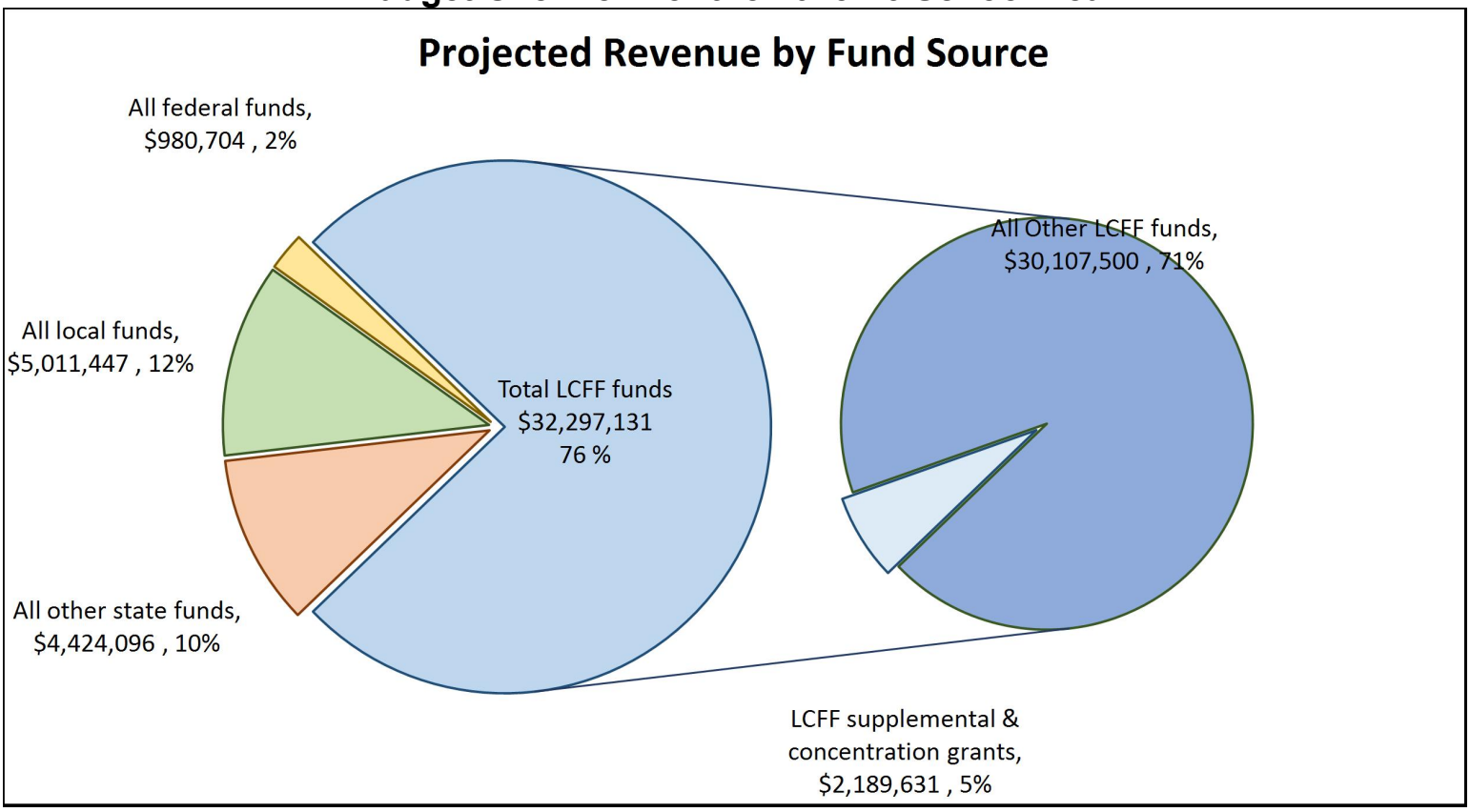
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bruno Park Elementary School District
CDS Code: 41-69013
School Year: 2025-26
LEA contact information:
Mariana Solomon
Associate Superintendent of Business Services
msolomon@sbpsd.k12.ca.us
650-624-3101

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 2025-26 School Year

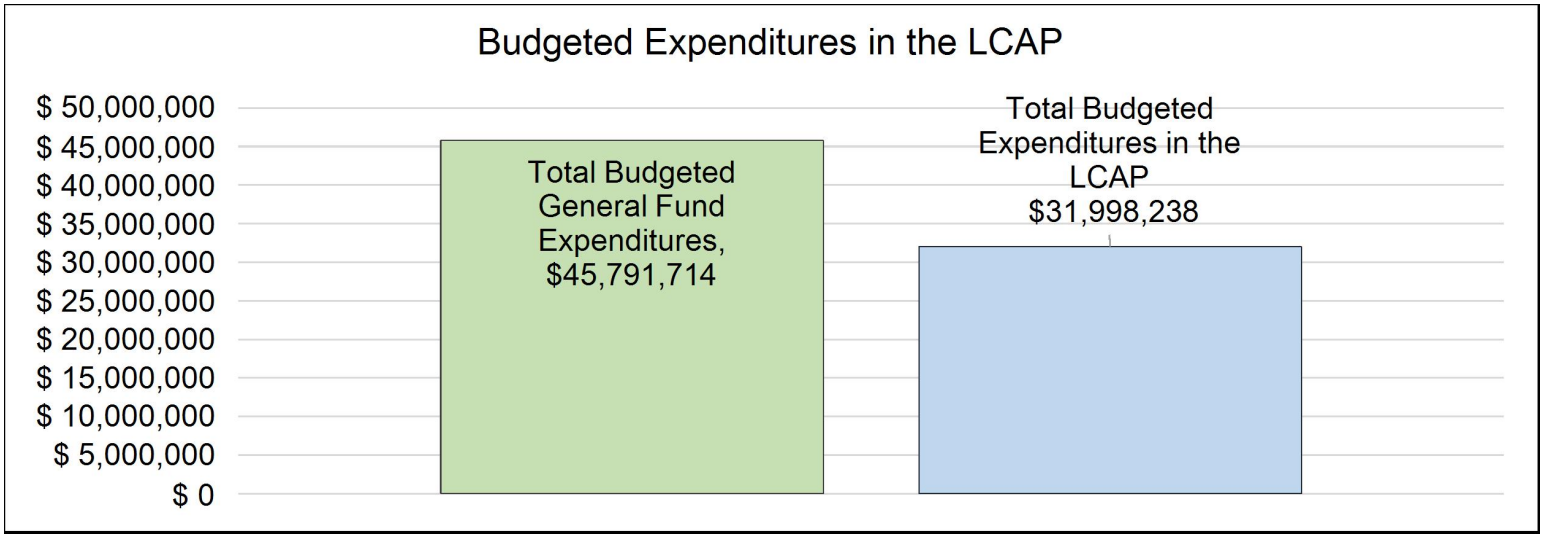


This chart shows the total general purpose revenue San Bruno Park Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Bruno Park Elementary School District is $42,713,378, of which $32,297,131.00 is Local Control Funding Formula (LCFF), $4,424,096.00 is other state funds, $5,011,447.00 is local funds, and $980,704.00 is federal funds. Of the $32,297,131.00 in LCFF Funds, $2,189,631.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Bruno Park Elementary School District plans to spend for 2025-26. 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: San Bruno Park Elementary School District plans to spend $45,791,714.00 for the 2025-26 school year. Of that amount, $31,998,237.66 is tied to actions/services in the LCAP and $13,793,476.34 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

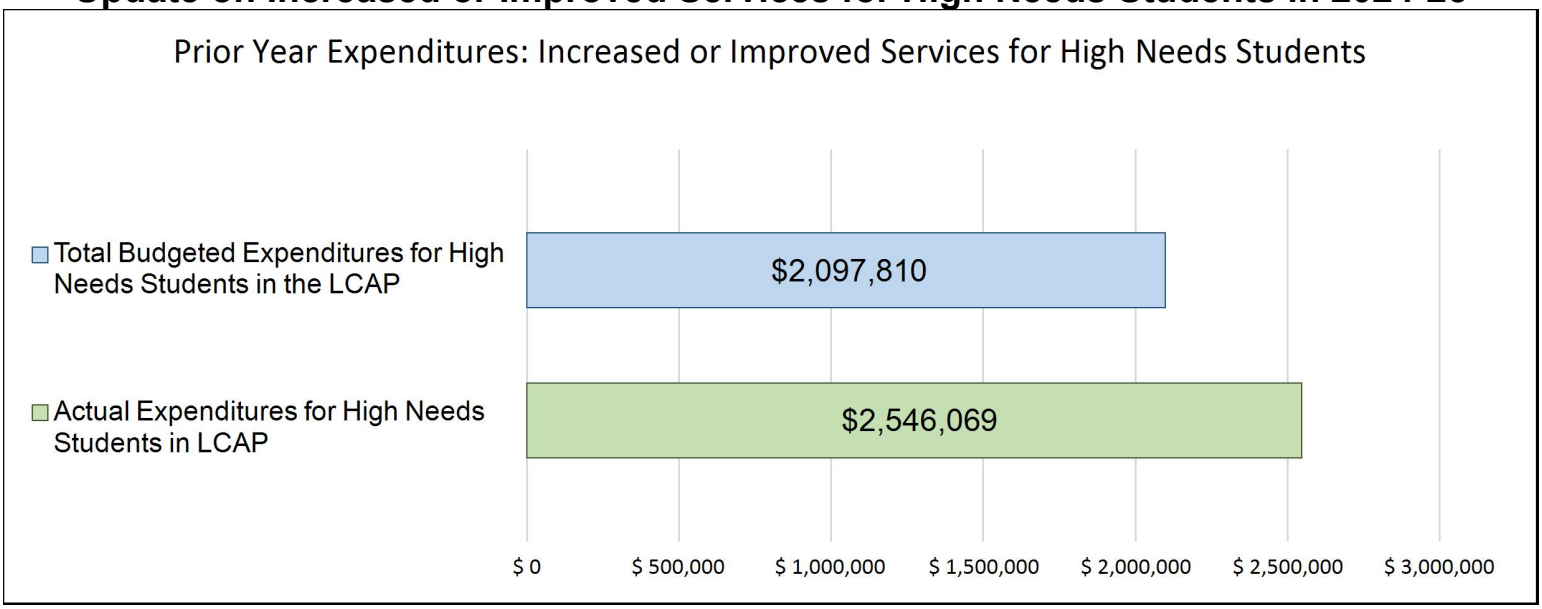
The General Fund expenditures not shown in the LCAP are general operational costs. These costs are not part of the core teaching and learning elements that are the primary focus of the 2025-26LCAP. Such expenditures include but not limited to general operations costs such as : salaries and benefits of custodial, maintenance and operations, superintendent and business office staff and functions, STRS on behalf payments, Insurance, utilities, transportation, and other non-operational contracted services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Bruno Park Elementary School District is projecting it will receive $2,189,631.00 based on the enrollment of foster youth, English learner, and low-income students. San Bruno Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bruno Park Elementary School District plans to spend $5,189,551.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Bruno Park Elementary 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 San Bruno Park Elementary 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 2024-25, San Bruno Park Elementary School District's LCAP budgeted $2,097,810.00 for planned actions to increase or improve services for high needs students. San Bruno Park Elementary School District actually spent $2,546,068.77 for actions to increase or improve services for high needs students in 2024-25.

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
San Bruno Park Elementary School District	Mariana Solomon Associate Superintendent of Business Services	azermeno@sbpsd.k12.ca.us 650-624-3101

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

San Bruno Park Elementary School District is nestled in the City of San Bruno, given the District's proximity to San Francisco and Silicon Valley, UC Berkeley and Stanford University, we are positioned as a gateway to the world. Flanked on one side by a generation of creative thinkers and doers at YouTube headquarters and, on the other side, by a gorgeous state-of-the art high school, our schools look east to an international airport and major transportation stations, and west to the dynamic Skyline College and an ocean that connects continents. The City of San Bruno is rich in history with a population of 41,533. The school district was established in 1907 with an enrollment of 47 students. Today, our District serves 2039 Preschool through 8th grade students in five elementary and one intermediate school that feed into San Bruno's one public high school, Capuchino (part of the San Mateo Union High School District). San Bruno Park School District's rich cultural and socioeconomic diversity is nurtured by a dedicated faculty committed to ensuring success for all students.The District is recipient of numerous honors and awards of distinction and major grant funding to support educational programs and initiatives; e.g., in STEM, music, sustainability, wellness, early literacy. The District enjoys strong partnerships with the business community, city agencies and local organizations: San Bruno Police and Fire, The Public Library, the Department of Recreation, San Bruno Community Foundation, San Bruno Education Foundation, San Bruno Public Library and Parent Teacher Associations/Organization at each school.

SBPSD and its community of parents, students and staff value an education that empowers all students to thrive academically, socially and emotionally to be contributing members of society. We believe it is our responsibility and opportunity to equip our students with the skills to succeed in life, and the current legislation in the state of California requiring each school district throughout the state to build a Local Control Accountability Plan, (LCAP) plays a major role in ensuring that this happens. The District's vision is to provide an educational experience that not only provides for the acquisition of rigorous academic content, but is also intentional about fostering critical thinking, communication,

collaboration, creativity, and other 21st century skills our young people need to thrive in this complex, rapidly changing world. To this end many community stakeholders including parents, students, business partners, teachers, and educational leaders, have engaged in a process to clarify and establish the vision for the educational competencies for SBPSD students who promote from our schools on to high school.

SPBSD firmly believes in developing the whole child coupled with rigorous standards-aligned instruction that promotes Creativity, Critical Thinking, Compassion and Contribution, communication and collaboration. The competencies identified by the "Learner Profile," promotes six domains of learning for students promoting from SBPSD. We support a growing District-wide focus on diversity, equity, and inclusion work to provide all students with an outstanding education. SBPSD's teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction, and exemplify the idea of a continuous cycle of improvement. We seek to equip every student with the knowledge and skills for college and career readiness to fulfill their purpose and positively impact society. SBPSD works with purpose and passion to ensure that each every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community of San Bruno.

San Bruno Park School District is made up of (4) four elementary schools (Allen, Belle Air, John Muir, and Portola and (1) one Middle School (Parkside Intermediate). 2 Preschools and a toddler center are offered at three elementary schools and are district partners. Transitional Kindergarten (TK) is offered at all school sites. Many individuals who work in the San Bruno Park School District, as teachers and other staff, are long standing residents of the community. Over the past several years, San Bruno Park has seen a decline in enrollment resulting in the consolidation of schools.

San Bruno Park School District is a diverse community serving many ethnic and socio-economic backgrounds. As reported by the CA Dashboard, the largest racial and ethnic groups are Hispanic (46%), White/Caucasian (0.6%), Asian (19%), and the most commonly identified primary language is Spanish = 984 (50.46%) as identified by Dataquest. The District currently serves 1,950 students, a decline from 2,452 during the 2019-20 school year. Overall, the District has seen a rapid decline in enrollment over the past nine years of approximately 23% since 2015-16 when the overall enrollment was 2,727, considered to be in part due to the high cost of living in San Bruno. The current composition of the District is represented by the following demographic groups according to 2024-25 Census Data.

English Learners - 501 (25.7%)
Students with Disabilities - 221 (11.3 %)
Socio-Economically Disadvantaged - 834 (42.8%)
Foster Youth - 2 (0.1%)
Unhoused Youth- 49 (2.5%)

Each school's unique composition is represented below:

Parkside Intermediate
Total Enrollment: 570
English Learners - 166 (29.1%)
Students with Disabilities - 76 (13.3%)
Socio-Economically Disadvantaged - 276 (48.4%)
Unhoused Youth -12 (2.1%)

Allen Elementary
Total enrollment: 376
English Learners - 130 (34.6%)
Students with Disabilities - 49 (13%)
Socio-Economically Disadvantaged - 228 (60.6%)
Unhoused Youth 13 (3.5%)

Belle Air
Total enrollment: 251
English Learners - 122 (48.6%)
Students with Disabilities - 36 (14.3%)
Socio-Economically Disadvantaged - 153 (61%)
Foster Youth - 2 (0.8%)
Unhoused Youth - 9 (3.6%)

John Muir
Total enrollment: 427
English Learners - 55 (12.9%)
Students with Disabilities - 27 (0.06%)
Socio-Economically Disadvantaged - 27 (6.3%)
Foster Youth - 0
Unhoused Youth - 10 (2.3%)

Portola
Total enrollment: 325
English Learners - 28 (8.6%)
Students with Disabilities - 32(9.8%)
Socio-Economically Disadvantaged - 64 (19.7%)
Unhoused Youth - 5 (1.5%)

Reflections: Annual Performance

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

The SBPSD community has recognized several key areas of success and growth over the past year. We attribute this progress to our ongoing efforts to develop collaborative systems across the district, as well as to the sustained initiatives embedded in our actions and

services. Moving forward, we aim to build upon these achievements by expanding programs and services while enhancing our implementation strategies over the next three years. The indicators on the 2024 CA Dashboard reflect only the most recent year's data, with status color levels ranging from very high (Blue) to very low (Red). The Dashboard focuses on a broader, more holistic view of school performance, including factors beyond just test scores, and reports current year data only, whereas CAASPP scores are a snapshot of a single assessment.

The 2024 CA Dashboard Suspension Rating revealed that SBPSD maintained a score of Green for an additional year. All subgroups identified in previous years have been any area of annual work & improvement since 2019 when the district started with an orange rating. In the 2023 school year, additional counselors and MTSS teams were established to offer targeted support for students in tiers 2 and 3, while also enhancing tier 1 preventative programs. The results from the Dashboard clearly demonstrate that the implementation of additional mental health and wellness initiatives has proven to be a highly effective and beneficial decision. In the 2024-25 school year, we continue to recognize and observe the ongoing global changes and their impact on students and families. Additionally, we acknowledge the rising need for addressing behavioral and mental health concerns moving forward.

In 2024, the CA Dashboard revealed a decline in our overall performance in English Language Arts (ELA), which led to a shift from a Yellow to an Orange status. This change coincided with the introduction of the Long-Term English Learner (LTEL) Dashboard and the impact of subgroup performance with our Socioeconomically Disadvantaged Students experiencing an increase in one performance level. Unfortunately subgroups such as our English Learners group continue to see an annual decline. Despite these challenges, the district remains committed to identifying and implementing strategies to effectively address the needs of our English Learner population. While the dashboard presents levels on a more holistic view, there was an overall improvement of 1.62%, driven by a notable 4.55% increase in ELA CAASPP scores among Long-Term English Learners. Students with Disabilities also made significant strides with a 6.20% improvement in their ELA scores.

The 2024 Mathematics Dashboard indicator continues to see consistent growth, maintaining the yellow performance level.

While the district is very proud of the gains, there is a continued need to focus on the achievement of specific student groups, including those who are considered high need. According to the 2024 CA CAASPP scores, there was an overall decline for our English Learners in both math and ELA. The California Dashboard's English Learner Progress Indicator confirms this trend, showing an overall 7.3% decline for English Learners. However, LTELs indicated a yellow progress indicator. This mirrors patterns observed in other areas such as School Climate and Chronic Absenteeism, where the Dashboard similarly reports a 19% decrease. Additionally, SBPSD has been identified as Significantly Disproportionate. This means over the past three years there has been an overrepresentation of a Hispanics in special education identified under "Specific Learning Disability." The California Department of Education's Accountability System and San Mateo County Office, works closely to ensure we are making improvements.

SBPSD continues to be very proud of the staff as a whole. With notable improvement demonstrated in schools identified with a Red Indicator on the California Dashboard. The improvement is reflected in a reduction from four schools with red indicators to just three. Furthermore, a decrease in the number of subgroups identified with red indicators highlights the progress and growth resulting from the successful implementation of the strategic goals set by leadership.

With regards to the Schools identified by the 2024 CA Dashboard with a "Red Indicator" are:

EL Progress Indicator: Allen Elementary
Student groups within the LEA: English Learner
Red Indicators for English Learner Progress are address in actions:

El Progress Indicator: Belle Air Elementary
Student groups within the LEA: English Learner
Red Indicators for English Learner Progress are address in actions:

Chronic Absenteeism Indicators: Belle Air Elementary
Student groups within the LEA: English Learner, Hispanic, Socio-economically Disadvantaged
Red Indicators for Chronic Absenteeism are addressed in actions:

Chronic Absenteeism: Portola Elementary
Student groups within the LEA: Hispanic, Students with Disabilities, Socio-economically Disadvantaged
Red Indicators for Chronic Absenteeism are addressed in actions:

In the previous school year, schools identified by the 2023 CA Dashboard with a "Red Indicator" were as follows:

Chronic Absenteeism Indicator: Parkside Elementary
Student groups within the LEA: All Students, English Learner, Hispanic, Multiple Races/Two or More, Pacific Islander, Socio-economically Disadvantaged, Students with Disabilities

Chronic Absenteeism Indicator: Allen (Decima M.) Elementary
Student groups within the LEA: Multiple Races/Two or More
Chronic Absenteeism Indicator: John Muir Elementary

Student groups within the LEA: English Learner, Hispanic, Socio-economically Disadvantaged
English Language Arts Indicator: English Learners, Students with Disabilities
Mathematics indicator : English Learner
English Learner Progress Indicator: English Learner

Chronic Absenteeism Indicator: Parkside Intermediate
Student groups within the LEA: All Students, English Learner, Hispanic, Multiple Races/Two or more, Pacific Islander, Socio-economically Disadvantaged, Students with Disabilities

English Language Arts Indicator: Parkside Intermediate
Student groups within the LEA: English Learner, Pacific Islander, Socio-economically Disadvantaged, Students with Disabilities

Math Indicator: Parkside Intermediate

Student groups within the LEA: English Learner, Pacific Islander, Socio-economically Disadvantaged

Rollingwood Elementary: Now Closed
Chronic Absenteeism: Asian
ELA: Hispanic

Progress Update on Strategic Plan Implementation Since 2022

Since the arrival of the new Cabinet in 2022, SBPSD has made significant progress in advancing its strategic plan, beginning with Broad Goal 1: Academic Achievement. To support this goal, the district strategically expanded its team by hiring key personnel, including a Human Resources Specialist, a Coordinator of Intervention and Instruction, and Teachers on Special Assignment (TOSAs) across various school sites to provide coaching and instructional support. In parallel, SBPSD developed and implemented targeted plans across several focus areas, including communication, professional development, Student Services, and Special Education—all grounded in a commitment to meaningfully supporting both staff and students. The addition of a Human Resources Specialist led to successful initiatives in recruitment, employee recognition, and professional engagement. These efforts resulted in increased staff participation in student-centered activities, improved employee retention, and stronger staffing structures.
The Communications Team also achieved significant milestones by developing and refining a comprehensive communication plan informed by community feedback. Professional development opportunities have grown substantially, with more educators participating in initiatives such as Communities of Practice and Pilot Teams, which foster collaboration and continuous improvement across the district. Moreover, the implementation of the Multi-Tiered System of Supports (MTSS) framework has improved student access to core instruction, particularly through enhanced coordination within Student Services. Looking ahead, the district is committed to deepening this progress—particularly by focusing more intentionally on supporting English Learners and establishing a cohesive, district-wide academic and behavioral MTSS framework.

While progress remains evident across many areas, the district also encountered several challenges. Looking ahead to the 2025–26 school year, the district is committed to further advancing professional development efforts, with a focus on differentiating support to meet the diverse needs of our staff. Addressing this gap will be a priority as we continue to refine and expand our instructional strategies. One persistent challenge has been the absence of an English Learner (EL) Instructional Coach, which has limited our capacity to provide targeted professional development. The district is taking a different approach by hiring site coaches to fill this role which remains a top priority to enhance support for staff and strengthen instructional practices.

Broad Goal 2: Engagement
This goal encompasses site-based parent education activities, fostering a sense of belonging district-wide, and addressing chronic absenteeism. In 2024–25, MTSS (Multi-Tiered System of Supports) Teams were implemented to support these efforts. However, data indicates that these actions still require further refinement and support. We look forward to the 2025–26 school year as an opportunity to enhance the implementation and effectiveness of our MTSS systems.

Broad Goal 3: Conditions for Learning

Challenges in this area include aging infrastructure, as highlighted in the Facilities Inspection Tool (FIT) reports. Additionally, staffing turnover in key positions contributed to delays in the implementation of several initiatives. These issues underscore the need for continued focus on stability and investment in school facilities and personnel.

The district continues to utilize funds from the Learning Recovery Emergency Block Grant (LREBG), established in response to the COVID-19 pandemic. These resources support the long-term recovery of students by addressing academic learning loss, mental health needs, and overall well-being.

Reflections: Technical Assistance

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

San Bruno Park School District works closely with SMCOE to address the disparities identified in the California School Dashboard. Since their partnership began in 2021, it has grown into a sustained and strategic effort aimed at systemic improvement.
In the 2024–25 academic year alone, the teams have met on at least five occasions to conduct in-depth data analysis, develop targeted strategies, and engage in collaborative problem-solving to drive continuous progress. SMCOE has provided comprehensive support to SBPSD across several key areas, including Differentiated Assistance for Students with Disabilities, as well as initiatives focused on mental health, enhancing school climate and Special Education.

San Bruno was identified for Differentiated Assistance in 2023 based on the 2022 Dashboard indicator for Students with Disabilities. To qualify for Differentiated Assistance, a student group must meet the criteria in at least two different State Priority Areas.

In this years actions you will find some of our goals as it relates to Differentiated Assistance, these actions were more strategically formalized in the SBPSD Strategic Plan/LCAP in 2025-26:

LCAP Goal 1: Actions Focus on IEPs, supports and modifications for students with disabilities. Specific actions identified to support students with disabilities are as follows:
Action 1.1 Professional development in LETRS/DIBELs, SIPPS and mathematics standards and lesson planning
Action 1.2 Expanded Learning Opportunities for extended learning time
Action 1.3 Integrated enrichment learning opportunities for extended learning time
Action 1.4 Before and After school tutoring
Action 1.5 STEAM/Outdoor spaces to provide hands on support
ACtion 1.11 SBPSD will provide targeted integrated support for students in the areas of math, and English Language Arts/ELD, A FOCUS WILL BE PRIORITIZED FOR LTEL & other Tier 3 STUDENTS
Action 1.15 Instructional Aides will be provided training to support targeted integrated intervention services for unduplicated students IN AREAS SUCH AS EARLY LITERACY/ELD AND SMALL GROUP INSTRUCTIONAL SUPPORT
Action 1.16 All students will have access to the general education program and utilize standards aligned curriculum. Special Education Staff and Classroom Teachers will implement, collaborate and monitor the individual education plan.
Action 1.18 Support the implementation EARLY LITERACY AND IMPLEMENTATION OF NEW CURRICULUM ELA/ELD and Mathematics
Action 1.19 Teachers will provide WIN/CLT for Tier 2/3 students offering personalized learning

LCAP Goal 2: Actions and metrics focused on Attendance, Suspensions, and Special Education supports. Specific actions identified to support students with disabilities are as follows: Our plan will include a review and use of the improvement science model to inform our plan of support.
Action 2.3;: School Sites will submit and develop strategic attendance plans to increase engagement in school and increase attendance rates especially those sites with red indicators such as (District/Parkside School). Activities will address reducing the disparities for subgroups identified in the CA School Dashboard. MTSS Teams will continue monitoring students and families needing support services.
Action 2.5: Sites will provide student engagement activities & supplemental resources such as positive climate activities & assemblies such as restorative justice, mindfulness, trauma informed, wellness, and more to develop a sense of belonging. MTSS Teams will continue to monitor and support the needs of students families.
Action 2.13 A Behavior Therapist provides support for students with greater needs and also provides professional development and training for teachers. Three to five Behavior Assistants provide direct student support.
Action 2.14 SPBSD provides transportation for TIER 3 Students
Action 2.15 Community Schools will utilize data to reduce the disparities in local and street data while increasing parent and student engagement FOR TIER 3 STUDENTS AND FAMILIES
Action 2.16 All Staff will engage in thoughtful collaboration and professional development in pursuit of a safe, supportive and inclusive environments

Our District and teams have initiated the development of the DA Support Plan, encompassing the continuous improvement process, support timeline, meeting cadence, and key activities and strategies. With the formation of the latest Senior Cabinet, progress toward the targeted plan has been deliberate yet intentional. The Cabinet has prioritized rebuilding foundational systems and fostering trust and relationships as essential first steps. Simultaneously, we have observed that these ongoing efforts are being strengthened through targeted technical assistance. Notably, recent data shows a significant milestone: over 85% of our special education students are now in mainstream settings—an increase of 35% from the previous year. The team is encouraged by this progress and looks forward to continued growth in the years ahead.

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.

SBPSD is not in CSI. Therefore, this section does not apply.

Support for Identified Schools

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

SBPSD is not in CSI. Therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

SBPSD is not in CSI. Therefore, this section does not apply.

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
Special Education Department Meetings Monthly (Administrators, Teachers, Classified Staff):	The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. Information collected from staff indicated a need to continue providing behavioral support and increased parent/student engagement.
SMCOE Differentiated Assistance Team/SMCOE (Administrators):	The SBPSD Team met September 7, 2023, October 10, 2023, January 24, 2024, and February 15, 2024, May 26th and via email and phone conversations throughout the LCAP season in the 2023-24 school year to review data and discuss/support for addressing gaps and inequities and the work towards the continuous improvement process.

Educational Partner(s)	Process for Engagement
SMCOE SELPA Consultation: (Administrators):	The SBPSD Team met with SMCOE SELPA on January 24th and February 15th of 2025. These meetings consisted of technical assistance, planning & consultation.
EL Advocate Meetings (Teachers):	The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2025 it is finalized. Important topics that came from this group was additional support for teachers at title 1 schools, continued support/planning for teachers as they implement the new OPTEL form.
CIAEC Meetings(Teachers) :	The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board

Educational Partner(s)	Process for Engagement
	for hearing, and input. Finally in July 2024 it is finalized. Feedback from this team indicated the need to reduce and align meetings so that ILT members are present. Others indicated the appreciation for learning, growing and support while the team was conducting an ELA pilot.
Parent Liaison Meetings (Classified Staff):	The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized. Together the team created an action plan that included a focus on communication one-on-one interactions to build trust and engagement. Additionally, a request to learn more from parentsquare.
Parent 2 Parent (PAC)/PIQE/PTA (Teachers, Classified Staff, Parents):	TheP2P and PTA Team also serves as a Parent Advisory for the LCAP. The Teams met monthly and in some cases quarterly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. Beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data along with a draft version of the LCAP is presented to this group and written responses to comments were collected. The team continues the conversation, analyzes the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is

Educational Partner(s)	Process for Engagement
	provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized. Feedback from this group consisted of the following needs developing a homework policy, academic Rigor, support for new teachers, continued parent communication, GATE programming, classes for parents and addressing aging facilities.
ELAC /DELAC (PAC: Teachers, Classified Staff, EL Parents):	The ELAC/DELAC Team also serves as a Parent Advisory for the LCAP specifically. They met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data along with a draft version of the LCAP is presented to this group and written responses to comments are collected. To continue the conversation the team analyzes the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.
Community Engagement Team/CCSSP (Teachers, Classified, Administrators, Students, Community):	The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose

Educational Partner(s)	Process for Engagement
	not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized. The community engagement team shared the need to continue working towards their problem of practice of developing trust with the community, as shared by CEI parent voices.
Local Bargaining Units (SBEA/CSEA Teachers and Classified Staff):	The Team met monthly in the 2024-25 school year to collaborate with the Superintendent. Feedback is collected and gathered in the ongoing from the CA Dashboard, local indicator surveys and Local Data to analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized. Feedback trends from these teams included differentiating professional development more frequently throughout the school year, continue support multilingual learners, more planning and collaboration time.
District Student Council (Students-PAC):	Students from all schools met monthly with the Superintendent and Assistant Superintendent to review and analyze local Data along with a draft version of the LCAP is presented to this group and written responses to comments are collected. This team also serves as part of the Parent Advisory Committee specifically for the LCAP. They share in conversations and questions where feedback is provided around the needs of students. Together this group returns to their sites to gather feedback from their peers as an advocacy group. This year the students provided the following feedback: More Clubs, activities, additional academic support, giving support when needed,

Educational Partner(s)	Process for Engagement
	building relationships with students, kindness, respectful relationships, creating a safe classroom environment for learning and making mistakes and homework help.
Site Leader, Cabinet, MTSS, ILT Teams: (Administrators, Teachers):	The Team met weekly monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Together the team reviewed data together with SPSA feedback from families, held planning sessions for additional feedback. Feedback trends indicated a need for more professional development specific to CA Common Core Standards, Family Engagement for EL Families, providing more input, and scaling back the number of initiatives at school sites.
Board Meetings/Special Board Meetings (Staff, Parents, Community):	The Board received updates on the LCAP through the monthly Superintendent updates. Additionally, the Mid-Year update and the LCAP indicators were presented in the February Board Meeting.
Superintendent Coffees with Community Partners (Staff, Parents, Community):	The Coffees with the Community serve as a Parent Advisory for the LCAP. This includes members of the San Bruno Education Foundation, SMUHSD, San Bruno Community Foundation, PTA/PTO, You Tube, Lions Club, and Rotary meet with the Superintendent monthly where updates are provided and feedback is sought out from our community members regarding the CA Dashboard data results and the LCAP. Feedback and questions from this group consisted of the following needs developing a homework policy, academic Rigor, support for new teachers, continued parent communication, GATE programming, classes for parents and addressing aging facilities.
Senior Cabinet and Cabinet Level Meetings (Administrators, Classified):	The Team met weekly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared. During LCAP season special conversations are held regarding goal setting, site SPSA which include Dashboard data analysis, and other targeted conversations based on LCAP feedback presented at various meetings.

Educational Partner(s)	Process for Engagement
Equity Meetings (Administrators, Teachers, Parents, Classified):	In 2024-25 the district began moving towards an equity initiative. During the LCAP season empathy interviews were held to seek feedback regarding the needs of the district. A report was provided to share the feedback from various community members. In 2024-25 various groups amongst all staff were held to take deeper dives into the needs of the community. In May, certificated staff met to provide feedback on professional development for the upcoming school year.
San Bruno Special Education Advisory Committee (SEAC/PAC):	The SEAC Team also serves as a Parent Advisory for the LCAP specifically. The Team met monthly in the 2024-25 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared. During LCAP season conversations are held regarding goal setting, site SPSAs which include Dashboard data analysis, and other targeted data including a draft version of the LCAP is presented to this group and written responses to comments were collected. The team met specifically in April and May to address successes and challenges. Feedback shared included providing more behavioral support for students, challenges regarding the middle school scheduling ensuring equity, staff turnover and safety.

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

Ongoing Stakeholder Engagement and Input Process:

San Bruno Park School District provides multiple levels of updates throughout the year, ensuring inclusive and meaningful engagement with a wide range of stakeholders. These include representatives from DELAC/ELAC, School Site Councils (SSC), PTA presidents, parents of students with disabilities, teachers, classified staff, bargaining unit leaders, principals, parent liaisons, and district administrators. Additionally, parent representation includes families of Foster Youth and Homeless Youth, reflecting the district's commitment to equity. These engagement efforts are further strengthened through continuous improvement updates shared at various gatherings, such as principal coffees, Parent2Parent nights, and board meetings. This inclusive and comprehensive approach facilitates the collection of valuable input that directly informs the development of the Local Control and Accountability Plan (LCAP). The process actively involves all educational partners—teachers, principals, parents, administrators, students, bargaining units, and community members—throughout the year, supporting a robust cycle of continuous improvement. The team is committed to systematically integrating all stakeholder input and feedback into the LCAP to guide future decision-making, ensure consistent progress monitoring, and enhance communication.

Many stakeholder groups and Communities of Practice meet monthly, fostering a culture of consistent collaboration and open dialogue regarding district needs. Throughout the school year, input is gathered through surveys, updates, empathy interviews, and other feedback mechanisms to ensure all voices are included and valued. Annually, from February through May, the district conducts in-depth data analyses,

which are shared with the community. This period also emphasizes increased personal engagement, allowing families and community members to participate in meaningful conversations and collaborative efforts. Stakeholders provide personalized feedback, enriching the planning and decision-making process.

In addition, the district launched a comprehensive community initiative to collect input through multiple channels. This included stakeholder surveys, data updates, site-specific feedback forums, and targeted outreach—especially to families who speak languages other than English. The initiative also featured planning committees, presentations to the Board of Trustees and other key stakeholders, online public review and comment opportunities, as well as meetings with advisory committees, equity groups, and broader community forums.

Spanish interpretation is available at all meetings, and some sessions are conducted entirely in Spanish to ensure accessibility for all families.

Historical Context and Community-Driven Adjustments (2024–25)

At the end of the 2023-24 school year, SBPSD Community Partners provided valuable feedback centered on addressing and reducing gaps and inequities among various student subgroups. This input played a significant role in reshaping district priorities—most notably influencing the elevation of Broad Goal 2 (Achievement) to become the new Priority Goal 1. As a result, all goals were refined to more directly target the inequities revealed through district data. The revised Broad Goals now explicitly emphasize the importance of maintaining focus on historically underserved subgroups. This shift ensures that equity remains central to all district planning and implementation efforts. In addition, the community advocated for consolidating certain actions that were found to be either repetitive or no longer necessary due to progress already made.

Throughout the year and during the 2024–25 engagement sessions, stakeholders consistently advocated for a more collaborative and inquiry-driven culture within the district. There was a strong emphasis on narrowing the focus to better support groups with elevated needs.

Influence on Goal 1:
Teaching and Learning Support (Actions 1.1/1.17/1.19): A clear call for increased support to teachers, particularly through the integration of instructional coaches, more planning time.
Professional Development: Stakeholders emphasized the importance of continuing professional development for ELA/ELD, while advocating for differentiated offerings tailored to both novice and veteran educators.
Communities of Practice (Actions 1.18): There was strong support for maintaining and expanding these collaborative networks to foster shared learning and innovation.
Student Achievement (Actions 1.13): Feedback strongly supported the need to address academic rigor. With the influence on Goal 1, by providing teachers with more time for learning the coaches and teachers will continue to work towards rigor within well designed lessons.

Influence on Goal 2:
Engagement of Students and Families (New Actions 2.15/2.16): A clear call for continued engagement for both students and families, especially those facing historical systematic barriers. Another, feedback trend included the need for addressing staff turnover in special education and safety and behavioral supports.

Influence on Goal 3 (Actions 3.2/3.8): An ongoing request to address aging facilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	(Achievement) Through an equitable and collaborative improvement-driven approach, San Bruno Park School District will take steps to reduce disparities in outcomes between student groups indicated by the California Dashboard and state disproportionality data which includes unduplicated students and the disproportionality and the overrepresentation of LatinX students in special education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners, valuable feedback was gathered, focusing on addressing gaps and reducing inequities across various subgroups. This feedback directly influenced the prioritization of Broad Goal 2 (Achievement), elevating it to our top priority as Goal 1. As a result, all goals are now more intentionally targeted to address the inequities identified in our data. Moving forward, Broad Goals will emphasize and prioritize the importance of keeping subgroups (including LTELs) at the forefront of our work. Achievement emerged as a key focus area identified by the community, with a strong emphasis on ensuring a high-quality instructional environment characterized by rigorous learning opportunities. In 2024, Parents and students specifically requested a continued focus on integrated supports and the expansion of extended day programs. Additionally, teachers consistently highlighted the need for professional development and support to effectively implement new curricula. In 2025, we remain committed to honoring the feedback provided by our partners while continuing to narrow our focus on supporting subgroups and strengthening systems that empower our educators to engage in ongoing learning and effectively apply what they have learned. Feedback provided included additional requests for English Learner professional development, opportunities for differentiated professional development, more planning time, and support for implementation of new curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator Metrics for ALL students in ELA. CAASPP Assessment	2023 CA Dashboard ELA for ALL: Yellow 21.1 points below standards Improved by 3.5 points. 22-23 CAASPP: 43.34"	2024 CA Dashboard ELA for All: Orange. 18.4 points below. Maintained 2.7 points. CAASPP: 45.11%		CA Dashboard ELA for ALL:(Blue) CAASPP: 60% Met or Exceeded	IMPROVED by 1.8%
1.2	Academic Indicator Metrics for Current EL students in ELA.	2023 CA Dashboard for ELs in ELA: Orange 21.1 points below standard Declined 3.8% 22-23 CAASPP: 10.82% Met or Exceeded	2024 CA Dashboard for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%.		CA Dashboard for ELs in ELA: (Blue) CAASPP: 30% Met or Exceeded	Declined by 0.85%
1.3	Academic Indicator Metrics for Students with Disabilities in ELA.	2023 CA Dashboard for Students with Disabilities in ELA: Red 128.3 points below standards Declined 17.7 points / 22-23 CAASPP: 8.39 Met or Exceeded"	2024 CA Dashboard ELA: Orange 112.9 points below. Increased 15.4 Points. CAASPP: 14.71%.		CA Dashboard for Students with Disabilities in ELA: Green CAASPP: 25% Met or Exceeded	Improved 6.32%
1.4	Academic Indicator Metrics for Socio-Economically Disadvantaged in ELA.	2023 CA Dashboard for Socioeconomically Disadvantaged in ELA:Orange 22-23 CAASPP:	2024 CA Dashboard for Socioeconomically Disadvantaged in		CA Dashboard for Socioeconomically Disadvantaged in ELA: Blue	Improved 9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.61% Met or Exceeded"	ELA: Yellow. 60 points below. Increased 3 Points. CAASPP: 36.81%.		CAASPP: 52% Met or Exceeded	
1.5	Academic Indicator Metrics for all student in Math.	"2023 CA Dashboard Math for All: Yellow 40.8 below standard Improved by 9.4 points 22-23 CAASPP: 38.10% Met or Exceeded"	2024 CA Dashboard for Math for All: Yellow. 34.5 points below. Increased 6.3 Points. CAASPP: 41.74%.		CA Dashboard Math for All: Blue CAASPP: 53% Met or Exceeded	Improved 3.64%
1.6	Academic Indicator Metrics for Current EL students in Math.	2023 CA Dashboard Math for ELs: Yellow 93.7 points below standard Improved by 3.4 points 22-23 CAASPP: 11.20% Met or Exceeded"	2024 CA Dashboard Math for ELs: Red. 110.3 points below. Declined 16.6 Points. CASSPP: 9.42%.		CA Dashboard Math for ELs: Blue CAASPP: 30% Met or Exceeded	Declined by 1.78%
1.7	Academic Indicator Metrics for Students with Disabilities in Math.	2023 CA Dashboard Math for Students with Disabilities: Orange 137.3 points below standard Improved by 8.1 points 22-23 CAASPP: 10.26% Met or Exceeded"	2024 CA Dashboard math for Students with Disabilities: Red 141.4 points below. Declined 4.1 Points. CAASPP: 17.05%		CA Dashboard Math for Students with Disabilities: Blue CAASPP: 30% Met or Exceeded	Improved 6.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Academic Indicator Metrics for Socio-Economically Disadvantaged in Math.	"2023 CA Dashboard Math for Socioeconomically Disadvantaged: Yellow 80.1 points below standard Improved by 8 points 22-23 CAASPP: 21.84% Met or Exceeded"	2024 CA Dashboard Math for Socioeconomically Disadvantaged: Orange. 79 points below. Maintained 1.1 Points. CASSPP: 25.4%.		Dashboard Math for Socioeconomically Disadvantaged: Blue CAASPP: 40% Met or Exceeded	Improved by 3.56%
1.9	English Learner Performance Indicator (ELPI)	2023 CA Dashboard ELPI: Orange 49.8% Making progress Declined 3.8% 22-23 Summative ELPAC 16.82% Proficient"	2024 CA Dashboard ELPI: Orange. 42.4% making progress. Declined 7.3%. Summative ELPAC: 14.9%.		CA Dashboard ELPI: Orange Summative ELPAC 35% Proficient	Decrease by 1.92%
1.10	Reclassification Rate as English Language Proficient While reducing the numbers of LTELs	22-23 Dataquest Reclassification Rate: 14.8% Reclassified LTELs: 132"	23-24 Dataquest Reclassification Rate: 5.9% LTELS: 73 At risk LTEL		Dataquest Reclassification Rate: 30% Reclassified LTELs: Reduce by 10%	Reduced by 8.9%
1.11	As of January iReady Diagnostic ELA	As of January 2024 iReady Diagnostic ELA: 45% of students in grades 1-8 reading at or above grade level.""""	January 2025 iReady Diagnostic ELA: 62% of students in grades		iReady Diagnostic ELA: 60% of students in grades 1-8 reading	Improved by 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1-8 meeting at or above grade level.		at or above grade level.	
1.12	January 2024 CAST 30.86 Met or 30.86 % Met or Exceeded	CAST 22-23 28.02% Met or Exceeded"	January 2024 CAST 30.86 Met or 30.86 % Met or Exceeded		CAST Science Test 45% Met or Exceeded	Improved by 2.84%
1.13	iReady Diagnostic Math	As of March 2023 iReady Diagnostic Math: 39% of students in mathematics for grades K-8 are at or above grade level"	January 2025 iReady Diagnostic Math: 52% of students in grades 1-8 meeting at or above grade level.		iReady Diagnostic Math 55% of students in mathematics for grades K-8 are at or above grade level	Improved by 13%
1.14	Self-Reflection Tool Implementation of CCSS Professional Development	"Self-Reflection Tool Score: 2.8"	Implementation of CCSS Professional Development Self Reflection Tool March 2025 Score: 3.06		Implementation of CCSS Professional Development Self-Reflection Tool Score: 4	Improved by .26%
1.15	SEIS Tool/Local Indicator Develop a tool for tracking tool for students to increase access to a broad course of study, based on unduplicated student groups, and individuals with exceptional needs served.	"SEIS Tool/Local Indicator Increase time by 5 percent for students with exceptional needs."	Improvement Data Center 54.79% of students with exceptional needs enrolled in mainstream classrooms		SEIS Tool/Local Indicator 80% students with exceptional needs enrolled in mainstream classrooms	New Data

Goal Analysis [2024-25]

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.

In 2025, we found that our planned actions were largely successful. This is supported by the data referenced above, with 80% of our targeted metrics showing measurable improvement. Significant investments in Actions 1.1 to 1.5—including professional development, dedicated planning time for teachers, and integrated extended day supports—were key contributors to these positive outcomes.

However, we also encountered challenges, particularly with initiatives focused on our English Learners. We recognize the continued need to build and refine systems that effectively support educators in implementing high-quality English Language Development (ELD) practice we remain committed to honoring the feedback provided by our partners while continuing to narrow our focus on supporting subgroups and strengthening systems that empower our educators to engage in ongoing learning and effectively apply what they have learned.

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.

Goal 1 Action 1 Professional Development: ($77,610.38) - cost savings but all services still provided
Goal 1 Action 2 Expanded Learning Opportunities (ELO) - Summer School and other Intercessions : $41,209.39 - expanded services for students
Goal 1 Action 3 Expanded Learning Opportunities (ELO) - Regular School Year: $34,737.25 - expanded services for students
Goal 1 Action 5 Enriching Instructional Materials for STEAM and Outdoor Learning Spaces: $240,123.75 - expanded outdoor learning spaces
Goal 1 Action 11 Math/Reading Intervention Teachers: (63,174.59) - loss of staff
Goal 1 Action 12 STEAM Teacher: (36,808.34) - Teacher left half way through the year and we used a sub until the position was filled.
Goal 1 Action 13 Planning Time and Substitutes for Teachers: $16,861 - added additional planning time
Goal 1 Action 14 Site Supplemental Materials (including software) for Math, Science and ELA: ($7,119.80) - additional materials were not required
Goal 1 Action 16 Least Restrictive Environment: ($222,209.73) - positions not filled
Goal 1 Action 17 TOSAs Teacher Support: $189,971.91 - increased staff to support at elementary level
Goal 1 Action 18 Communities of Practice: $14,182.25 - additional staff participation

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

Actions 1.1 to 1.5—including professional development, dedicated planning time for teachers, and integrated extended day supports—were key contributors to these positive outcomes. SBPSD will continue to invest more funding in these areas for continued growth.
Action 1.17 TOSAs Teacher Support proved to be a challenge due to turnover.
Overall, actions were effective.

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.

Changes made to this goal included adding two new actions 1.19 adding a new Instructional Coach. We also added an action for Universal PreK which allows for more support of our Preschool, TK and K alignment. New Metrics included a measure for monitoring access to a broad course of study for students with exceptional needs, accessing mainstream classrooms.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Targeted Professional Development will be provided in the area of ELA/ELD with an emphasis in Language Acquisition and designated/integrated ELD to provide data driven student groups for instruction (including LTELs). Mathematics Professional Development will also be provided to support the new math adoption. Professional Development will include Certificated and Classified Faculty. According to Zwiers and Crawford, "Academic Conversations (2011), it is necessary to build on the skills .... pair and group work and provide additional supports for ELLs. Metrics used to evaluate growth will consist of formative assessments such as iReady, Dibels, ELPAC and ELPI.	$220,640.00	Yes
1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	SBPSD will provide expanded enrichment learning opportunities (prioritized) for unduplicated students and subgroups identified according to the CA School Dashboard during the summer and intercessions. Targeted sites with red dashboard indicators such as the district/Parkside.	$531,000.00	No
1.3	Expanded Learning Opportunities (ELO) - Regular School Year	We will provide expanded enrichment learning opportunities (prioritized) for unduplicated students and subgroups identified according to the CA School Dashboard.	$907,761.00	Yes
1.4	Before/After School Tutoring ASES	SBPSD Teachers will utilize iReady data to target select students for additional tutoring services.	$317,613.00	No

Action #	Title	Description	Total Funds	Contributing
	Services - Regular Year and Summer			
1.5	Enhanced Instructional Materials for STEAM, Music, Art, and Outdoor Learning	SBPSD will enrich student learning by providing engaging instructional resources and opportunities in STEAM, music, art, and outdoor education. This includes access to STEAM labs, musical instruments and instruction, garden spaces, and related materials available to all students.	$559,803.00	No
1.6	Inclusive Libraries	SBPSD will increase and extend libraries to families as well as improve library resources in support of the instructional program focused on resources that address diversity, equity and inclusion.	$128,277.00	No
1.7	Academic Counselors and Targeted Academic Plans	SBPSD will provide Parkside Intermediate with two Academic/Wellness Counselors that will provide targeted services. Student Plans will developed for unduplicated students will support the need to improve achievement gaps.	$284,473.00	Yes
1.8	English Learner Extra Support	An English Learner Staff Support Member will provide additional targeted language acquisition support for level 0 and 1 English Learner students and families.	$98,500.00	Yes
1.9	College and Career Readiness	A CTE Teacher will be provided to provide a CTE Media pathway to enhance the transition to high school and beyond.	$140,520.00	No
1.10	Newcomer -English Learners Transition Teachers (LREBG)	SBPSD will provide two transition courses for students that directly support new students to the country and US Education. According to Policy Analysis for California Education (PACE) Newcomers require specialized curricula and instruction to succeed in school as well as access to social services to meet even their basic needs. ELPAC/ELPI Data will be utilized to monitor student growth. LREBG Funds utilized $133,100.00	$133,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Math/Reading Intervention Teachers (LREBG)	SBPSD will provide targeted integrated support for students in the areas of math, and English Language Arts/ELD. In a policy brief Ilana Umansky and her co-authors, "Improving the Opportunities and Outcomes of California's Students Learning English: Findings from School District-University Collaborative Partnership" Research indicates the state must improve ELs' educational opportunities in school by expanding access to core content, bilingual instruction, and well-prepared teachers. Formative assessments including iready, Dibels, ELPAC and CAASPP data will be used to monitor student growth. $ 159,060.00 LREBG Funds Utilized	$814,360.00	Yes
1.12	STEAM & Staffing	SBPSD will provide enriching STEAM activities for students to enhance the core curriculum	$520,788.00	No
1.13	Planning Time and Substitutes for Teachers	Teachers will be provided with substitute coverage and additional planning time as necessary to develop and strengthen lessons and support their professional growth.	$94,784.00	No
1.14	Site Supplemental Materials (including software) for Math, Science and ELA	SBPSD will provide teachers with additional supplemental learning materials to meet the needs of all students.	$78,300.00	No
1.15	Instructional Aides (LREBG)	Instructional Aides will be provided to support targeted integrated intervention services for unduplicated students. Research provided by, "Essentials of Intensive Intervention, Edited by Rebecca Zumeta Edmonds, Allison Gruner Gandhi, and Louis Danielson indicates, evidence-based resources exist for supporting elementary and secondary students who require intensive intervention—typically Tier 3 within a multi-tiered system of support (MTSS) supports student learning. Formative assessments including iready, Dibels, ELPAC and CAASPP data will be used to monitor student growth.	$699,623.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		$274,526.00 LREBG Funds utilized		
1.16	Least Restrictive Environment	All students will have access to the general education program and utilize standards aligned curriculum. Special Education Staff and Classroom Teachers will implement, collaborate and monitor the individual education plan. A focus on Tier 2/3 students towards inclusion, support and services.	$4,051,399.55	Yes
1.17	TOSAs Teacher Support	Three Teachers on Special Assignment will provide direct teacher and student support for professional growth and continued compliance for English Learners and Unduplicated Students. This support includes professional development in partnership with the California Reading and Literacy Project for language acquisition. Targeted support will provide both a newcomer transition plan and professional development for targeting LTEL students.	$166,000.00	No
1.18	Communities of Practice	SPBSD Teacher leaders play a great role in the continuous improvement cycle and planning for the future. Communities of Practice seek to learn and improve ELA/ELD, STEAM, mathematics and inclusion.	$192,000.00	No
1.19	NEW - Additional Instructional Coach	Support the implementation EARLY LITERACY AND IMPLEMENTATION OF NEW CURRICULUM ELA/ELD and Math	$102,766.11	No
1.20	NEW UPK	Early Learning and Literacy through expansion of TK with universal access. See Action 1.1./3.1	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: (Engagement) Through an equitable and collaborative improvement-driven approach, the San Bruno Park School District will continue taking specific steps particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard to reduce disproportionality amongst unduplicated students and the overrepresentation of LatinX students in special education. The district will ensure students and families feel school is a safe and supportive environment with strong adult relationships and a sense of belonging.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners in 2024, valuable feedback was provided, focusing on reducing gaps and inequities across various subgroups. This input directly influenced the prioritization of Broad Goal 2 (Achievement), elevating it to become our Priority Goal 1. As a result, all goals are now more strategically aligned to address the inequities identified in our data. Broad Goals will now emphasize and prioritize the importance of keeping subgroups at the forefront of our work. Engagement emerged as a key area of focus, with the community stressing the need to ensure that all students and staff feel a genuine sense of belonging. Data from the California Dashboard revealed a concerning 30.7% chronic truancy rate, underscoring the urgent need to foster an environment where students feel motivated and supported to attend school. Students also expressed the need for greater support in improving school climate, particularly regarding the development of appropriate social skills with their peers. Additionally, there was a strong emphasis on building positive relationships within schools, which was clearly linked to addressing the truancy issue.

In 2025, feedback indicated a continued need to address both climate and behavioral concerns across the district. It is essential to ensure that counselors remain assigned to each site and that every site has access to a dedicated nurse. The district also received a community schools grant which will help to enhance family engagement and improve access to whole child programs. Additionally, ensuring we pay particular attention to our English Learners (including LTELs) to enhance the overall engagement of the student and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate for ALL students as monitored by CDE Dashboard/Data Quest.	22-23 CA Dashboard Chronic Absenteeism All Students: RED 30.7% increased"	2024 CA Dashboard Chronic Absenteeism ALL Students YELLOW 23%		CA Dashboard Chronic Absenteeism All Students: 15% Decrease	Decreased by 7.7%
2.2	Suspension Rate for ALL students as monitored by CDE Dashboard/Data Quest	22-23 CA Dashboard Suspension Rate GREEN All Students: 0.7% declined"	2024 CA Dashboard Suspension Rate GREEN All Students: %0.7		CA Dashboard Suspension Rate All Students: 0%	Maintained
2.3	Parent Educational Workshops Offered	Parent Educational Workshops Offered 3/5 Sites"	Educational Workshops 3/5 Sites		Parent Educational Workshops Offered 5/5 Sites	No Improvement
2.4	Panorama Parent/Student Engagement Dashboard	2022-23 Panorama Parent Data indicates the following: *School engagement 82% responded favorably. *School safety 78% *Learning Recovery 56%"	Panorama Spring 2025 School Safety Grades 3-5, 62% School Safety Grades 6-8, 57% Families, 69% Sense of Belonging Grades 3-5, 62% Sense of Belonging Grades 6-8, 34% Teacher/Student Relationships Grades 3-5, 63%		Panorama Parent Data indicates the following: School Safety Grades 3-5, 80% School Safety Grades 6-8, 80% Families, 80% Sense of Belonging Grades 3-5, 80% Sense of Belonging Grades 6-8, 80% Teacher/Student Relationships Grades 3-5, 80%	New Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teacher/Student Relationships Grades 6-8, 44% Family Barriers to Engagement 81%		Teacher/Student Relationships Grades 6-8, 80% Family Barriers to Engagement 90%	
2.5	Chronic Absenteeism Rate for ELs as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism English Learners Red	2024 CA Dashboard Chronic Absenteeism English Learners: Yellow LTELs: Orange		CA Dashboard Chronic Absenteeism English Learners: Blue	Improved by 1 color band
2.6	Chronic Absenteeism Rate for SWDs as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism SWDs Red	2024 CA Dashboard Chronic Absenteeism SWDs Yellow		CA Dashboard Chronic Absenteeism SWDs: Blue	Improved by 2 color bands
2.7	Chronic Absenteeism Rate for SED as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism SEDs Red	2024 CA Dashboard Chronic Absenteeism SEDs Yellow		CA Dashboard Chronic Absenteeism SEDs: Blue	Improved by 2 color bands
2.8	A new tracking system for identifying the number of English Learners participating in After School Programs	Number of English Learners participating in After School Programs	42% of EL students accessing Tutoring Programs		50% of EL Students accessing After School Programs	New baseline
2.9	A new tracking system for identifying the number of Tier 2 students receiving	Number of Unduplicated students receiving integrated interventions	BA 93 Students Allen 130 Students JM 57 Students Parkside 50		Students will achieve 1 level growth in ELA/Math	New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	integrated intervention support		Portola 93 Students			
2.10	All students with IEPs will have access to not only mainstreaming opportunities but access to Core Curriculum and Common Core State Standards. (DUPLICATE fr Goal 1)	Number of mainstream students with IEPs recieve core Access"	2023-24 54.79% (DUPLICATE fr Goal 1)		100% students with IEPS receive core access (DUPLICATE fr Goal 1)	DUPLICATE
2.11	Differentiated Assistance: Reducing the risk ratio of LatinX to SPED.	Number of referrals to SPED include SST process.	System Improvement Leads Risk Ratio 1.86%		50% reduction risk ratio	New Baseline
2.12	Local Attendance Rate (ADA Aeries):	District: 93.37% Allen: 92.04% Belle Air: 91.42% John Muir: 95.24% Parkside: 93.49% Portola: 94.61%	District: 93.37% Allen: 92.04% Belle Air: 91.42% John Muir: 95.24% Parkside: 93.49% Portola: 94.61%		2026-27 District: 98% Allen: 98% Belle Air: 98% John Muir: 98% Parkside: 98% Portola: 98%	New Baseline
2.13	Expulsion Rate (Dataquest):	2023 0%	2024 Dataquest 0%		2026-27 0%	Maintained
2.14	Middle School Drop Out Rate (Dataquest): No Data Available	2023 0%"	2024 Dataquest No Data Available		2026-27 0%	Maintained
2.15						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16						
2.17						

Goal Analysis [2024-25]

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.

In 2025, we found that our planned actions were largely successful. This is supported by the data referenced above, with 90% of our targeted metrics showing measurable improvement. Significant investments in Actions 1.1 to 1.5—including professional development, dedicated planning time for teachers, and integrated extended day supports—were key contributors to these positive outcomes.

However, we also encountered challenges, particularly with initiatives focused on our English Learners. We recognize the continued need to build and refine systems that effectively support educators in implementing high-quality English Language Development (ELD) practice we remain committed to honoring the feedback provided by our partners while continuing to narrow our focus on supporting subgroups and strengthening systems that empower our educators to engage in ongoing learning and effectively apply what they have learned.

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.

Goal 2 Action 1 Parent Education Activities: ($36,500) - low participation
Goal 2 Action 3 Attendance Engagement: ($12,162) - no extra funds needed. campaigns required no additional cost.
Goal 2 Action 4 Translation Services: $100,898.15 - Implemented translation stipends and used an agency to test individuals to qualify
Goal 2 Action 5 Student Engagement, Mental Health & Belonging: $28,800 increased services
Goal 2 Action 6 Communications: ($13,198) Cost savings from AERIES
Goal 2 Action 9 Parent Liaisons: ($103,986.26) - Loss of staff
Goal 2 Action 10 Mental Health Services: ($62,080.76) - vacancies not filled
Goal 2 Action 12 Health/Nursing Services: $737,881.03 - added agency nurses to each site

Goal 2 Action 14 Transportation Services: $254,884.33 - had to use outside transportation services for special needs students and purchased two white fleet vans
Overall the district spent additional funds in services students and families with a major increase to Health & Nursing Services.

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

Overall actions proved to be effective as evidenced by our targeted metrics showing 90% measurable improvement. In making progress toward our student and family engagement goal, SBPSD invested additional funding in health and nursing services (action 2.12), translation services (action 2.4) and transportation (action 2.14) for unhoused youth and special education services.

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.

As a result of feedback and ongoing progress SBPSD included additional investments for student, staff and family engagement in the way of two new actions equity sessions & community schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Education Activities	School Sites will submit and provide families with a calendar of activities with enriching educational activity nights and coffee chats for families to learn about school culture, literacy, mathematics & science activities.	$158,302.00	No
2.2	DELAC & ELAC	Provide DELAC and ELAC members with educational activities that lead to the understanding of English Learner Support in the home.	$3,100.00	Yes
2.3	Attendance Engagement	School Sites will submit and develop strategic attendance plans to increase engagement in school and increase attendance rates especially those sites with red indicators such as (District/Parkside School). Activities will address reducing the disparities for subgroups identified in the CA School Dashboard. MTSS Teams will continue monitoring students and families needing support services.	$63,642.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Translation Services	Provide access to translation services for all families needing support.	$6,500.00	Yes
2.5	Student Engagement, Mental Health & Belonging	Sites will provide student engagement activities & supplemental resources such as positive climate activities & assemblies such as restorative justice, mindfulness, trauma informed, wellness, and more to develop a sense of belonging. MTSS Teams will continue to monitor and support the needs of students families.	$111,733.00	No
2.6	Communications	SPBSD will provide frequent communication for all community stakeholders via parentsquare, Devrie and other methods.	$20,000.00	No
2.8	Foster & Unhoused Youth	SBPSD will provide resources, materials and transportation services for foster and unhoused youth to access education. See 2.14 for unhoused Transportation costs.	$17,000.00	Yes
2.9	Parent Liaisons	SPBSD provides a parent liaison at every school site to partner with families to ensure success for students. Parent Liaisons participate in an ongoing community of practice.	$480,030.00	No
2.10	Mental Health Services	Five Wellness Counselors and 3 School Psychologists are positioned in the district. Each site will provide direct services to students for school based counseling and mental wellness.	$1,172,967.00	No
2.11	School Safety & Security	2 Middle School Dean of Students, campus safety supervisors will support student safety and security of all staff and students. Additional Safety Equipment to support staff communication.	$503,998.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Health/Nursing Services	SBPSD provides a wellness coordinator that facilitates the coordination of the wellness plan, health education, medical screenings for students, 504 monitoring and compliance and housing services for unduplicated students/families. Additionally, a district nurse and LVNs will be provided for each site to support the needs of students with physical health needs.	$289,015.00	No
2.13	Behavioral Support Services	A Behavior Therapist provides support for students with greater needs and also provides professional development and training for teachers. Three to five Behavior Assistants provide direct student support.	$2,565,734.00	No
2.14	Transportation Services	SPBSD provides transportation for Students with Disabilities and Unhoused Youth.	$214,180.00	No
2.15	NEW! Equity Sessions	Develop systems that are equitable and inclusive through data analysis, empathy interviews and more.	$0.00	No
2.16	New! Community Schools	Allen & Belle Air Community Schools are schools that serve prekindergarten through grade eight and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community schools partnership strategies include integrated supports services, extended learning time, and collaborative leadership and practices for educators and administrators.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions: Through an equitable and collaborative improvement-driven approach, the San Bruno Park School District will continue taking specific steps to ensure high quality conditions of support are in place for all students including State Board approved instructional materials, high quality curriculum, highly trained & qualified credentialed staff, and well-maintained facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners in 2024, valuable feedback was provided, focusing on reducing gaps and inequities across various subgroups. This input directly influenced the prioritization of Broad Goal 2 (Achievement), elevating it to become our Priority Goal 1. As a result, all goals are now more strategically aligned to address the inequities identified in our data. Broad Goals will now emphasize and prioritize the importance of keeping subgroups at the forefront of our work.

In 2025, feedback indicated a continued need to address both climate and behavioral concerns across the district. It is essential to ensure that counselors remain assigned to each site and that every site has access to a dedicated nurse. The district also received a community schools grant which will help to enhance family engagement and improve access to whole child programs. Additionally, ensuring we pay particular attention to our English Learners (including LTELs) to enhance the overall engagement of the student and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4						
3.18	Maintain appropriately assigned, fully	"2023-24 100% of Teachers have	2024-25		2026-27	10% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credentialed teachers, and support staff according to SARC reports.	full credentials 100% of Teachers are appropriately assigned"	90% of Teachers have full credentials 10% Emergency Permit		100% of Teachers have full credentials 100% of Teachers are appropriately assigned	
3.19	FIT Inspection Report	2023-24: 20% of schools received a rating of ""good"""	2024-25 Allen - Good Belle Air - Fair John Muir - Poor Parkside - Poor Portola - Fair		2026-27: All schools maintained rating of “good” on the FIT report	90% decrease
3.20	Teacher/staff attendance at full-day professional development according to sign in sheets.	23-24 Percent Present at District Professional Development August: = 98% January: 76%	2024-25 Percent Present at District Professional Development August=98% January=86%		Percent Present at District Professional Development August: = 100% January: 100%	8% decline in attendance
3.21	Retention Rate Certificated Classified	2023-2024 65% Teacher retention rate 73% Classified retention rate"	2024-25 79% Teacher retention rate 85% Classified retention rate		2026-27 90% Teacher retention 90% Classified retention	14% Improvement 12% improvement
3.22	DashBoard Indicator for CA Common Core Implementation	2023-24 Rating of 2"	2024-25 Rating of 4.2		2026-27 Rating of 4	2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.23	Least Restrictive Environment	2023-24 Target is 50% of Students in regular education 80% or more of the day."	2024-25 Target is 50% of Students in regular education 80% or more of the day.		2026-27 80% of Students in regular education 80% of the day.	Maintained

Goal Analysis [2024-25]

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.

In 2025, we found that our planned actions still need attention. This is supported by the data referenced above, with only 50% of our targeted metrics showing measurable improvement. Significant gains in actions with staffing (3.2/3.7) —include retention in staffing a testament to the work that SBPSD is implementing with goal 2 Engagement.

Challenges, SBPSD continues to face are aging facilities Action 3.8.

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.

Goal 3 Action 1 CA State Board Approved Instructional Materials: $330,879.16 New Adoption
Goal 3 Action 2 Qualified Classified Staff: ($532,246) - unfilled vacancies
Goal 3 Action 4 Administrative Staff: ($167,084.44) - loss of staff
Goal 3 Action 8 Well Maintained Grounds & Facilities: ($152,090.02) - schedule change for projects due to weather and open vacancies
Goal 3 Action 9 High Qualified Certificated Staff: ($1,236,969.60) - open vacancies and needs changed
Goal 3 Action 10 Child Nutrition Services - $1,117,693.18 increased staffing due to scratch cooking implementation and purchased new equipment
Goal 3 Action13 Technology Planning/Support: $71,052.53 hired staff at higher rate

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

Overall, Of all three goals, Goal 3 faced the greater challenges with unfilled vacancies which continue to be an area of struggle for CA Education.

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.

As a result of feedback from the community, SBPSD felt the need to continue with the same actions and targets in Goal 3.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CA State Board Approved Instructional Materials	SBPSD will Provide all learners with CA State Board Approved core instructional materials.	$398,440.00	No
3.2	Qualified Classified Staff	Provide students and parents with access schools with highly qualified, appropriately assigned support staff.	$1,930,529.00	No
3.5	Data Driven Software & Platforms for Progress Monitoring	Provide access to assessment systems for data driven instruction, ongoing progress monitoring of all students including the student information system, attendance and mental health dashboards.	$211,610.00	No
3.7	Administrative Staff	All schools will have site leadership for effective implementation of the SBPSD district vision.	$1,136,519.00	No
3.8	Well Maintained Grounds & Facilities	Provide students with well maintained facilities via custodial, maintenance and grounds services evidenced by the FIT.	$2,677,367.00	No
3.9	Qualified Certificated Staff	Provide students with access to highly qualified, appropriately assigned educators.	$8,209,244.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Child Nutrition Services	Provide access to nutrition services which includes breakfast, lunch and afterschool snacks.	$1,009,337.00	No
3.13	Technology Planning/Support	SBPSD will develop a technology plan and provide students and staff with technology and the technology infrastructure to maintain services. This includes equipment and replacement of materials.	$777,283.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,189,631	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.201%	0.000%	$0.00	10.201%

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 **Need:** The CA Dashboard 2024 indicates for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%. Declined by 0.85% **Scope:**	Feedback from the community indicated a need to provide continued Teaching and Learning Support: A clear call for increased support to teachers, particularly through the integration of instructional coaches, more planning time. Professional Development: Stakeholders emphasized the importance of continuing professional development for ELA/ELD. According to Zwiers and Crawford, "Academic Conversations (2011), it is necessary to build on the skills .... pair	LCAP Indicators, Feedback surveys from Teachers as well as ILT surveys will provide feedback to monitor effectiveness while instructional walks will provide learning and collaboration to ensure implementation of new learning. Ellevation data

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	and group work and provide additional supports for ELLs.	used for ELs will also provide data. Additional metrics used to evaluate growth will consist of formative assessments such as iReady, Dibels, ELPAC and ELPI.
1.15	**Action:** Instructional Aides (LREBG) **Need:** For English Learners and unduplicated Students CA Dashboard indicates a "Red" for ELs in ELA. Moreover, unduplicated students continue to not meet proficiency levels according to the CA Dashboard. **Scope:** LEA-wide	Data above reveals the need to target unduplicated students students within classrooms by providing integrated supports.	Ca Dashboard ELA /ELPI Metric 1.1/1.2 and Ongoing, iReady assessments, SiPPs
2.8	**Action:** Foster & Unhoused Youth **Need:** **Scope:** LEA-wide		

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
1.3	**Action:** Expanded Learning Opportunities (ELO) - Regular School Year **Need:** For English Learners and unduplicated Students CA Dashboard indicates a "Red" for ELs in ELA. Moreover, unduplicated students continue to not meet proficiency levels according to the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	The goal is to ensure that all students Unduplicated, foster youth, and low income will be prioritized first to receive extended services first. Students across the district will receive additional opportunities for time in learning via various after school programs	CA Dashboard ELA/ELPI. Metric 1.1/1.2
1.7	**Action:** Academic Counselors and Targeted Academic Plans **Need:** For English Learners and unduplicated Students CA Dashboard indicates a "Red" for ELs in ELA. Moreover, unduplicated students continue to not meet proficiency levels according to the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Academic Plans will be prioritized to ensure Unduplicated Pupils (English Learners and Socioeconomically Disadvantaged students) will receive a plan. Academic plans will include goals for students and families targeted to the needs of the individual students. All other students will receive a general tier 1 plan for support services.	CA Dashboard ELA/ Academic plans will be monitored throughout the school year. Metric 1.1
1.8	**Action:** English Learner Extra Support	The LEA will provide additional time in language for English learners to help students to gain language. This action is provided across the LEA	CA Dashboard ELA and ELPI, EL Progress Monitoring meetings,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 2024 CA Dashboard for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%. **Scope:** Limited to Unduplicated Student Group(s)	in an effort to ensure supporting the needs of all English Learners at every school site.	ellevation, dashboard data. Metric 1.1/1.2
1.10	**Action:** Newcomer -English Learners Transition Teachers (LREBG) **Need:** 2024 CA Dashboard for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%. **Scope:** Limited to Unduplicated Student Group(s)	Allen & Belle Air Elementary have increasing students that need extra support with new students arriving from out of the country. This course will provide a transition support system above and beyond the core for language acquisition and designated ELD for success in the mainstream classroom.	Progress Monitoring Meetings, Ellevation Data, Dashboard Data 2024 CA Dashboard for ELs in ELA Metric 1.2
1.11	**Action:** Math/Reading Intervention Teachers (LREBG) **Need:** For English Learners and unduplicated Students CA Dashboard indicates a "Red" for ELs in ELA. Moreover, unduplicated students continue to not meet proficiency levels according to the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Reading and Math Intervention outside of the core will be provided at all sites in an effort to serve unduplicated students with targeted instruction. This will be additional time in ELA and Mathematics.	CA Dashboard ELA/ELPI and Math, iReady Assessment Monitoring/SIPPs intervention data. Metric 1.1/1.2
1.16	**Action:** Least Restrictive Environment	Additional support above and beyond core will be provided by TOSAs for English Learners and	CA Dashboard ELPI Metric 1.2/Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 2024 CA Dashboard for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%. Improvement Data Center 54.79% of students with exceptional needs enrolled in mainstream classrooms **Scope:** Limited to Unduplicated Student Group(s)	unduplicated students will be served at all sites. TOSAs will provide data driven professional development for SPED teachers regarding ELs s in partnership with the California Reading Project for understanding Language Acquisition. This is provided LEA wide because data indicates that we have dually identified students.	
2.2	**Action:** DELAC & ELAC **Need:** 2024 CA Dashboard for ELs in ELA: Red 83 points below. Declined by 8.3 points CAASPP: 9.97%. **Scope:** Limited to Unduplicated Student Group(s)	SBPSD will create more opportunities for engaging and helping parents become more engaged and educated regarding the needs of their children will help parents support their children	% of parents attending educational nights and meetings. CA Dashboard ELPI, progress monitoring Ellevation. Metric 1.2. and Metric 2.3
2.4	**Action:** Translation Services **Need:** Parent Feedback/Surveys indicated a need for more translation surveys. **Scope:** Limited to Unduplicated Student Group(s)	By providing additional translation services, it will help educate and support parent partnership in closing the achievement gap.	Attendance at meetings, feedback & surveys Metric 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	**Action:** Foster & Unhoused Youth **Need:** 49 Unhoused Youth/2024 CA Dashboard Chronic Absenteeism English Learners: Yellow LTELs: Orange **Scope:** Limited to Unduplicated Student Group(s)	By providing services for unhoused and Foster Youth to eliminate barriers that bring them to school. Providing resources and education for our SED families include education nights, housing, transportation and instructional materials. Our EL Learners have been identified as our homeless population.	iReady Scores and number of supports/referrals.CCSPP services. 2024 CA Dashboard Chronic Absenteeism English Learners: Yellow LTELs: Orange Metric 2.5

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.

NA

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.

N/A

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

Staff-to-student 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 certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned 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	21,465,365	2,189,631	10.201%	0.000%	10.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,170,548.00	$4,901,259.00	$736,092.11	$1,190,338.55	$31,998,237.66	$26,500,060.66	$5,498,177.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25 School Year	$0.00	$220,640.00	$41,640.00	$141,000.00	$10,000.00	$28,000.00	$220,640.00	
1	1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	All	No				2024-25	$142,000.00	$389,000.00		$531,000.00			$531,000.00	
1	1.3	Expanded Learning Opportunities (ELO) - Regular School Year	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25	$352,761.00	$555,000.00	$30,748.00	$877,013.00			$907,761.00	
1	1.4	Before/After School Tutoring ASES Services - Regular Year and Summer	All	No				2024-25	$13,000.00	$304,613.00		$8,000.00		$309,613.00	$317,613.00	
1	1.5	Enhanced Instructional Materials for STEAM, Music, Art, and Outdoor Learning	All	No			All Schools	2024-25	$0.00	$559,803.00	$128,231.00	$387,819.00		$43,753.00	$559,803.00	
1	1.6	Inclusive Libraries	All	No			All Schools	2024-25	$128,277.00	$0.00	$128,277.00				$128,277.00	
1	1.7	Academic Counselors and Targeted Academic Plans	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Parkside Elementary Grades 6-8	2024-25	$284,473.00	$0.00	$284,473.00				$284,473.00	
1	1.8	English Learner Extra Support	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-25	$98,500.00	$0.00	$98,500.00				$98,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.9	College and Career Readiness	All	No			Specific Schools: Parkside Intermediate Grades 6-8	2024-25	$135,520.00	$5,000.00	$5,000.00	$135,520.00			$140,520.00	
1	1.10	Newcomer -English Learners Transition Teachers (LREBG)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Allen and Belle Air Elementary P-5	2024-25	$133,100.00	$0.00	$70,000.00			$63,100.00	$133,100.00	
1	1.11	Math/Reading Intervention Teachers (LREBG)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$811,360.00	$3,000.00	$346,904.00	$267,356.00		$200,100.00	$814,360.00	
1	1.12	STEAM & Staffing	All	No			Specific Schools: Allen Elementary TK-5	2024-25	$520,788.00	$0.00	$87,962.00	$237,500.00	$195,326.00		$520,788.00	
1	1.13	Planning Time and Substitutes for Teachers	All	No			All Schools	2024-25	$92,784.00	$2,000.00	$49,784.00		$45,000.00		$94,784.00	
1	1.14	Site Supplemental Materials (including software) for Math, Science and ELA	All	No			All Schools	2024-25	$0.00	$78,300.00	$35,300.00		$43,000.00		$78,300.00	
1	1.15	Instructional Aides (LREBG)	All	No Yes	LEA-wide		All Schools	2024-25	$699,623.00	$0.00	$675,623.00	$24,000.00			$699,623.00	
1	1.16	Least Restrictive Environment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25	$1,862,405.55	$2,188,994.00	$3,628,563.00			$422,836.55	$4,051,399.55	
1	1.17	TOSAs Teacher Support	All Limited to Unduplicated Student	No			All Schools	2024-25	$166,000.00	$0.00			$166,000.00		$166,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Group(s)													
1	1.18	Communities of Practice	All	No			All Schools	2024-25	$192,000.00	$0.00	$192,000.00				$192,000.00	
1	1.19	NEW - Additional Instructional Coach	All Limited to Unduplicated Student Group(s)	No					$102,766.11	$0.00			$102,766.11		$102,766.11	
1	1.20	NEW UPK	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Parent Education Activities	All	No			All Schools	2024-25	$0.00	$158,302.00	$53,302.00	$30,000.00	$30,000.00	$45,000.00	$158,302.00	
2	2.2	DELAC & ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	$0.00	$3,100.00	$1,600.00			$1,500.00	$3,100.00	
2	2.3	Attendance Engagement	All	No			All Schools	2024-25	$0.00	$63,642.00	$7,450.00	$56,192.00			$63,642.00	
2	2.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	$1,500.00	$5,000.00	$6,500.00				$6,500.00	
2	2.5	Student Engagement, Mental Health & Belonging	All	No			All Schools	2024-25	$2,500.00	$109,233.00	$13,733.00	$79,000.00		$19,000.00	$111,733.00	
2	2.6	Communications	All	No			All Schools	2024-25	$0.00	$20,000.00				$20,000.00	$20,000.00	
2	2.8	Foster & Unhoused Youth	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$5,000.00	$12,000.00	$5,000.00	$12,000.00			$17,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.9**	Parent Liaisons	All	No			All Schools	2024-25	$480,030.00	$0.00	$279,768.00	$200,262.00			$480,030.00	
2	**2.10**	Mental Health Services	All	No			All Schools	2024-25	$1,171,967.00	$1,000.00	$1,172,967.00				$1,172,967.00	
2	**2.11**	School Safety & Security	All	No			All Schools	2024-25	$503,998.00	$0.00	$503,998.00				$503,998.00	
2	**2.12**	Health/Nursing Services	All	No			All Schools	2024-25	$289,015.00	$0.00	$55,000.00	$135,000.00	$75,000.00	$24,015.00	$289,015.00	
2	**2.13**	Behavioral Support Services	Students with Disabilities	No			All Schools	2024-25	$2,561,734.00	$4,000.00	$2,565,734.00				$2,565,734.00	
2	**2.14**	Transportation Services	Students with Disabilities & Unhoused Students	No			All Schools	2024-25	$214,180.00	$0.00	$214,180.00				$214,180.00	
2	**2.15**	NEW! Equity Sessions	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.16**	New! Community Schools	All	No			Specific Schools: Allen Elementary and Belle Air Elementary		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	CA State Board Approved Instructional Materials	All	No			All Schools		$0.00	$398,440.00		$398,440.00			$398,440.00	
3	**3.2**	Qualified Classified Staff	All	No			All Schools		$1,930,529.00	$0.00	$1,582,745.00	$347,784.00			$1,930,529.00	
3	**3.5**	Data Driven Software & Platforms for Progress Monitoring	All	No			All Schools	2024-25	$0.00	$211,610.00	$105,153.00	$24,036.00	$69,000.00	$13,421.00	$211,610.00	
3	**3.7**	Administrative Staff	All	No			All Schools		$1,136,519.00	$0.00	$1,136,519.00				$1,136,519.00	
3	**3.8**	Well Maintained Grounds & Facilities	All	No			All Schools	2024-25	$2,671,867.00	$5,500.00	$2,677,367.00				$2,677,367.00	
3	**3.9**	Qualified Certificated Staff	All	No			All Schools	2024-25	$8,209,244.00	$0.00	$8,209,244.00				$8,209,244.00	
3	**3.10**	Child Nutrition Services	All	No			All Schools		$1,009,337.00	$0.00		$1,009,337.00			$1,009,337.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.13**	Technology Planning/Support	All	No			All Schools		$577,283.00	$200,000.00	$777,283.00				$777,283.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,465,365	2,189,631	10.201%	0.000%	10.201%	$5,189,551.00	0.000%	24.176 %	**Total:**	$5,189,551.00
								LEA-wide Total:	$722,263.00
								Limited Total:	$4,472,288.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners	All Schools	$41,640.00	
1	1.3	Expanded Learning Opportunities (ELO) - Regular School Year	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$30,748.00	
1	1.7	Academic Counselors and Targeted Academic Plans	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Parkside Elementary Grades 6-8	$284,473.00	
1	1.8	English Learner Extra Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$98,500.00	
1	1.10	Newcomer -English Learners Transition Teachers (LREBG)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Allen and Belle Air Elementary P-5	$70,000.00	
1	1.11	Math/Reading Intervention Teachers (LREBG)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$346,904.00	

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	1.15	Instructional Aides (LREBG)	Yes	LEA-wide		All Schools	$675,623.00	
1	1.16	Least Restrictive Environment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,628,563.00	
2	2.2	DELAC & ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,600.00	
2	2.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,500.00	
2	2.8	Foster & Unhoused Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$33,807,111.00	$34,364,776.26

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	Yes	$274,000.00	$196,389.62
1	**1.2**	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	Yes	$629,687.00	$720,896.39
1	**1.3**	Expanded Learning Opportunities (ELO) - Regular School Year	Yes	$1,172,363.00	$1,207,100.25
1	**1.4**	Before/After School Tutoring ASES Services - Regular Year and Summer (1.2 and 1.3)	Yes	$0	$0
1	**1.5**	Enriching Instructional Materials for STEAM and Outdoor Learning Spaces	No	$66,291.00	$306,414.75
1	**1.6**	Inclusive Libraries	No	$253,368.00	$232,485.07
1	**1.7**	Academic Counselors and Targeted Academic Plans	Yes	$283,213.00	$285,738.34
1	**1.8**	English Learner Extra Support	Yes	$98,379.00	$98,293.68
1	**1.9**	College and Career Readiness	No	$139,439.00	$135,276.67
1	**1.10**	Newcomer -English Learners Transition Teachers	Yes	$196,392.00	$200,552.05
1	**1.11**	Math/Reading Intervention Teachers	Yes	$544,046.00	$480,871.41

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	1.12	STEAM Teacher	No	$126,000.00	$162,808.34
1	1.13	Planning Time and Substitutes for Teachers	No	$51,101.00	$67,962.00
1	1.14	Site Supplemental Materials (including software) for Math, Science and ELA	No	$10,000.00	$2,880.20
1	1.15	Instructional Aides	Yes	$630,117.00	$627,513.35
1	1.16	Least Restrictive Environment	No	$2,029,799.00	$1,807,589.27
1	1.17	TOSAs Teacher Support	Yes	$296,335.00	$486,306.91
1	1.18	Communities of Practice	No	$76,000.00	$90,182.25
2	2.1	Parent Education Activities	No	$61,000.00	24,500.00
2	2.2	DELAC & ELAC	Yes	$17,600.00	$18,175.17
2	2.3	Attendance Engagement	No	$12,162.00	$0
2	2.4	Translation Services	Yes	$17,000.00	$117,898.15
2	2.5	Student Engagement, Mental Health & Belonging	No	$113,200.00	$142,000
2	2.6	Communications	No	$118,000.00	$104,802

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Foster & Unhoused Youth	Yes	$198,000.00	$198,000
2	2.9	Parent Liaisons	No	$380,951.00	$276,964.74
2	2.10	Mental Health Services	No	$538,579.00	$473,498.24
2	2.11	School Safety & Security	No	$378,653.00	$385,818.24
2	2.12	Health/Nursing Services	No	$183,338.00	$921,219.03
2	2.13	Behavioral Support Services	No	$310,356.00	$304,779.07
2	2.14	Transportation Services	No	$456,305.00	$711,189.33
3	3.1	CA State Board Approved Instructional Materials	No	$150,000.00	$480,879.16
3	3.2	Qualified Classified Staff	No	$8,090,455.00	$7,558,208.93
3	3.5	Data Driven Software & Platforms for Progress Monitoring	No	$0.00	$0
3	3.7	Administrative Staff	No	$1,136,519.00	$969,434.56
3	3.8	Well Maintained Grounds & Facilities	No	$2,266,627.00	$2,114,536.98
3	3.9	High Qualified Certificated Staff	No	$10,599,514.00	$9,362,544.40
3	3.10	Child Nutrition Services	No	$771,689.00	$1,889,382.18

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	**3.13**	Technology Planning/Support	No	$1,130,633.00	$1,201,685.53

2024-25 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)
$2,168,830	$2,097,810.00	$2,546,068.77	($448,258.77)	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	Yes	$50,000.00	$32,718.91		
1	1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	Yes	$0.00	$0.00		
1	1.3	Expanded Learning Opportunities (ELO) - Regular School Year	Yes	$0.00	$0.00		
1	1.4	Before/After School Tutoring ASES Services - Regular Year and Summer (1.2 and 1.3)	Yes	$0.00	$0.00		
1	1.7	Academic Counselors and Targeted Academic Plans	Yes	$283,213.00	$285,738.34		
1	1.8	English Learner Extra Support	Yes	$98,379.00	$98,293.68		
1	1.10	Newcomer -English Learners Transition Teachers	Yes	$196,392.00	$200,552.85		
1	1.11	Math/Reading Intervention Teachers	Yes	$513,058.00	$480,871.41		
1	1.15	Instructional Aides	Yes	$612,977.00	$627,513.35		
1	1.17	TOSAs Teacher Support	Yes	$121,191.00	$486,306.91		
2	2.2	DELAC & ELAC	Yes	$17,600.00	$18,175.17		
2	2.4	Translation Services	Yes	$17,000.00	$117,898.15		

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	**2.8**	Foster & Unhoused Youth	Yes	$188,000.00	$198,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,042,223	$2,168,830	0.000	10.307%	$2,546,068.77	0.000%	12.100%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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