	All K-8: 23.40% K-8 SWD: 41.90% K-8 EL: 20.60% K-8 SED: 22.70% K-8 White: 28.40% K-8 Hispanic: 21.30% K-8 Homeless: 25% (2023 data from CA Dashboard) ** Prelim data for 2023-24 CGS: 8.96% SLMS: 19.08% (2023-24 data from Infinite Campus Attendance Reports)			All K-8: 7% K-8 SWD: 12% K-8 EL: 6% K-8 SED: 6% K-8 White: 7% K-8 Hispanic: 5% K-8 Homeless: 7%	
3.11	CTE Pathway Completion	7 students (2023) 6 students (2024) (Data from CUHS enrollment and completion rates - internal data)			10 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	CAST (CA Science Test) Results	CUSD: 33.02% Grade 5: 30.56% Grade 8: 30.77% CUHS: 38.71% (2023 data from https://caaspp-elpac.ets.org/caaspp/)			CUSD: 43% Grade 5: 42% Grade 8: 42% CUHS: 48%	
3.13	Parent involvement in programs designed to support unduplicated students (SED, homeless and foster youth, and EL) and SWD	PIQE: 60 Parent Graduates; 75 Parent Participants: approximately 25% of parents of district students represented (2023-24 data from internal data collection and sign in sheets from Parent trainings / programs)			PIQE and other annual Parent Trainings: 50% of parents of district students represented	
3.14	California Healthy Kids Survey: Safety, Motivation, Drug / Alcohol Use, School Connectedness	CA Healthy Kids Survey from the 2023-24 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 6: 63% Grade 7: 66% Grade 9: 61% Grade 11: 56% School Perceived as Safe or Very Safe: Grade 6: 55% Grade 7: 83% Grade 9: 69% Grade 11: 69%			CA Healthy Kids Survey from the 2026-27 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 6: 85% Grade 7: 85% Grade 9: 85% Grade 11: 85% School Perceived as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Sad or Hopeless Feelings in the last 12 months: Grade 6: 31% Grade 7: 24% Grade 9: 31% Grade 11: 31% Being Afraid of Being Beat up at School (felt this at least 1 time): Grade 6: 43% Grade 7: 14% Grade 9: 45% Grade 11: 7% Academic Motivation: Grade 6: 71% Grade 7: 62% Grade 9: 45% Grade 11: 42% Current Alcohol or Drug Use: Grade 6: 3% Grade 7: 17% Grade 9: 11% Grade 11: 10% Cyberbullying: Grade 6: 52% Grade 7: 32% Grade 9: 44% Grade 11: 38% (2024 data from CHKS)			Safe or Very Safe: Grade 6: 85% Grade 7: 85% Grade 9: 85% Grade 11: 85% Chronic Sad or Hopeless Feelings in the last 12 months: Grade 6: 0% Grade 7: 0% Grade 9: 0% Grade 11: 0% Being Afraid of Being Beat up at School (felt this at least 1 time): Grade 6: 0% Grade 7: 0% Grade 9: 0% Grade 11: 0% Academic Motivation: Grade 6: 85% Grade 7: 80% Grade 9: 75% Grade 11: 70% Current Alcohol or Drug Use: Grade 6: 0% Grade 7: 0% Grade 9: 0% Grade 11: 0% Cyberbullying: Grade 6: 20% Grade 7: 20% Grade 9: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	% of students regularly participating in a fine arts program offered at school.	CGS: 100% SLMS: 52% CUHS: 82.6% LEFF: 100% (2023-24 from Student Enrollment data and classes offered)			Grade 11: 20% CGS: 100% SLMS: 80% CUHS: 90% LEFF: 100%	
3.16	PFT (Physical Fitness Test) %	5th Grade 5/5 Criteria: 69% 5th Grade Mile Criteria: 86% 5th Grade Push Up Criteria: 76% 7th Grade 5/5 Criteria: 48% 7th Grade Mile Criteria: 89% 7th Grade Push Up Criteria: 57% 9th Grade 5/5 Criteria: 13.2% 9th Grade Mile Criteria: 57.9% 9th Grade Push Up Criteria: 76.3% (2024 PFT Results - Internally collected)			5th Grade 5/5 Criteria: 75% 5th Grade Mile Criteria: 90% 5th Grade Push Up Criteria: 81% 7th Grade 5/5 Criteria: 60% 7th Grade Mile Criteria: 93% 7th Grade Push Up Criteria: 67% 9th Grade 5/5 Criteria: 40% 9th Grade Mile Criteria: 70% 9th Grade Push Up Criteria: 86%	

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	Staffing and Supplies for College and Career Specific Offerings	To promote college and career readiness, CUSD offers many college and career courses including CTE Pathway courses, Advanced Placement Courses, Arts courses and instruction, Social / Emotional Advisories, Digital Media Instruction, our Agricultural Pathway, and more.	$557,658.09	Yes
3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of the Suspension Rate in the district which revealed that social / emotional counseling for students is needed to continue. Specifically, this action ~ social / emotional counseling (and social/emotional advisory at CUSD in action 3.1) addresses the following Reds on the 2023 Dashboard: CUSD ALL: Suspension Rate CUHS ALL: Suspension Rate	$113,064.11	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	ASES After School Care	Summer School, Homework Clubs, Credit Recovery, and Interventions and offered to target students at risk of not graduating or at risk of not accessing college opportunities. This support includes providing students academic support through additional hours for credentialed and classified staff. Social / emotional counseling is offered to students at all sites.	$205,000.00	Yes
		ASES (Champions) after school care includes homework support, enrichment opportunities, athletics, arts, and science curriculum). This action addresses the red California Dashboard indicator for chronic absenteeism.		
3.4	Transportation	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of Chronic Absenteeism in the district. It was determined that providing home to school transportation at no cost to our EL, SED, Homeless and Foster Youth is essential to promote better attendance. Specifically, this action addresses the following Reds on the 2023 Dashboard: ALL: Chronic Absenteeism CUSD: EL, Hispanic, Homeless, SWD: Chronic Absenteeism CGS: ALL: Chronic Absenteeism CUSD Provides Home to school transportation at no cost to students. This action addresses the red California Dashboard indicator for chronic absenteeism.	$98,595.72	Yes
3.5	Technology	CUSD provides to it's students 1:1 devices grades 1 - 12. The CGS computer lab will have all their devices replaced in the summer of 2024.	$52,680.00	Yes
3.6	District Translator	CUSD has a District Translator to promote the communication with and success of our students and families who speak Spanish as their native language.	$29,754.63	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Parent Training and Involvement that promotes college and career readiness	Parent trainings (like Parent Institute for Quality Education) and parent involvement opportunities at school are offered throughout the year to maximize the home school connection, promote academic achievement, and improve attendance rates.	$12,810.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Leffingwell High School is an "equity multiplier school". This goal is to promote college and career readiness for our students that attend Leffingwell High School, our district's continuation high school. The one action for this goal is our Leffingwell Skills Pavilion that provides hands-on, technical, real-world career experience and college and career readiness skills for the Leffingwell students. This goal / action is not contributing. Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally. By the end of the 2024-2025 school year, CUSD wants 100% of Leffingwell students to have college and career experiences that align with instruction at least weekly in the Skills Pavilion.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 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.

Leffingwell High School is an "equity multiplier school", and we receive $50,000 or Equity Multiplier funds that will go to this goal. Leffingwell Skills Pavilion is being built to further project-based hands-on learning. As an alternative, continuation high school, we focus on making learning meaningful and relevant by providing real world, vocation-based course offerings. Current and former students have participated in various construction-based courses, such as Woodworking and Metalworking. Additionally, we've used our limited construction tools to supplement other courses like Art with building wooden boxes and frames, for example. Prior to having a dedicated workspace, students had to use portable equipment in less than ideal conditions-outdoor, on picnic benches, etc. The new Skills Pavilion will allow for the students of Leffingwell to have a dedicated space that will allow us to grow our Construction Arts offerings. Our plan also includes teaching core subjects, like Geometry, using project-based activities in the workshop. Through the Skills Pavilion, we plan to better meet the needs and wants of Coast Unified School District students with this type of learning.

CUSD is receiving Equity Multiplier Funds. These funds are for Leffingwell High School. Multiple discussions were had with district administration, the Leffingwell High School Principal, Ed Arrigoni, District Business Manager, Christie Cosme, CUSD Superintendent, Scott Smith, and Leffingwell teacher, Justin Gish regarding ideas and appropriate use of the funds. Discussions were had March, April, and May, 2024 (Cabinet meetings, individual conversations, emails). This topic was also discussed at the district LCAP forum on May 8, 2024 as well

as at the shared district SSC on May 30, 2024. The new skills pavilion was discussed as a very appropriate use of the Equity Multiplier funds as it is being designed as a college and career, hands-on training center for the students at Leffingwell (continuation) High School. The skills pavilion and supplies, tools, and materials costs are far beyond the amount we are receiving through the Equity Multiplier funds. Educational partner discussion have been had, and we look to spend the full amount of the Equity Multiplier funds in the 2024-2025 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP and NWEA (ELA, MATH, Science) and EAP ELA and Math results. We also keep track of where students go after graduation (college, career, etc). We plan to see improvements for all of these measures each year.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.			Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	
4.2	% of Leffingwell students having college and career experiences that align with instruction at least weekly in the Skills Pavilion.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.			100% of students, but because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Skills Pavilion at Leffingwell High School	Leffingwell High School is an "equity multiplier school", and we receive $50,000 or Equity Multiplier funds that will go to this goal. The one action for this goal is our Skills Pavilion that provides hands-on, technical, real-world career experience and college and career readiness skills for Leffingwell students. This action is not contributing. Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Not Applicable.						

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

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
$$1,470,702.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.256%	0.000%	$0.00	20.256%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development and Training **Need:** Data from CAASPP, ELPAC, NWEA, and other assessments like trimester writing assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students. Examples of this are that only 11.83% of ELs, 24.52% homeless, and	PD and training with a focus on English Language Development, Integrated/Designated ELD instruction, writing instruction, early childhood language acquisition, and support for LTELs specifically focus on the identified ELA achievement needs. The PD will be aligned with the principles and goals of the CA EL Roadmap. Information about the roadmap can be found at: https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp. To address the challenge is limited access to rigorous	CAASPP ELA Meets / Exceeds Results; EL Reclassification Rate; LTEL rates; NWEA ELA Growth and Achievement; ELPAC scores, CA Dashboard ELA Performance Data, ELPI rates, and the EAP ELA scores

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
	36.45% socioeconomically disadvantaged students scored meets or exceeds standards on the 2023 ELA CAASPP compared to 63.77% of English Only students and 47.15% Not Homeless students. CUSD has 33 (6.7%) LTEL students. We want to reduce that percentage to 3% in three years.

Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on EL strategies and language acquisition.

See also Educational Partner Feedback Reflections: Annual Performance, and Metric Sections.

Scope:
LEA-wide | content for LTELs, district staff will receive training that focuses on strategies to support the reclassification of LTELs. This includes providing strategies for teachers to support LTELs though making connections to their background knowledge and explicit instruction according to literacy demands. Teachers (TK-12) will receive training that focuses on making grade level content more accessible while promoting language development and supporting the tools and knowledge LTELs need to reclassify. Realizing preventing students becoming LTELs can be supported at all grades, specifically the early grades, training on early reading strategies, phonics instruction, and language development will be offered to grades TK-3 teachers and support staff.

Because our unduplicated (EL, SED, homeless and foster) student percentage is 85%, PD addressing the entire LEA will encompass all our ELD, socioeconomically disadvantaged (SED), homeless and foster youth students. We have already seen successes with the Write from the Beginning training in the grades where it is being used (an example is on the ELPAC, writing domain, from 2021 to 2023, one cohort (current grade 6) went from 3.85% Well Developed to 42.86% Well Developed and another cohort (current grade 5) went from 5.56% Well Developed to 58.33% Well Developed. We plan to expand the Thinking Maps training to upper grades to promote that writing growth in upper grades.

We expect that the LTEL rates will decrease, and the RFEP, ELPI, CAASPP, EAP, and ELPAC scores will increase for low-income, English | We will also seek educational partner feedback regarding the progress on this action. |

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	**Action:** Professional Development in Math for Staff **Need:** Data from CAASPP, NWEA, and other assessments like curriculum assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students in math. Examples of this are that only 9.58% of ELs, 24.53% homeless, and 27.58% socioeconomically disadvantaged students, and 21.88 SWD scored meets or exceeds standards on the 2023 ELA CAASPP compared to 50.73% of English Only students and 34.53% Not Homeless students. Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on math strategies and interventions for students. CUSD performs lower on state assessments in mathematics. See also Educational Partner Feedback, Reflections: Annual Performance, and Metric Sections.	Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from the professional development and training staff receives, this action is provided on an LEA wide basis. PD and training with a focus on math instruction at all grades. This includes training on math strategies, the language of math, word problems, rigor, and delivery of the CAASPP Interim Assessments in math. The staff PD will include data analysis of assessment results as well and elementary pilot math curriculum training. The PD will be aligned with the principles of the 2023 CA Mathematics Framework. Information about the framework can be found at: https://www.cde.ca.gov/ci/ma/cf/. To address the challenge of limited access to rigorous mathematics content for LTELs, the district training (see Goal 1) that focuses on strategies to support the reclassification of LTELs will support math achievement because so much of the mathematics challenges for ELs and LTELs is language based. The district has historically had a large discrepancy between EO and EL achievement in math, so addressing the language elements for EL students is important for the CUSD goal of improving math achievement. The math PD plan includes training on strategies for teachers to support all students in mathematics instruction including work on the language of math, word problems, and the rigor associated with the state assessments. Teachers (TK-12) will receive	CAASPP MATH Meets / Exceeds Results, NWEA MATH Growth and Achievement, CA Dashboard MATH Performance Data, and the EAP MATH scores We will also seek educational partner feedback regarding the progress on this action.

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
2.2	**Scope:** LEA-wide		
	Action: Math Intervention and Support	training on how to deliver the Interim Assessments as well as how to access and analyze the data and results. District Vertical Articulation time where the district math teachers work together will be a time for this PD. The math PD plan also includes pilot materials training. CGS plans to pilot math materials in 2024-25. PD aligned with the pilot materials will be part of the 24-25 CGS PD plan.	CAASPP MATH Meets / Exceeds Results, NWEA MATH Growth and Achievement, CA Dashboard MATH Performance Data, and the EAP MATH scores
	Need: Data from CAASPP, NWEA, and other assessments like curriculum assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students in math. Examples of this are that only 9.58% of ELs, 24.53% homeless, and 27.58% socioeconomically disadvantaged students, and 21.88 SWD scored meets or exceeds standards on the 2023 ELA CAASPP compared to 50.73% of English Only students and 34.53% Not Homeless students.	Because our unduplicated student percentage is 85%, PD addressing the entire LEA will encompass all our ELD, SED, homeless and foster youth students.	We will also seek educational partner feedback regarding the progress on this action.
	Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on math strategies and interventions for students.	The district provides math intervention and support at all sites. Support is provided during the school day and before / after school. Intervention and support is provided during regular instruction, as pullouts with a qualified intervention teacher, offered as a section of math support, or provided during school homeroom or advisory periods.	
	The math intervention and support is directed at students who, as identified through assessment and performance data, have academic needs in mathematics. A new trend is emerging in this	CGS: Intervention and Enrichment Staffing .5 FTE Math Support / Enrichment; Grade specific homework clubs (M, T 3-4p) SLMS: Staffing .5 FTE Math Support (homeroom time dedicated to math support); One day a week homework club / math support after school one hour CUHS: .625 FTE Math Foundations/Math Advisory Teacher; Advisory period for all students for math support as needed; before / after school math support / homework club 3 days a week.	

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	year's NWEA scores where math scores were higher that ELA throughout the district which indicates the recent additional math supports put in place this year are working. See also Educational Partner Feedback, Reflections: Annual Performance, and Metric Sections. **Scope:** LEA-wide	mathematics. The intervention and support will be aligned with the individual student needs identified through assessments as well as the principles of the 2023 CA Mathematics Framework. Information about the framework can be found at: https://www.cde.ca.gov/ci/ma/cf/. To address the challenge of limited access to rigorous mathematics content for LTELs, the district training (see Goal 1) that focuses on strategies to support the reclassification of LTELs will be provided to all math intervention and support instructors because so much of the mathematics challenges for ELs and LTELs is language based. The district has historically had a large discrepancy between EO and EL achievement in math, so addressing the language elements for EL students during math intervention time is important for the CUSD goal of improving math achievement. CGS has a Math / Science TOSA (Teacher on Special Assignment). With CGS math scores above the level they were before the COVID pandemic, some of this instructor's time will be dedicated to students performing above grade level in mathematics. These students would receive the regular class instruction but will also receive pull out services for above and beyond math instruction throughout the year. This TOSA will specifically work on the above grade level problems and Performance Tasks available through the CAASPP Tools for Teachers portal and Interim Assessment portal. Because our unduplicated student percentage is	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Staffing and Supplies for College and Career Specific Offerings **Need:** With our district mission and vision focused on creating young adults ready for the ever changing world, providing CUSD students with a wide variety of experiences in the arts, sciences, and technologies is necessary. CUSD CAASPP and NWEA tests show that our unduplicated students perform lower than non-SED, non-Homeless, and EO students in math, ELA, and science, so it especially important these college and career offerings are accessible to our SED, EL, Homeless, and foster youth. Making sure all our students have access to a broad experience at school that promotes college and career readiness is essential. support CUSD classes is essential to address the discrepancies we see in achievement data. The CUSD college and career offerings promote communication, problem solving, presentation skills, artistic talents, and academic language production. Also, we hope to continue our success with reducing our chronic absenteeism rate (for the 23-24 school year) by keeping school offerings engaging and rigorous promoting students' wanting to come to school. **Scope:**	85%, intervention and support staff that addresses the entire LEA will encompass all our ELD, SED, homeless and foster youth students. To promote college and career readiness, CUSD offers many college and career courses including CTE Pathway courses, Advanced Placement Courses, Arts courses and instruction, Social / Emotional Advisories, Digital Media Instruction, and our Agricultural Pathway. SLMS and CUHS will offer classes promoting college and career readiness including Theater, Global/Ethnic Studies, Latino-Chicano Literature, Ag Mechanics, CTE Floral, and Social Emotional Advisory. CUHS, in partnership with Cuesta College, offers five concurrent enrollment courses (Ag Mechanics, Career and Global Studies, Digital Media, Advanced Digital Media, and CTE Work Experience). This increases course access and increases college and career readiness. CUHS also offers a certified pre-apprentice program (multimedia and entertainment) through a partnership with SLOCOE. CGS and SLMS will offer enhanced science instruction with outdoor and sustainability education through our partnership through One Cool Earth. CGS will have 2 days instead of one with One Cool Earth. CGS partners with Children's Creative Project for staffing for our music and art instruction for all grades TK-5. The increased arts, dance, and music offerings that occurred in 23-24 will be maintained or enhanced. CGS offers additional science instructional time with a credentialed teacher. SLMS will be offering Mariachi Band Instruction as a new, innovative addition to their programming.	Chronic Absenteeism rates; CHKS results; Suspension Rates; CAASPP ELA, Math, and Science (CAST) We will also seek educational partner feedback regarding the progress on this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, college and career offerings including arts offerings, outdoor education, enhanced STEAM courses, and CTE Pathways were regularly advocated for by educational partners during the 2023-24 school year. Highlights: CGS: One Cool Earth (2 days), CCP (Art and Music choral and steel pan drums TK-5), clay and ceramics (enhanced from last year), Nexus Ballroom (Dance), STEAM lab (instruction and materials), computers (2 sessions weekly K-3), college and career offerings during Champions including music (piano, ukulele), science, technology, and art. SLMS: Mariachi; One Cool Earth (3 hours a week); Robotics: Business Computing; Product Design; Digital Design (1.0 FTE) CUHS: Co-Taught AP Environmental Science, Latino-Chicano Literature, Theater, AP Stats, AP Chem, AP Lit, AP Lang, AP Environ Science, AP Calc, AP Bio, Marine Science, ADV Social/Emotional, Global/Ethnic Studies, Ag Mechanics, Floral Design (1, 2, 3), Ag Exploration, SAE Project, Audio Production, Digital Tech, Digital Media (and Adv), 3D Design (1 and 2); Art (1, 2, AP), Spanish (1, 2, 3, AP), ASB /Leadership, and more (7.0 FTE) Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 85%, college and career offerings that address the	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready **Need:** CUSD CAASPP and NWEA tests show that our EL, SED, Homeless and Foster students perform lower than non-SED, non-Homeless, and EO students in math, ELA, and science, so it especially important that interventions and supports like summer school and homework clubs are accessible to our SED, EL, Homeless, and foster youth. Making sure all our students have access to these additional supports, enrichments, and counseling that promote college and career readiness is essential to address the discrepancies we see in achievement data. The recent California Healthy Kids Survey	entire LEA will encompass all our ELD, SED, homeless and foster youth students. We expect that the Chronic Absenteeism and suspension rates will decrease, the CHKS survey results show improved student wellbeing and safety, and CAASPP scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to these college and career offerings, this action is provided on an LEA wide basis. Summer School, Homework Clubs, Credit Recovery, and Interventions are offered to target students at risk of not graduating or at risk of not accessing college opportunities. This support includes providing students academic support through additional hours for credentialed and classified staff. Social / emotional counseling is offered to students at all sites. Site specific offerings are listed below: CGS: 3 days a week counseling; After School homework help (2xweekly); After school Spanish for Kids (2xweekly for 25 weeks); After school Coding for Kids (2xweekly for 25 weeks); Grade-level specific summer school; bilingual support for newcomers for summer school SLMS: 3 days a week counseling; After School Tutoring with credentialed teacher (1 day a week); Challenge Day (Social/Emotional/Behavioral work with a team of experts); Subject specific / grade span summer school	Chronic Absenteeism rates; CHKS results; Suspension and Expulsion Rates; LTEL rates, RFEP/ELPI rates, CAASPP ELA, Math, and Science; ELPAC scores We will also seek educational partner feedback regarding the progress on this action.

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
	(CHKS) revealed that many CUSD students do feel connected to the school (for example 66% of 7th graders stated they feel connected and 83% of 7th graders feel safe at school. It is very concerning that 43% of 6th graders reported they have been afraid of being beat up and 31% of 6, 9, and 11th graders report having "Chronic Sad or Hopeless Feelings" in the past 12 months. Cyberbullying being reported by 52% of 6th graders is also very concerning. CUSD does provide a lot of social and emotional counseling to address some of these concerning areas. The CUSD additional support offerings promote communication, problem solving, social emotional learning, self esteem, language development, bilingual skills, technology skills, artistic talents, and academic language production. Also, we hope to continue our success with reducing our chronic absenteeism rate (for the 23-24 school year) by keeping these additional school offerings engaging and rigorous promoting students' wanting to come to school. Preliminary data shows that the CGS chronic absenteeism rate for the 23-24 school year is 9%, which is an enormous improvement from the previous year, indicating that the supports designed to address absenteeism are working and should be continued. **Scope:** LEA-wide	CUHS: 4 days a week counseling; Before and after school homework help; Credit Recovery summer school (2024, 31 students enrolled); ELD summer school; Co-taught ELA and Math; Core Advisory Leffingwell: 1 day a week counseling; Tutoring and academic support can be done daily 1:1 during the school day. With an expected enrollment of 6 students next year, there are 2 or 3 adults with the students during instruction. Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, support courses and interventions like counseling, summer school and homework clubs were regularly advocated for by educational partners during the 2023-24 school year. The district will be sharing out the CHKS survey results with staff at cabinet and staff meetings as well as with the school counselors and Family Advocate. Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 85%, supports and interventions (academic and social/emotional) that address the entire LEA will encompass all our ELD, SED, homeless and foster youth students.	We expect that the Chronic Absenteeism, suspension/expulsion, and LTEL rates will decrease, the CHKS survey results show improved student wellbeing and safety, and RFEP, ELPI, CAASPP and ELPAC scores will increase

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** ASES After School Care **Need:** Our after school program through Champions addresses one of the biggest needs for our families with unduplicated pupils. Through our EL Needs and LCAP surveys, Champions (and increasing the amount of spots in Champions was one of the biggest requests during the 2023-24 school year. With 85% of students being unduplicated and 83% being SED, parents need to work and are largely unable to pay for after school child care. Enrollment into Champions does prioritize EL, SED, Homeless and Foster students. We were able to open up to over 100 students TK-8 this year which allowed almost every family who wanted the care to get it at no cost to the families. We did finish the year with a small wait list. **Scope:** Schoolwide	for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to these interventions and supports, this action is provided on an LEA wide basis. Our after school program through Champions addresses one of the biggest needs for district. Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, Champions (and increasing the amount of spots in Champions) was one of the biggest requests during the 2023-24 school year. Next year, we should move from 75 to 90 spots for Champions at CGS. Champions is increasing their staffing and adding more arts, animal training, and science to their programming next year. The middle school programming looks to increase its enrollment, too next year with 30 spots. Champions provides homework assistance, nutrition components, social / emotional learning, arts instruction, and fitness elements. This year's PFT results were significantly higher than last years for 5th grade. Many of the 5th graders attended Champions and received additional outdoor exercise time daily through Champions. Unduplicated students who did coding, art, and music at Champions performed what they learned at Champions at our annual talent show. Education partner feedback heavily influenced the development of this action. Through our EL Needs	Chronic Absenteeism rates for students K-8; CHKS results; Suspension Rates; CAASPP ELA, Math, and Science; PFT scores We will also seek educational partner feedback regarding the progress on this action.

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
		and LCAP surveys, enhancing the Champions program was one of the biggest requests made by educational partners during the 2023-24 school year to be included in the 24-25 LCAP.	
		Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 85%, ASES / Champions After School Care offerings that address the entire school (at both CGS and SLMS) will encompass all our ELD, SED, homeless and foster youth students.	
		We expect that the Chronic Absenteeism and suspension rates will decrease, the CHKS survey results show improved student wellbeing and safety, and CAASPP and PFT Scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all TK-grade 8 students will benefit from access to Champions, this action is provided on a school wide basis (CGS and SLMS).	
3.4	**Action:** Transportation	We need our students to be at school, on time, every day. Additionally, when students take the bus to school, they arrive early enough to receive our breakfast at no cost. Chronic absenteeism is RED for many student groups at CGS, and getting students to school on our buses is one great way to combat that issue.	Chronic Absenteeism Rates
	Need: CUSD is located in a semi-rural area. Most students are unable to walk nor bike to school, largely due to geographic separation and the fact that there are no sidewalks nor safe access to the school sites from neighborhoods. The students who live far from school are unduplicated students. Many	Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 85%,	We will also seek educational partner feedback regarding the progress on this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide students are living in areas up to 20 miles away (Ragged Point). Most students living in the district have parents that work during the beginning of the school day, the end of the school day, or both. Also, with 83% of students being SED, many families do not have access to affording transportation for their children. Approximately 2/3 of CUSD students (almost all of whom are unduplicated) participate in home to school transportation in a given school year.	transportation offered at no cost that addresses the entire LEA will encompass all our ELD, SED, homeless and foster youth students. Additionally, because there are unduplicated students that are picked up or dropped off at every bus stop on our routes, serving our unduplicated students automatically serves all because every bus stop is accounted for. Education partner feedback influenced the development of this action. Through our EL Needs, McKinney Vento, and LCAP surveys as well as LCAP Forums, SSC, and DELAC input, home to school transportation was heavily advocated for by educational partners during the 2023-24 school year. It was also brought up by educational partners during parent meetings like the LCAP Forums, DELAC, and SSC as an important element to continue to promote school attendance. Because our school transportation gets students to school early enough to get the district provided breakfast, this action promotes students receiving a nutritional breakfast at no cost as well. We expect that the Chronic Absenteeism rate for low-income, English Learners, and Foster Youth students will decrease significantly, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to devices, this action is provided on a LEA wide basis.	

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3.5	**Action:** Technology **Need:** CUSD CAASPP and NWEA tests (which are delivered electronically) show that our unduplicated students perform lower than non-SED, non-Homeless, and EO students. Making sure all our students (especially those who likely do not have the academic technology at home to practice with) are equipped at school with up to date, 1:1 devices that are equipped with access to the correct academic programs that support CUSD classes is essential to address the discrepancies. **Scope:** LEA-wide	All EL, SED, homeless and foster pupils will be part of the 1:1 device access (exception is TK, K, and 1st - though K and 1st have iPads as well as regular 1:1 computer instruction time in the CGS computer lab). The CGS computer lab devices (which are used by all CUSD students K-5) are being replaced in the summer of 2024. Because our unduplicated (EL, SED, Homeless and foster) student percentage is 85%, 1:1 technology being provided to students that addresses the entire LEA will encompass all our ELD, SED, homeless and foster youth students.	CAASPP, NWEA, ELPAC, RFEP rates, ELPI rates, and EAP Scores We will also seek educational partner feedback regarding the progress on this action.
		We expect that the CAASPP, NWEA, ELPAC, RFEP and ELPI rates, and EAP Scores for low-income, English Learners, and Foster Youth students will increase significantly, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to devices, this action is provided on a LEA wide basis.	
3.7	**Action:** Parent Training and Involvement that promotes college and career readiness **Need:** Unduplicated Pupils have high chronic absenteeism rates (red on dashboard) and perform lower that non-at-risk populations on the NWEA, CAASPP, and EAP. Additionally, the district looks to improve our RFEP (red on dashboard for CGS) rates by moving more	Parents of ELs, SEDs, homeless and Foster Youth have requested through our recent PIQE, PTA meetings, SSC meetings, DELAC, and through the EL needs and LCAP surveys that they want more parent training in areas of supporting their children emotionally, college readiness, and how to help with academics at home. Educational partner feedback indicates that parent training is a high priority for the district, which is why this action was developed. CUSD is very unique in that so many families are related to each other. With over 20%	Chronic Absenteeism, Attendance, ELA CAASPP, Math CAASPP, LTEL rates, ELPI, RFEP, Parent participation rates in trainings for EL and Hispanic students, Suspension rates, Expulsion rates, CHKS survey results

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
	LTELs to RFEP. Lastly, we want to improve our suspension rates for students including SED (red on dashboard). Parent trainings that address home/school connections, social and emotional support, health, nutrition, school attendance issues, and how to promote college and career readiness at home are not only a need we see from the district perspective. Parents have requested through the EL needs and LCAP surveys that they want the parent trainings, too. These requests prompted the district to not wait until the 24-25 school year to get PIQE in place. With over 60 parent graduates (all Spanish speaking parents or grandparents of EL, LTEL, IFEP, or RFEP students) in May, 2024, PIQE was a huge success. Parents are wanting more training, specific to how to help with reading at home and more social / emotional support training. Parents were offered to do the California School Parent Survey, and only 8 (7 were high school parents or respondent, 1 was a CGS parent) chose to participate. The results did show that 88% of responding parents felt the school promotes active involvement of parents but that only 38% of respondents felt that the school actively seeks out parent input before making important decisions. 71% of parent respondents reported feeling respected and welcomed by school staff. Only 28% of parents who respondent answered they feel the school takes parent concerns seriously. 60% of parents responded "not very well" or "not at all" at informing parents of what parents can do to help their child prepare for college or vocational school.	of students being homeless (mostly due to multiple families living together), we are finding holding parent trainings that encompass all site parents is really beneficial because many households have children that attend all our sites. Parents are wanting more training, specific to how to help with reading at home and more social / emotional support training. We plan to offer parent trainings throughout the year next year at no cost to families. We will provide needed childcare, too. Because our unduplicated (EL, SED, homeless, and foster) student percentage is 85%, parent training being provided to parents / guardians that address the entire LEA will encompass all our ELD, SED, homeless and foster youth students and families. We expect that the Chronic Absenteeism, suspension/expulsion, and LTEL rates will decrease, the CHKS survey results show improved student wellbeing and safety, and RFEP, ELPI, CAASPP and ELPAC scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from parental access to training and involvement opportunities, this action is provided on an LEA wide basis.	We will also seek educational partner feedback regarding the progress on this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Scope: LEA-wide	The recent California Healthy Kids Survey (CHKS) that students took revealed some concerning issues: 43% of 6th graders reported they have been afraid of being beat up at school and 31% of 6, 9, and 11th graders report having "Chronic Sad or Hopeless Feelings" in the past 12 months. Cyberbullying being reported by 52% of 6th graders is also very concerning.		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supports for English Learners and LTELs **Need:** English Learners and LTELs are not performing where we would want them to on the ELA assessments. Data from CAASPP, ELPAC, NWEA, and other assessments like trimester writing assessments indicate ELs and LTELs perform significantly lower than EO students. Examples of this are that only 11.83% of ELs scored meets or exceeds	ELD personnel (including bilingual staff), research-based curriculum, and the related training for staff will more accurately address the areas of need for English Learners and LTELs. Additional credentialed staffing at the high school (0.25 FTE to 1.0 FTE) will be able to address the ELD needs more thoroughly. Additional classified bilingual support at SLMS (0.5 to 1.0) will allow consistent support throughout the school day for our emerging and bridging EL students. The district recognizes that our LTEL numbers are higher than we want them at SLMS and CUHS. The additional	CAASPP ELA Meets / Exceeds Results; EL Reclassification Rate; LTEL rates; NWEA ELA Growth and Achievement; ELPAC scores, CA Dashboard ELA Performance Data, and the EAP ELA scores for ELD Students; ELPI for CGS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standards on the 2023 ELA CAASPP compared to 63.77% of English Only students. Educational partner feedback (EL Needs Survey, LCAP surveys, DELAC input, and community support specific training for staff on EL strategies and language acquisition. See also Educational Partner Feedback Reflections: Annual Performance, and Metric Sections. **Scope:** Limited to Unduplicated Student Group(s)	staffing are specifically addressing this need to move more of these students to the RFEP status. Curriculum that is research-based like Write from the Beginning will have enhanced use throughout the district. We have already seen successes with the Write from the Beginning curriculum in the grades where it is being used (an example is on the ELPAC, writing domain, from 2021 to 2023, one cohort (current grade 6) went from 3.85% Well Developed to 42.86% Well Developed and another cohort (current grade 5) went from 5.56% Well Developed to 58.33% Well Developed. We plan to expand the Thinking Maps training to upper grades to promote that writing growth in upper grades. We expect that the LTEL rates will decrease, and the RFEP, ELPI, CAASPP, EAP, and ELPAC scores will increase for English Learners, as this action is designed to meet the needs most associated with the experiences of English Learners.	We will also seek educational partner feedback regarding the progress on this action.
3.6 **Action:** District Translator **Need:** With 38% of CUSD students being EL, 33 students being LTELs, and far more students have parents who speak English as their primary language (approximately 70% of families), our district has a huge need for a district translator. We are increasing our Spanish speaking parent participation in school meetings like PTA, SSC, DELAC,	Data shows our EL students perform far lower on state assessments than our EO students. Also, our chronic absentee rate for EL students was 20.6% in 2023. We will specifically monitor our LTELs and regularly communicate with parents of LTELs about interventions, services, concerns, and progress. With more communication in Spanish to our families about the importance of attendance and notification of parent trainings and volunteer opportunities, we expect improvements in many areas.	Chronic Absenteeism, Attendance, ELA CAASPP, Math CAASPP, LTEL rates, Parent participation in trainings for EL and Hispanic students. We will also seek educational partner feedback regarding the progress on this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s) ELAC, PIQE, Back to School Night, TK/K Orientation, Parent Coffees with Administration, LCAP Forums, parent conferences, SSTs, IEPs, and more. The CUSD district translator translate the documents and information we send home to all families.	We expect that the Chronic Absenteeism and LTEL rates will decrease, and attendance, CAASPP scores and parent participation in trainings like PIQE will increase for English Learners and parents of ELs, as this action is designed to meet the needs most associated with English Learners.	

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.

N/A

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. CUSD is a Basic Aid district and does not receive additional 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		1:21.2 (23 classified staff delivering direct services)
Staff-to-student ratio of certificated staff providing direct services to students		1:10.4 (47 credentialed staff delivering direct services)

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	$7,260,571.00	$1,470,702.00	20.256%	0.000%	20.256%

Totals						
LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
$2,147,884.40	$122,768.14	$9,465.50	$0.00	$2,280,118.04	$2,122,321.63	$157,796.41

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$15,000.00	$0.00	$15,000.00				$15,000.00	
1	1.2	Supports for English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$873,875.11	$21,450.91	$895,326.02				$895,326.02	
1	1.3	Special Education Staff and Training	Students with Disabilities	No			All Schools	24-27	$72,768.14	$0.00		$72,768.14			$72,768.14	
2	2.1	Professional Development in Math for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$4,300.00	$0.00	$4,300.00				$4,300.00	
2	2.2	Math Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$163,195.83	$500.00	$163,695.83				$163,695.83	
2	2.3	Math Curriculum and Materials	All	No			All Schools	24-27	$0.00	$9,465.50			$9,465.50		$9,465.50	
3	3.1	Staffing and Supplies for College and Career Specific Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$552,958.09	$4,700.00	$557,658.09				$557,658.09	
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$105,564.11	$7,500.00	$113,064.11				$113,064.11	

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
3	3.3	ASES After School Care	English Learners Foster Youth Low Income	Yes	School-wide	English Learners Foster Youth Low Income	Specific Schools: Cambria Grammar School and Santa Lucia Middle School TK-5 and 6-8	24-27	$205,000.00	$0.00	$205,000.00				$205,000.00	
3	3.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$88,595.72	$10,000.00	$98,595.72				$98,595.72	
3	3.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$52,680.00	$52,680.00				$52,680.00	
3	3.6	District Translator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$29,754.63	$0.00	$29,754.63				$29,754.63	
3	3.7	Parent Training and Involvement that promotes college and career readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$11,310.00	$1,500.00	$12,810.00				$12,810.00	
4	4.1	Skills Pavilion at Leffingwell High School	All	No			Specific Schools: Leffingwell High School/Leffingwell II High School 9-12	24-25	$0.00	$50,000.00		$50,000.00			$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
$7,260,571.00	$1,470,702.00	20.256%	0.000%	20.256%	$2,147,884.40	0.000%	29.583 %

Totals by Type	Total LCFF Funds
Total:	$2,147,884.40
LEA-wide Total:	$1,017,803.75
Limited Total:	$925,080.65
Schoolwide Total:	$205,000.00

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	1.1	Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.2	Supports for English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$895,326.02	
2	2.1	Professional Development in Math for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,300.00	
2	2.2	Math Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,695.83	
3	3.1	Staffing and Supplies for College and Career Specific Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,658.09	
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,064.11	

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 (%)
3	3.3	ASES After School Care	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cambria Grammar School and Santa Lucia Middle School TK-5 and 6-8	$205,000.00	
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,595.72	
3	3.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,680.00	
3	3.6	District Translator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,754.63	
3	3.7	Parent Training and Involvement that promotes college and career readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,810.00	
4	4.1	Skills Pavilion at Leffingwell High School				Specific Schools: Leffingwell High School		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,305,551.39	$2,268,736.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional development and training	Yes	$2,325.00	$2,325.00
1	1.2	Bilingual libraries	Yes	$1,200.00	$1,200.00
1	1.3	Designated ELD Instruction	Yes	$326,443.22	$326,443.22
1	1.4	Bilingual aide support	Yes	$160,167.53	$160,167.53
1	1.5	Librarians	Yes	$199,323.37	$199,323.37
1	1.6	Librarian Oversight	Yes	$3,025.00	$3,025.00
1	1.7	Research based programs and curriculum to support ELD instruction	Yes	$23,498.25	$23,498.25
1	1.8	ELPAC Training	Yes	$425.00	$425.00
2	2.1	CUHS and SLMS adopted a new mathematics curriculum and teachers will receive training with the new SAVVAS Math Curriculum to increase student performance and college readiness of graduates	Yes	$115,558.00	$115,558.00
2	2.2	Math Support	Yes	$82,316.80	$82,316.80

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	2.3	Math trainings	No	$6,460.00	$6460.00
2	2.4	Supplemental mathematics programs	Yes	$7,465.50	$7,465.50
2	2.5	Math Curriculum and Materials Purchases	Yes	$2,500.00	$2,500.00
3	3.1	1.5 FTE for CTE course instruction	Yes	$142,317.72	$142,317.72
3	3.2	After School ASES Program	Yes	$215,000.00	$215,000.00
3	3.3	College Tours	Yes	$4,700.00	$4,700.00
3	3.4	Outside learning and field trips	No	$10,000.00	$10,000.00
3	3.5	Intervention services	Yes	$139,000.00	$102,609.92
3	3.6	Advanced Placement courses	No	$149,795.42	$149,795.42
3	3.7	Agriculture Pathway	No	$18,000.00	$18,000.00
3	3.8	CGS will implement social emotional curriculum and supports	No	$4,264.00	$4,264.00
3	3.9	Summer School	Yes	$36,547.25	$36,547.25
3	3.10	Transportation	Yes	$145,956.62	$145,956.62

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	3.11	Technology - Student Devices	Yes	$52,680.00	$52,680.00
3	3.12	Computer Support Technician	No	$48,662.32	$48,662.32
3	3.13	Afterschool Homework Support	Yes	$71,597.98	$71,597.98
3	3.14	Additional Classes to Promote College and Career Readiness	Yes	$88,539.41	$88,539.41
3	3.15	Concurrent Enrollment Courses	No	$65,172.17	$65,172.17
3	3.16	Freshman Summer Academy	No	$0.00	$0.00
3	3.18	Expanded hours for paraeducators	Yes	$99,579.84	$99,579.84
3	3.19	Individual student supplies	Yes	$37,350.00	$37,350.00
3	3.20	District Translator	Yes	$35,180.99	$35,180.99
3	3.21	Credit recovery programs at CUHS	Yes	$7,500.00	$7,500.00
3	3.22	Parent Communication Tools	No	$3,000.00	$3,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,529,210.00	$2,000,197.48	$1,963,382.40	$36,815.08	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional development and training	Yes	$2,325.00	$2,325.00	0	0
1	1.2	Bilingual libraries	Yes	$1,200.00	$1,200.00	0	0
1	1.3	Designated ELD Instruction	Yes	$326,443.22	$326,443.22	0	0
1	1.4	Bilingual aide support	Yes	$160,167.53	$160,167.53	0	0
1	1.5	Librarians	Yes	$199,323.37	$199,323.37	0	0
1	1.6	Librarian Oversight	Yes	$3,025.00	$3,025.00	0	0
1	1.7	Research based programs and curriculum to support ELD instruction	Yes	$23,498.25	$23,498.25	0	0
1	1.8	ELPAC Training	Yes	$425.00	0	0	0
2	2.1	CUHS and SLMS adopted a new mathematics curriculum and teachers will receive training with the new SAVVAS Math Curriculum to increase student performance and college readiness of graduates	Yes	$115,558.00	$115,558.00	0	0
2	2.2	Math Support	Yes	$82,316.80	$82,316.80	0	0

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	2.4	Supplemental mathematics programs	Yes	$7,465.50	$7,465.50	0	0
2	2.5	Math Curriculum and Materials Purchases	Yes	$2,500.00	$2,500.00	0	0
3	3.1	1.5 FTE for CTE course instruction	Yes	$142,317.72	$142,317.72	0	0
3	3.2	After School ASES Program	Yes	$215,000.00	$215,000.00	0	0
3	3.3	College Tours	Yes	$4,700.00	$4,700.00	0	0
3	3.5	Intervention services	Yes	$139,000.00	$102,609.92	0	0
3	3.9	Summer School	Yes	$36,547.25	$36,547.25	0	0
3	3.10	Transportation	Yes	$145,956.62	$145,956.62	0	0
3	3.11	Technology - Student Devices	Yes	$52,680.00	$52,680.00	0	0
3	3.13	Afterschool Homework Support	Yes	$71,597.98	$71,597.98	0	0
3	3.14	Additional Classes to Promote College and Career Readiness	Yes	$88,539.41	$88,539.41	0	0
3	3.18	Expanded hours for paraeducators	Yes	$99,579.84	$99,579.84	0	0
3	3.19	Individual student supplies	Yes	$37,350.00	$37,350.00	0	0
3	3.20	District Translator	Yes	$35,180.99	$35,180.99	0	0
3	3.21	Credit recovery programs at CUHS	Yes	$7,500.00	$7,500.00	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	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)
$1,529,210.00		0.000%	$1,963,382.40	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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(a) (California Legislative Information)](#) and [52066(a) (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)](#);

  o **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.

   o 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, if applicable.

  o 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,

  o 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:

  o 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 school/site, 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 school/site.

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.

  o 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.

  o 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.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome 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.

  o 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.

  o 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.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o **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:

  o Language acquisition programs, as defined in EC Section 306, provided to students, and

  o Professional development for teachers.

  o 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 any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o 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.

  o 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 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.

- o **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.

- o **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.

- o **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."

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- o **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).

  - o **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.

- o **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **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.

o 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.

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 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.

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)**

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 %)**

- o 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)**

  - o 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)**

  - o 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 Improve 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)**

  - o 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).