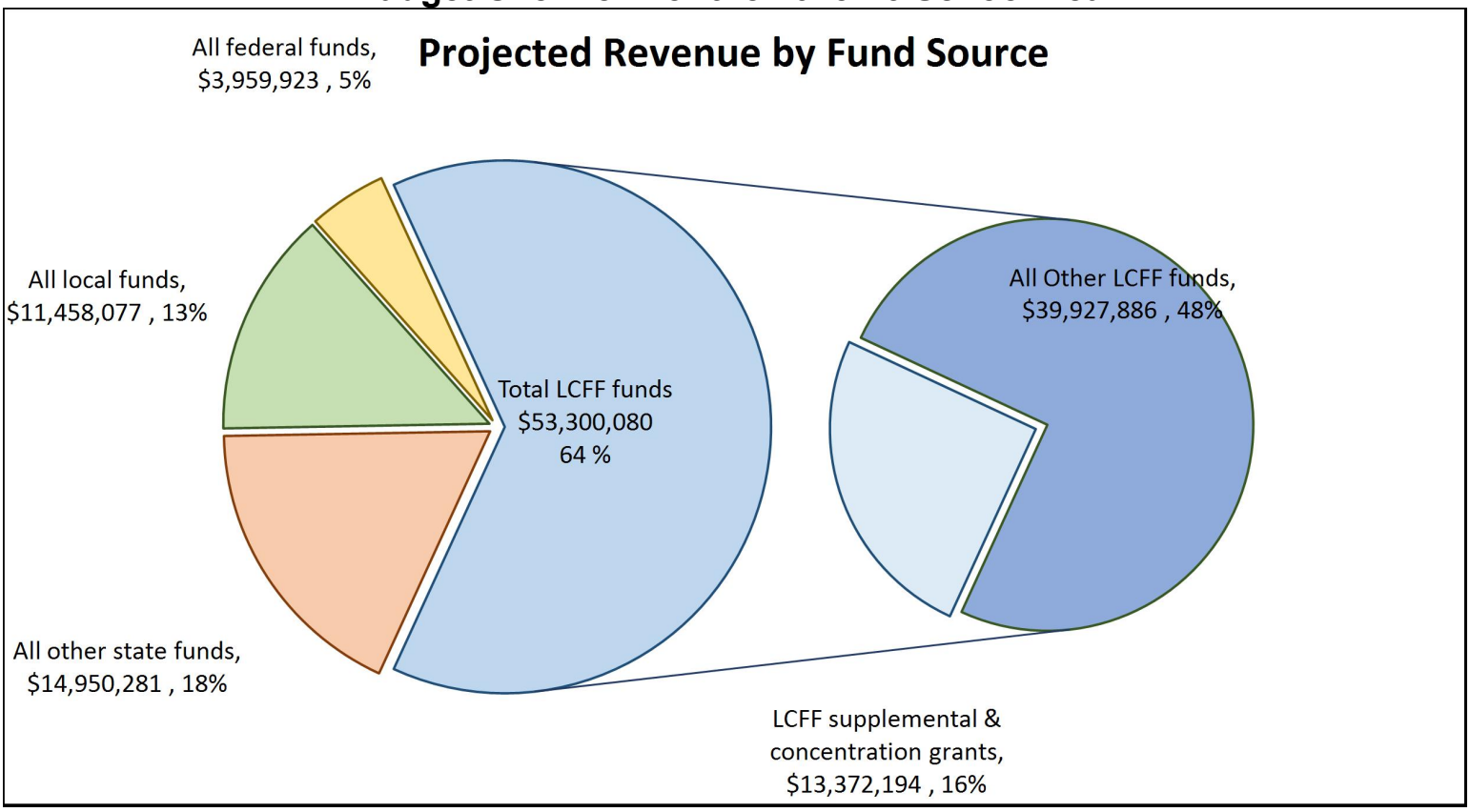
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Bay Union School District
CDS Code: 37 68395 0000000
School Year: 2025-26
LEA contact information:
Pamela Reichert-Montiel
Assistant Superintendent, Educational Leadership
preichert-montiel@sbusd.org
619-628-1609

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

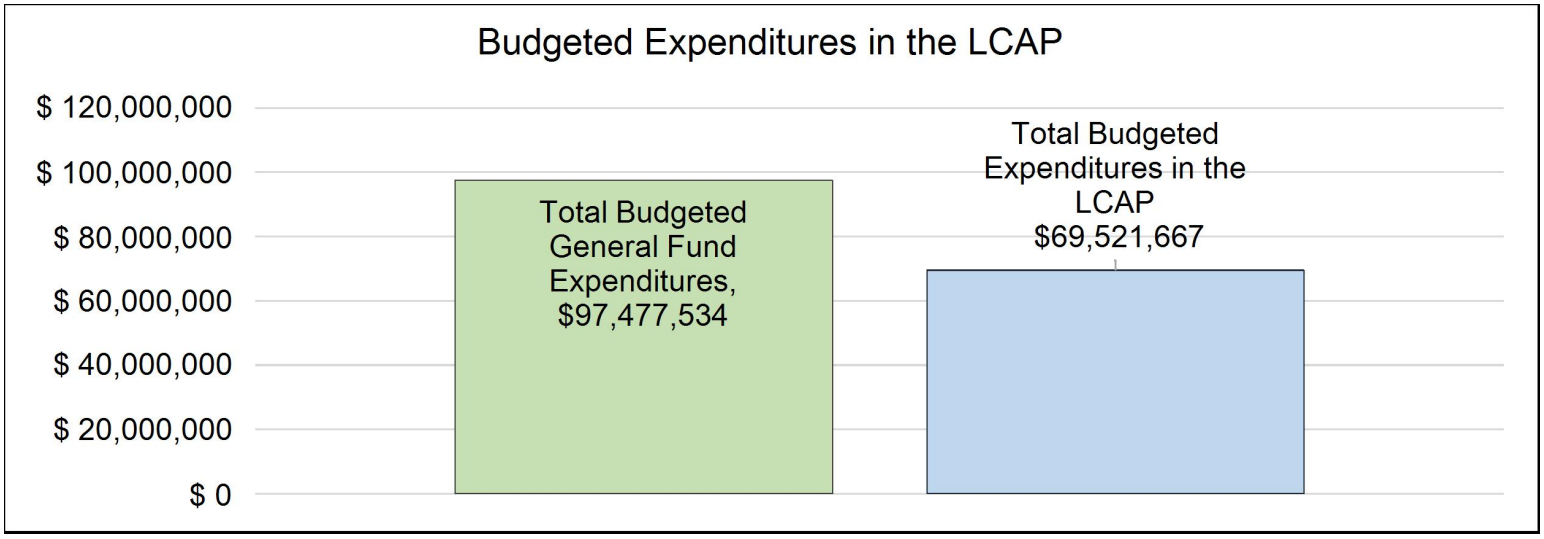


This chart shows the total general purpose revenue South Bay Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Bay Union School District is $83,668,361, of which $53,300,080.00 is Local Control Funding Formula (LCFF), $14,950,281.00 is other state funds, $11,458,077.00 is local funds, and $3,959,923.00 is federal funds. Of the $53,300,080.00 in LCFF Funds, $13,372,194.00 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 South Bay Union 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: South Bay Union School District plans to spend $97,477,534.00 for the 2025-26 school year. Of that amount, $69,521,667.00 is tied to actions/services in the LCAP and $27,955,867 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total budgeted General Fund expenditures in the FY2025- 26 Budget are $97,477,534.00, compared to the total budgeted General Fund LCAP expenditures of $69,521,667.00. The difference: ($97,477,534.00 - $69,521,667.00 = $27,955,867.00) is used to fund the district's General Administration. Examples include but are not limited to Centralized data processing, Payroll, Human Resources, and Professional Services such as Legal, Consulting, or Architectural Services. Also included are plant services, which consist of routine facility repairs and the maintenance of the grounds at each of the district's facilities. Lastly, Interest on long-term debt would be another example of a cost associated with General Administration and not included in the LCAP budget.

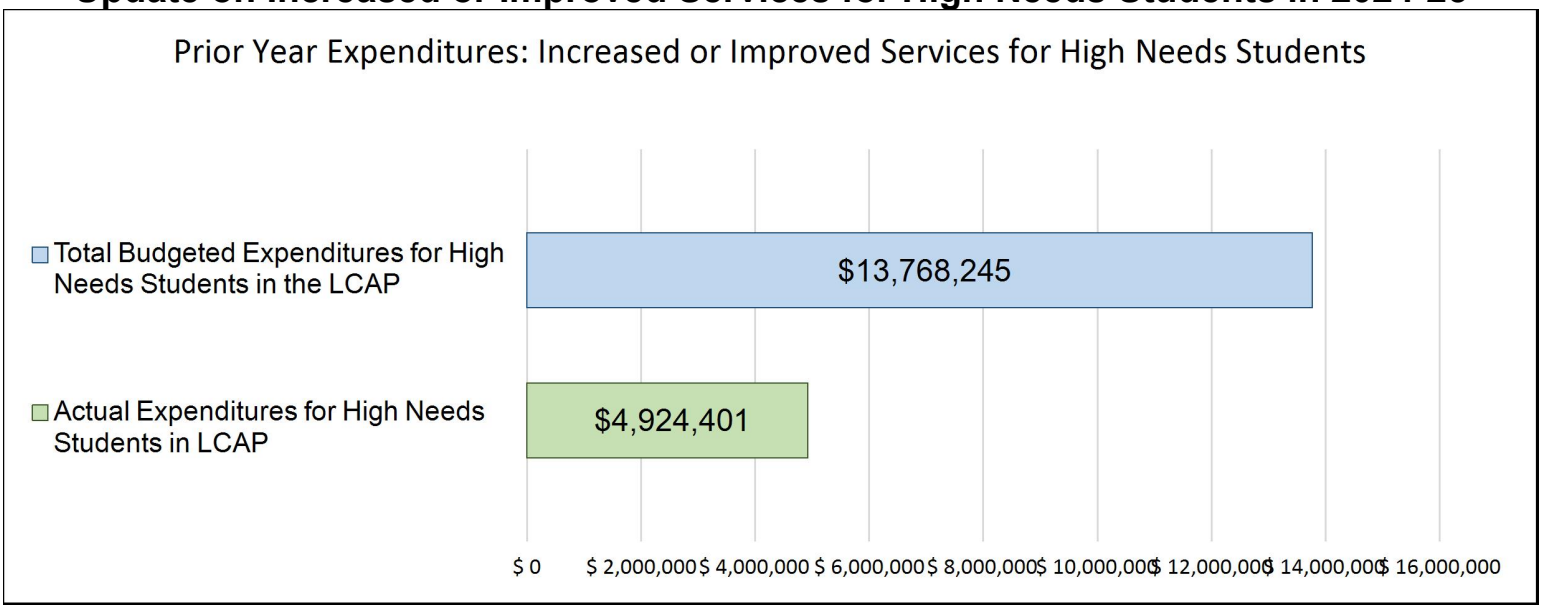
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, South Bay Union School District is projecting it will receive $13,372,194.00 based on the enrollment of foster youth, English learner, and low-income students. South Bay Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Bay Union School District plans to spend $21,958,933.00 towards meeting this requirement, as described in the LCAP.

Services and support for high needs students are funded from various resources, including federal funds such as Title I and III. Categorically funded positions and supplemental resources are identified to target students in greatest need. Students will receive both academic and social-emotional interventions and support. Examples include Learning Acceleration Tutors, Behavior Interventional Assistants, Imagine Learning Literacy & Language licenses, and more.

LCFF Budget Overview for Parents

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



This chart compares what South Bay Union 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 South Bay Union 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, South Bay Union School District's LCAP budgeted $13,768,245.00 for planned actions to increase or improve services for high needs students. South Bay Union School District actually spent $4,924,401.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $8,843,844 had the following impact on South Bay Union School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were less than the total budgeted expenditures due to a combination of factors, including staffing vacancies, lower-than-anticipated program costs, and delays in the implementation of certain initiatives.

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
South Bay Union School District	Pamela Reichert-Montiel Assistant Superintendent, Educational Leadership	preichert-montiel@sbusd.org 619-628-1609

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.

The following description of the South Bay Union School District is from data collected on May 1, 2025, via our local student information system. We used this data versus CALPADS data collected earlier in the school year to ensure the most accurate representation of the District and students we serve.

South Bay Union School District (SBUSD) serves approximately 5,779 students in Preschool through grade 8. Our schools are geographically located in South San Diego County, approximately three to five miles from the Mexico border. The enrollment of students in Transitional Kindergarten through eighth grade is approximately 5,427. The District consists of one Preschool, nine TK/K-6 campuses, and two TK-8 District dependent charter schools. The enrollment at VIP Village Preschool of approximately 347 students includes both three-and four-year-olds who are not old enough for Transitional Kindergarten (TK).

The following demographic data is for the enrollment of the 3,623 students in our non-charter TK-6 grade schools. Our charter school demographics can be found in the site specific 2024-2027 Local Control and Accountability Plans for Nestor Language Academy Charter and Imperial Beach Charter School.

74% of the student body is considered socioeconomically disadvantaged, while 43% are Multilingual Learners, and 87% of students in the District are Hispanic/Latino. SBUSD has an unduplicated count of 83%.

23% of the students enrolled in the nine (9) non-charter school are identified as Students with Disabilities. This represents 847 students out of 3,623.

One of the greatest challenges SBUSD currently faces is declining enrollment. Since 2011, enrollment has declined by approximately 40%, resulting in smaller schools with less classes and in some cases more combination classrooms. The projected decline is 46% by the 2025-2026 school year. A Superintendent's Advisory Committee (SAC) was created to explore options related to school consolidation, specialized programs, and strategies to prevent further declining enrollment. Recommendations will be made to the Board of Trustees, with possible changes in the 2025-2026 school year.

In December 2023 the Board of Trustees adopted a Vision, Mission, and Values for SBUSD. They served as the foundation of the new 2024-2027 Local Control and Accountability Plan (LCAP).

Mission - South Bay Union School District, in partnership with our community, educates and empowers students to develop a love of learning by providing safe, equitable environments that celebrate diversity and affirm language, culture, and identity by promoting excellence, social responsibility and well-being.

Vision - South Bay Union School District is the foundation for the community in which students grow academically and socially into responsible members of society.

Values -
Academic Achievement
Child Centered
Community
Equity
High Expectations
Leadership
Safety

Please note that the terms English Learner (EL) and Multilingual Learner (MLL) can be used interchangeably. While it is preferred to use assets-based language that values the many languages spoken by our educational partners, English Learners (EL) is the terminology used for the CA Dashboard and for Federal accountability requirements.

Reflections: Annual Performance

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

South Bay Union School District is engaged in a continuous cycle of improvement that we refer to as Reflect, Redefine, and Rebuild (R3). Both Dashboard and local data is not where we want it to be and we are dedicated to reflecting on our practices, redefining what we want for

the students we serve and our definition of student success, and to rebuild our structures, systems and programs to ensure that they meet the needs of the educational partners we serve. Throughout these cycles we aim to create and maintain equitable, welcoming, and safe learning environments that value diversity, language, individual culture, identity, and the contributions of all educational partners. We also believe that we must build the capacity and efficacy of all through professional development, differentiated support, and leadership opportunities.

For ALL schools, including the two dependent charters, IBCS and Nestor, the 2024 Dashboard data is as follows.

The overall percent of 3-8 grade students meeting or exceeding standard for English Language Arts on the Spring 2023 CAASPP: 32.58%

By student groups:

English Learners: 11.94% of students meeting or exceeding standard

Hispanic: 25.22% of students meeting or exceeding standard

Socioeconomically Disadvantaged: 27.03% of students meeting or exceeding standard

Students with Disabilities: 12.52% of students meeting or exceeding standard

Homeless Students: 20.74% of students meeting or exceeding standard

Foster Youth: 36.36% of students meeting or exceeding standard

The overall Percent of 3-8 grade students meeting or exceeding standard for Mathematics on the Spring 2023 CAASPP: 21.60%

By student Groups:

English Learners: 10.37% of students meeting or exceeding standard

Hispanic: 16.42% of students meeting or exceeding standard

Socioeconomically Disadvantaged: 17.55% of students meeting or exceeding standard

Students with Disabilities: 8.79% of students meeting or exceeding standard

Homeless Students: 16.32% of students meeting or exceeding standard

Foster Youth: 9.09% of students meeting or exceeding standard

When we analyze the data excluding the dependent charters, the percent of students meeting or exceeding standards decreases for both ELA and Math.

28.57% of all 3-8 grade students met or exceeded standard for English Language Arts and 17.83% of all 3-8 grade students met or exceeded standard for Mathematics.

The 2024 Dashboard identified the student groups performing in the RED by school site. For the purpose of the SBUSD LCAP, only the non-charters will be addressed. Imperial Beach Charter School (IBCS) and Nestor Language Academy Charter will identify specific actions in their LEA plans. The SBUSD District-level student groups identified in RED were English Learner (ELA, Math) and Long-Term English Learners (ELPI, ELA, Math Chronic Absenteeism), Foster Youth (Suspension), Homeless (ELA, Math) & White (Suspension). The following schools within SBUSD indicated student groups in RED.

-Bayside STEAM Academy - All Students (Suspension, Chronic Absenteeism), Multilingual Learners (ELPI, ELA, Math, Suspension, Chronic Absenteeism), Socioeconomically Disadvantaged (Suspension) & Hispanic Students (ELA, Suspension)
-Godfrey Berry - Multilingual Learners (ELPI, ELA, Math, Suspension) & Students with Disabilities (ELA, Math)
-Central Elementary - All Student (Math), Multilingual Learners (ELPI) & Students with Disabilities (Math)
-Teofilo Mendoza - All Students (Suspension), Multilingual Learners (ELA, Math), Socioeconomically Disadvantaged Students (ELA, Math, Suspension), Students with Disabilities (ELA, Math), & Hispanic (ELA, Math, Suspension)
-George Nicoloff - All Students (ELA), Multilingual Learners (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA) & Hispanic Students (ELA),
-Oneonta Elementary - Multilingual Learners (Math) & Students with Disabilities (Chronic Absenteeism)
-Howard Pence - All Students (Math), Multilingual Learners (ELA, Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (ELA, Math)
-Sunnyslope Elementary - Multilingual Learners (ELA)

-Emory Academy has no student groups in RED.

2024 Dashboard Data -
44% of the 1,378 English Learners tested are making progress towards English language proficiency.

2023-2024 ELPAC Data:

11.05 % of students performing at Level 4

30.06 % of students performing at Level 3

31.19 % of students performing at Level 2

27.69 % of students performing at Level 1

During the 2024-2025 school year all grade levels will used iReady three times a year to assess student progress towards grade level standards, to guide instructional decisions, to differentiate instruction, and to identify students in need of additional support. In addition, starting the 2025-2026 school year Dual Language Immersion (DLI) teachers will use the Spanish iReady diagnostic reading assessments to measure the development of Spanish.

PLEASE NOTE: The Original REFLECTIONS that influenced the development of the 2024-2027 (three-year) LCAP are below.

For ALL schools, including the two dependent charters, IBCS and Nestor, the 2023 Dashboard data is as follows.

The overall percent of 3-8 grade students meeting or exceeding standard for English Language Arts on the Spring 2023 CAASPP: 30.17%

By student groups:

English Learners: 11.34% of students meeting or exceeding standard

Hispanic: 27.55% of students meeting or exceeding standard

Socioeconomically Disadvantaged: 26.04% of students meeting or exceeding standard

Students with Disabilities: 10.43% of students meeting or exceeding standard

Homeless Students: 16.08% of students meeting or exceeding standard

Foster Youth: No data to report - fewer than 11 students

The overall Percent of 3-8 grade students meeting or exceeding standard for Mathematics on the Spring 2023 CAASPP: 21.71%

By student Groups:

English Learners: 9.96% of students meeting or exceeding standard

Hispanic: 19.51% of students meeting or exceeding standard

Socioeconomically Disadvantaged: 17.07% of students meeting or exceeding standard

Students with Disabilities: 8.18% of students meeting or exceeding standard

Homeless Students: 16.90% of students meeting or exceeding standard

Foster Youth: No data to report - fewer than 11 students

When we analyze the data excluding the dependent charters, the percent of students meeting or exceeding standards decreases for both ELA and Math.

25.14% of all 3-8 grade students met or exceeded standard for English Language Arts and 16.48% of all 3-8 grade students met or exceeded standard for Mathematics.

The 2023 Dashboard identified the student groups performing in the RED by school site. For the purpose of the SBUSD LCAP, only the non-charters will be addressed. Imperial Beach Charter School (IBCS) and Nestor Language Academy Charter will identify specific actions in their LEA plans. The SBUSD District-level student groups identified in RED were English Learner (ELA) and African American students (Math). The following schools within SBUSD indicated student groups in RED.

-Bayside STEAM Academy - Multilingual Learners (ELA) & Students with Disabilities (Math)
-Godfrey Berry - Students with Disabilities (ELA)
-Central Elementary - Multilingual Learners (ELA) & Socioeconomically Disadvantaged (ELA)
-Emory Academy - Multilingual Learners (ELA) & Students with Disabilities (Math)
-Teofilo Mendoza - The performance indicator for Chronic Absenteeism indicates an overall RED status for Mendoza Elementary with the following three student groups - Multilingual Learners (Chronic Absenteeism), Hispanic (Chronic Absenteeism), Socioeconomically Disadvantaged (Chronic Absenteeism)
-George Nicoloff - Overall School in Math with the following four student groups - Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math)
-Oneonta Elementary - Multilingual Learners (ELA), Multilingual Learners (English Learner Progress Indicator). The performance indicator for English Learner progress indicates an overall RED status for Oneonta School.
-Howard Pence - Overall School in ELA with the following four student groups - Multilingual Learners (ELA), Hispanic Students (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA), & Overall School in Math with the following four student groups - Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math)
-Sunnyslope Elementary - Multilingual Learners (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA) &

Students with Disabilities (Math)

2023 Dashboard Data -
46.6% of the 1,570 English Learners tested are making progress towards English language proficiency.

2022-2023 ELPAC Data:
11.37% of students performing at Level 4
31.54% of students performing at Level 3
31.66% of students performing at Level 2
25.44% of students performing at Level 1

On the 2023 Dashboard English Learner Progress Indicator (ELPI) 46.6% of the 1,570 English Learners tested are making progress towards English language proficiency.

Local data results have been inconsistent as we have moved to implement IABs in grades 3-8, and to identify common assessments for high frequency words and writing in grades K-2. We have also piloted digital diagnostic assessments in English and Spanish Language Arts and Mathematics. A decision was made to move forward with iReady for the 2024-2025 school year. This decision has resulted in the elimination of several digital platforms and discontinuing the use of previous local assessments. For the 2024-2025 school year all grade levels will use iReady three times a year to assess student progress towards grade level standards, to guide instructional decisions, to differentiate instruction, and identify students in need of additional support. In addition, Dual Language Immersion (DLI) teachers will pilot Spanish diagnostic reading assessments to adequately measure the development of Spanish.

LREGB Funds -
SBUSD will be using the remaining balance of the Learning Recovery Emergency Block Grant (LREBG) one-tine funds to support Health Clerk salaries. Health Clerks are assigned to schools to assist in the health room. They are vital members of site level teams that focus on student to school connectedness and attendance. Research indicates that schools that employ school nurses and by extension other staff focused on student health result in better attendance and school connectedness. The approximate $300,000 will be spent out by the end of the 2025-2026 school year. Health Clerks are identified under Action 2.5 "Improved Student Attendance" and the effectiveness of the supports identified in this action are measured by Metric 2.1, 2.10, 2.11, and 2.12.
Related Research - https://publications.aap.org/pediatrics/article/143/2/e20183648/37326/The-Link-Between-School-Attendance-and-Good-Health?autologincheck=redirected

Reflections: Technical Assistance

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

SBUSD has been identified for Differentiated Assistance during the 2024-25 school year. IBCS and Nestor were identified for ATSI during the 2023-24 school year and exited ATSI during the 2024-25. Under special education accountability, SBUSD is in the CIM process and

recently was notified for disproportionality. While we are working with the South County SELPA to dispute this identification, we recognize the need for improvements in the identification of students with disabilities.

SBUSD has been assigned a coach from SDCOE and the South County SELPA to work with a District Differentiated Assistance (DA) Team. This team meets regularly and is focused on work that will move the entire system forward. The District Differentiated Assistance Team will monitor and evaluate the plan throughout the year.

SBUSD was identified for Differentiated Assistance for the following student group: Long Term English Learners
Our Differentiated Assistance Team consists of Jorge Cuevas from SDCOE, Barby Castro from SELPA, Susy Chavez, Director of Educational Services, Paola Flores, Director of Equity, Multilingual Learners and Innovation (EMI), Tom Bevilacqua, Director of Student Services, Crystal Escamilla, District Social Worker, Kristin Smith, Coordinator of Educational Services and Brenda Robles, Coordinator in EMI Department.

Our needs assessment revealed that Long Term English Learners often face academic and social-emotional challenges that impede their progress toward reclassification. To better understand their experiences, we are conducting empathy interviews with LTEL students and teachers. We are also hosting workshops to help families understand the reclassification process and the barriers their children face. This initial awareness is crucial for designing systemic supports tailored to LTEL needs. Through empathy interviews and analysis of academic data, we identified several root causes contributing to LTEL status. These include inconsistent implementation of integrated and designated ELD, limited staff understanding of effective EL strategies, and a lack of student and parent awareness of reclassification criteria. We are using structured data protocols to guide this analysis and ensure we address both academic and cultural barriers. We are analyzing both qualitative and quantitative data to form a comprehensive understanding of LTEL experiences and outcomes. Quantitative data includes CAASPP, ELPAC, iReady, and Dashboard metrics, while qualitative insights come from student and teacher empathy interviews and parent focus groups. We will use a data protocol to analyze these findings systematically and ensure our conclusions inform targeted support strategies and professional learning for staff. Action 3.9 is specific to LTELs.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Principals Administrators Other school personnel District bargaining units Parents	To ensure consistency District-wide, District staff developed an input protocol for all educational partners. The in-person protocol for the winter/spring 2024 input included a reflection tool to address the following steps/prompts: 1. Read SBUSD Mission, Vision, and Values - Adopted by the Board in December 2023. 2. Review the CURRENT three (3) LCAP Goals and actions with the lens of providing input. 3. Provide Input using the following prompts: 4. We are in the second half of the first year of the NEW three-year LCAP. Please identify the successes and challenges for the actions within the LCAP. 5. How might we better implement the goals and action steps in year two of the three-year cycle?
DELAC - District English Learner Advisory Committee Members ELAC - Site based English Learner Advisory Committee Members Parents of English Learners (Multilingual Learners)	The in-person protocol for the winter/spring 2024 input included a reflection tool to address the following steps/prompts: 1. Read SBUSD Mission, Vision, and Values - Adopted by the Board in

Educational Partner(s)	Process for Engagement
	December 2023. 2. Review the CURRENT three (3) LCAP Goals and actions with the lens of providing input. 3. Provide Input using the following prompts: 4. We are in the second half of the first year of the NEW three-year LCAP. Please identify the successes and challenges for the actions within the LCAP. 5. How might we better implement the goals and action steps in year two of the three-year cycle?
School Site Councils - Made up of school personnel & parents LCAP Advisory Committee - Made up of personnel and parents	The in-person protocol for the winter/spring 2024 input included a reflection tool to address the following steps/prompts: 1. Read SBUSD Mission, Vision, and Values - Adopted by the Board in December 2023. 2. Review the CURRENT three (3) LCAP Goals and actions with the lens of providing input. 3. Provide Input using the following prompts: 4. We are in the second half of the first year of the NEW three-year LCAP. Please identify the successes and challenges for the actions within the LCAP. 5. How might we better implement the goals and action steps in year two of the three-year cycle?
Teachers Principals Administrators Other school personnel Local bargaining units Parents	The following survey was administered District-wide via email on March 17, 2024. The survey closed April 14, 2024. Background information was provided including all LCAP goals, actions, and the desire to hear from all Educational Partners. The survey included the following steps/prompts.

Educational Partner(s)	Process for Engagement
	1. Prioritize actions under each of the three LCAP goals. 2. Provide examples of successes and challenges at site, district and/or department level. 3. Provide suggestions related to family engagement and attendance. 4. Opportunity for parents of Multilingual Learners to provide input. 5. Provide suggestions as we go into Year 2 of a three-year LCAP.
Teachers Parents Students	WestEd Surveys for Staff & Parents California Healthy Kids Survey (CHKS) for students in grades 3-8
Teachers Principals Administrators Other school personnel Local bargaining units Parents	Written comments via the District webpage - Google Form in English and Spanish The form is prefaced with - Thank you for your thoughts, feedback, and helping us create the new LCAP for South Bay Union School District! We appreciate you completing the following information so that we can ensure all student groups are represented. Demographics are collected to properly identify educational partners and the programs they are providing feedback on and/or represent.
Students	Empathy interviews and student fishbowls
The South County SELPA	Reviewed the special education study conducted by School Services of California and its alignment to LCAP goals and actions. In addition, reviewed the work done within the CIM Process and recent identification of Disproportionality.

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

The development of the 2025-2026 SBUSD Local Control and Accountability Plan included Educational Partner Input into the successes and challenges of the new three-year LCAP adopted in June 2024. As a system we went through an extensive process to identify a District Vision, Mission, and Goals and ensure alignment to them while developing the 2024-2027 LCAP (See narrative below.) The reflection process was not to dismantle the LCAP, rather to identify areas in need of refinement to guide each schools' and department's work moving forward.

The in-person input protocol was done with school staff, departments, leadership teams, DELAC, ELAC, SSC, and multiple committees. The process included the following steps:

1. Read SBUSD Mission, Vision, and Values - Adopted by the Board in December 2023.

2. Review the CURRENT three (3) LCAP Goals and actions with the lens of providing input.

3. Provide Input using the following prompts:

4. We are in the second half of the first year of the NEW three-year LCAP. Please identify the successes and challenges for the actions within the LCAP.

5. How might we better implement the goals and action steps in year two of the three-year cycle?

A survey was sent to all staff and parents/guardians. Background information was provided including all LCAP goals, actions, and the desire to hear from all Educational Partners. The survey included the following prompts:

1. Prioritize actions under each of the three LCAP goals.
2. Provide examples of successes and challenges at site, district and/or department level.
3. Provide suggestions related to family engagement and attendance.
4. Opportunity for parents of Multilingual Learners to provide input.
5. Provide suggestions as we go into Year 2 of a three-year LCAP.

From the input received both through the in-person protocol and the electronic survey resulted in the following tends related to the SUCCESSES.

Goal 1 - Communication, Community Engagement, Programs & Partnerships
Goals 2 & 3 - Support Staff (Counselors, Social Workers, LATs, etc.), Attendance Work, Expanded Learning Opportunities Program (ELOP)
Goal 3 - Interventions, EL Support, Professional Development on iReady and Foundational Skills (including the site level work of TOSAs)

From the input received both through the in-person protocol and the electronic survey resulted in the following tends related to the CHALLENGES.

Goal 1 - Consistent Messaging, Tech Tools, Staff with SPED Credentials, Family Engagement
Goal 2 - SEL/Behavior Support, Itinerant Staff, SST Process, Some ELOP Logistics
Goal 3 - Class Size, Additional PD on Resources, Tier 2 Math Resource, Designated ELD Resource/s

The top SUCCESSES identified by EL Parent Committees (ELAC, DELAC) via the in-person LCAP input protocol were the following:

Goal 1: Community Engagement, Programs & Partnerships
Goal 2: Support Staff (Counselors, Social Workers), Social-Emotional Learning (SEL), Expanded Learning Opportunities
Goal 3: Systematic ELD, iReady (digital platform)

The top CHALLENGES and/or suggestions identified by EL Parent Committees (ELAC, DELAC) via the in-person LCAP input protocol were the following:

Goal 1: Facilities, Nutrition (school meals)
Goal 2: Itinerant Staff
Goal 3: Class Size, Additional Support Staff, Newcomer Support

The top priorities identified by parents via the LCAP input survey related to support for Multilingual learners were the following:
Bilingual Classes
Bilingual Staff
Tutoring for English Development

The top priorities identified by all educational partners via the LCAP input survey related to suggestions for increasing parent engagement were the following:
Communication
Fun family events
Events after regular work hours
Incentives/prizes
Building relationships

The top priorities identified by all educational partners via the LCAP input survey related to suggestions for improving student attendance were the following:
Incentives & recognition
Family outreach and reminders
Parent accountability (home visits, meetings)

The California Healthy Kids Survey (CHKS) was administered to grades 3-8, parents, and staff. Student empathy interviews and fishbowls occurred throughout the year. Additionally, SBUSD consulted with the South County SELPA on the implementation of the Special Education Study recommendations, the CIM Process, and Disproportionality.

PLEASE NOTE: Below is a description of the DEVELOPMENT OF THE 2024-2027 SBUSD LCAP during the 2023-2024 school year. This historical information is provided to better understand the complexity of the process and data used to drive the development of our three-year strategic plan.

Prior to the LCAP development process, educational partners provided input into the development of the District Vision, Missions, and Values. This process began in the beginning of the fall of 2023 when the Board of Trustees drafted their initial thinking. SBUSD had been without a Vision, Mission, and Values for several years, as a result of the focus being placed predominantly on the Local Control and Accountability Plan. After the finalized document was approved in December 2023, the newly adopted Vision, Mission, and Values, became the foundation for the new LCAP.

Educational partner engagement and input was critical in the development of the 2024-2027 LCAP. Multiple opportunities for educational partner input resulted in rich data that directly influenced the goals and actions outlined in this document.

Goal Development -

The LCAP input process and subsequent surveys provided opportunities for educational partners to provide input into the following:

1. Do our goals directly align with our newly adopted Mission, Vision, and Values? (provide evidence)
2. Do our goals and actions reflect our hopes for all educational partners (certificated, classified, parents, community, etc.)? Who are we missing? (provide evidence)
3. Are there goals you would recommend to be added, deleted, or changed? (provide suggested wording for goal)

The input received directly influenced the identification of the new LCAP goals.

After the initial input (responses to the protocol prompts, surveys, etc.) was analyzed, two goals were presented to the Board of Trustees on April 11, 2024.

Proposed New Goal 1: District and School Climate, Culture, and Connectedness

We will engage in continuous improvement cycles in which we as a collective system reflect, redefine, and rebuild our programs and services to meet the needs of the educational partners we serve. Throughout these processes we will create and maintain equitable, welcoming, and safe learning environments that value diversity, language, individual culture, identity, and the contributions of all educational partners that build the capacity and efficacy of all through professional development, differentiated support, and leadership opportunities.

Proposed New Goal 2: Academic Excellence for All Students

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics, and Multilingual Learners (MLs) will demonstrate progress in developing English language proficiency.

Following the Board presentation, the LCAP Advisory Committee met on April 29, 2024, recommending that goal 2 be simplified. Throughout the process, educational partners suggested that basic services be identified in a separate goal, something that did not occur in the 2021-2024 LCAP. Therefore, as a result the following three goals were presented to the Board of Trustees on May 2, 2024.Possible action categories were identified to demonstrate how they would connect to the new goals.

Proposed New Goal 1: Effective Organizational Systems

We believe that all educational partners play an integral role in contributing to and living out the District Vision, Mission, and Values. It is only through a collective effort that we will be successful in creating a highly effective and successful organization.

Possible Action Categories:
-Team Building opportunities
-Community partnerships
-Committees
-Reflect, Redefine, Rebuild - Cycle of Continuous Improvement
-Basic services related to transportation, child nutrition, facilities, etc.

Proposed New Goal 2: District and School Climate, Culture, and Connectedness

We will create and maintain equitable, welcoming, and safe learning environments that value diversity, language, individual culture, identity, interests, and the contributions of all educational partners, while also building the capacity and efficacy of all.

Possible Action Categories -
-Professional development for all educational partners
-Developing the whole child
-Social-emotional development and support
-Special programs
-MTSS Related to SEL

Proposed New Goal 3: Academic Excellence for All Students

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics, and Multilingual Learners (MLs) will demonstrate progress in developing English language proficiency.

-Possible Action Categories -
-Core instructional resources

-Supplemental instructional resources
-Intervention
-Support staff
-MTSS related to academics
-Assessments
-Content specific professional development

Action/s Development -

The LCAP input process and subsequent surveys provided opportunities for educational partners to provide their insights into the following:

1. Are there any action steps that you would recommend to be added, deleted, or changed? (provide suggested wording with goal and action step (ex: 1.10))
2. What do you believe our primary focus should be for the 2024-2025 school year?
3. Suggestions on how to best support Multilingual Learners
4. Suggestions for increasing parent engagement
5. Suggestions for improving student attendance
6. Identifying interest in specialty programs - naming them specifically

The top priorities identified by all educational partners via the in-person LCAP input protocol were the following:

New Curriculum (ELA, ELD, Math)
MTSS/SST/Intervention
Newcomer programs/support
Counselors
Reduce class size
Community partnerships
Family engagement
School safety
Parent education
Professional development
Learning Acceleration Tutors
Behavior Intervention Assistants
Academic Tutoring

The top priorities identified by school-site level staff only via the in-person LCAP input protocol were the following:

New Curriculum (ELA, ELD, Math)
MTSS/SST/Intervention

Newcomer programs/support
Additional Counselors
Reduce class size
Community partnerships
Family engagement
School safety
Parent education
Professional development for all staff
Learning Acceleration Tutors
Behavior Intervention Assistants
Eliminate combination classrooms

The top priorities identified by EL Parent Committees (ELAC, DELAC) via the in-person LCAP input protocol were the following:

Newcomer Programs/support
MTSS/SST/Intervention
Parent education
Professional development for all staff
Reduce class size
Academic tutoring
Community partnerships
Parent-Teacher communication
Music and other specialty programs

The top priorities identified by all educational partners via the LCAP input survey related to support for Multilingual learners were the following:

Newcomer programs
Dual Language Immersion (DLI)
Practice will English models
Resources in English & Spanish
Family Engagement
ELD resources
High Expectations
Support

The top priorities identified by all educational partners via the LCAP input survey related to suggestions for increasing parent engagement were the following:

Communication

Parent education/workshops
Volunteer opportunities
Fun family events
Incentives/prizes

The top priorities identified by all educational partners via the LCAP input survey related to suggestions for improving student attendance were the following:

Incentives & recognition
Family outreach
Engaging lessons, events, assemblies, activities
Parent accountability
Welcoming environment

Student empathy interviews were also done with students experiencing chronic absenteeism to get their perspectives on school attendance and the barriers they face.

In addition, there was overwhelming support for specialty programs in the areas of Visual Performing Arts (VPA), Music, and STEM.

Actions that were developed based specifically on the input identified above include, but are not limited to, the following:

Goal 1 - Actions - 1.5

Goal 2 - Actions - 2.1, 2.2, 2.3, 2.4

Goal 3 - Actions - 3.1, 3.2, 3.3, 3.4, 3.6

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Effective Organizational Systems All educational partners play an integral role in contributing to and living out the District Vision, Mission, and Values. It is only through a collective effort that we will be successful in creating a highly effective and successful organization.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In December 2023 the SBUSD Board of Trustees approved a new vision and mission and identified values that they felt represented the priorities of the District. The approved vision, mission, and values were based on the input of educational stakeholders and serve as the foundation of the 2024-2027 Local Control and Accountability Plan (LCAP). During the LCAP input process, Educational Partners indicated the need for community partnerships, parent engagement, and increased communication. In addition, we have been engaged in cycles of continuous improvement that we refer to as R3 - Reflect, Redefine, and Rebuild. It is imperative that we create an organizational system where we reflect on our practices, define what success looks like, and rebuild to meet the needs of all educational partners, most importantly to ensure the academic and social-emotional success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Facilities Inspection Tool (FIT)	2023-2024 100% of school sites receive a rating of good or exemplary on the annual FIT. This report	2024-2025 In August and September of 2024, 100% of school sites		100% of school sites receive a rating of good or exemplary on the annual FIT.	Zero difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		identifies any facilities concerns and recommendations for repairs.	received a rating of good or exemplary on the annual FIT. This report identifies any facilities concerns and recommendations for repairs.			
1.2	California Commission on Teacher Credentialing (CTC) Review	2023-2024 Zero mis-assignments.	2024-2025 Zero mis-assignments.		Zero mis-assignments.	Zero difference
1.3	LCFF Priority Metrics 3 & 6: Educational Partnership Engagement & Parent Input in Decision Making	Representation on District and site level committees and advisory councils, specifically parents of unduplicated pupils and programs for individuals with exceptional needs. LCAP Advisory Committee - On average, 3 parent/community members attended and provided input during the 2023-2024 LCAP Advisory Committee meetings. DELAC - For the 2023-2024 school year on average, 5 parent representatives	Representation on District and site level committees and advisory councils, specifically parents of unduplicated pupils and programs for individuals with exceptional needs. As of May 1, 2025: LCAP Advisory Committee - On average, 4 parent/community members have attended and provided input during the 2024-2025 LCAP		LCAP Advisory Committee - On average, 11 parent/community members will attend and provide input during the LCAP Advisory Committee meetings. This represents one parent/community member from each school. DELAC - On average, 12 parent representatives attended and provided input during the DELAC meetings. DELAC representatives	Representation on District and site level committees and advisory councils, specifically parents of unduplicated pupils and programs for individuals with exceptional needs. As of May 1, 2025: LCAP Advisory Committee - An increase of 1. DELAC - An increase of 5. SAC - An increase of 9.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		attended and provided input during the DELAC meetings. DELAC representatives include the president and vice president from site based ELAC. SAC - There were four (4) parent representatives on the Superintendent's Advisory Committee during the 2023-2024 school year. CAC - One (1) parent representative on the South County Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC).	Advisory Committee meetings. DELAC - For the 2024-2025 school year on average, 13 parent representatives have attended and provided input during the DELAC meetings. DELAC representatives include the president and vice president from site based ELAC. SAC - There are 13 parent representatives on the Superintendent's Advisory Committee during the 2024-2025 school year. These 13 are representing 9 of our 11 schools. CAC - There are two (2) parent representatives on the South County Special Education		include the president and vice president from site based ELAC. This target represents one ELAC officer from each of the SBUSD eleven (11) schools and one (1) parent from VIP Village Preschool. SAC - There are a minimum of eleven (11) parent representatives on the Superintendent's Advisory Committee. This target represents one SAC parent member from each of the eleven (11) SBUSD schools. CAC - Two (2) parent representatives on the South County Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC).	CAC - An increase of 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Local Planning Area (SELPA) Community Advisory Committee (CAC).		This is the maximum allowable based on District enrollment.	
1.4	District Communication with Educational Partners	SBUSD utilized ten points of contact each month to communicate with families and aim to maintain and/or increase the frequency over the next three years. Points of contact may include the following - Newsletters, Phone calls, Emails, Social Media Posts, and the Annual District Newspaper.	SBUSD continues to utilize ten points of contact each month to communicate with families and aim to maintain and/or increase the frequency over the next three years. Points of contact may include the following - Newsletters, Phone calls, Emails, Social Media Posts, and the Annual District Newspaper.		SBUSD utilized ten points of contact each month to communicate with families. Points of included the following - Newsletters, Phone calls, Emails, Social Media Posts, and the Annual District Newspaper.	Zero difference
1.5	Professional Development on Safety	2023-2024 100% of SBUSD employees completed the mandatory Keenan Safe Schools Training Modules within the required timeline.	2024-2025 100% of SBUSD employees completed the mandatory Keenan Safe Schools Training Modules within the required timeline.		100% of SBUSD employees completed the mandatory Keenan Safe Schools Training Modules within the required timeline.	Zero difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	LCFF Priority Metric 6: Sense of Safety - California Healthy Kids Survey (CHKS) Data	March 2024 Staff Survey: 39% of staff strongly agree that school is a safe place for students. Staff Survey: 39% of staff strongly agree that school is a safe place for staff. Parent Survey: 46% of parents strongly agree that school is a safe place for their child. 3-6 Grade Student Survey: 73% feel safe at school most or all of the time. 7-8 Grade Student Survey: 53.5% perceive school as safe or very safe.	March 2025 Staff Survey: 36% of staff strongly agree that school is a safe place for students. Staff Survey: 37% of staff strongly agree that school is a safe place for staff. Parent Survey: 53% of parents strongly agree that school is a safe place for their child. 3-6 Grade Student Survey: 78.5% feel safe at school most or all of the time. 7-8 Grade Student Survey: 61.5% perceive school as safe or very safe.		Staff Survey: 100% of staff strongly agree that school is a safe place for students. Staff Survey: 100% of staff strongly agree that school is a safe place for staff. Parent Survey: 100% of parents strongly agree that school is a safe place for their child. 3-6 Grade Student Survey: 100% feel safe at school most or all of the time. 7-8 Grade Student Survey: 100% perceive school as safe or very safe.	Staff Survey: 3% decrease Staff Survey: 2% decrease Parent Survey: 8% increase 3-6 Grade Student Survey: 5.5% increase 7-8 Grade Student Survey: 8% increase in feeling safe at school.
1.7	Internet Safety	2023-2024 Number of Red Herring Phishing campaigns, and number of clicks during campaigns: Campaigns = 1 Number of clicks = 75 (per campaign)	2024-2025 Number of Red Herring Phishing campaigns, and number of clicks during campaigns: Campaigns = 25 Number of clicks = 77 total for an average of 3.1		2026-2027 Red Herring campaigns = 6 Number of clicks per campaign = Less than 10	Red Herring campaigns = 24 more campaigns Number of clicks per campaign = 72 less clicks per campaign

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			clicks per campaign			

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.

The following analysis was based upon the overall implementation of each action under Goal 1, including the successes, challenges, and suggestions identified through the Educational Partner Input process and the metrics used to measure outcomes, as applicable.

1.1 - This action provides the basic services of the District, including facilities upkeep, transportation, child nutrition, purchasing, accounting, specific departments, school offices, District leadership, and more. These basic services provide the foundation for and ensure the daily functions of the District and school sites.
1.2 - This action provides appropriately credentialed staff for the majority of our schools and programs. This action, combined with Action 3.5 provides funding for all credentialed classroom teachers with rostered students.
1.3 - This action provides the resources necessary to maintain digital and network safety for the organization, and all users. It includes appropriate hardware, software, and personnel. Educational partners indicated that while they consider this action to be successful, some of the challenges include ensuring ongoing integrated digital safety lessons for all students and additional professional development for staff.
1.4 - This action was identified to ensure that communication with all educational partners was happening on a regular basis. Communication includes the District website, digital newsletters, emails, texts, and phone calls. Educational partner input indicated that the amount of communication is a success, while consistent messaging remains a challenge.
1.5 - This action identifies the many opportunities for educational partners to collaborate with the District and school sites, as well as hold leadership roles on various committees, focus groups, and task forces. While community engagement was seen as a success by educational partners, there is a need for greater parent representation on committees. District-wide we will continue to recruit parent representation on all committees and at all meetings.
1.6 - The District continues to engage in cycles of continuous improvement which includes reflecting on practices, redefining what we desire as outcomes and rebuilding as necessary.

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

The significant differences between budgeted and actual expenditures for Actions 1.1 through 1.5 are primarily due to how these amounts were initially estimated. At the time of budget adoption, projected costs for these actions were based on percentage allocations of estimated LCFF Base funds, as we move forward, we plan to implement a budget based on actuals and not percentages.

1.1 - Estimated actual expenditures are approximately $3,093,382 more than the budgeted expenditures.
1.2 - Estimated actual expenditures are approximately $10,019,549 less than the budgeted expenditures.
1.3 - Estimated actual expenditures are approximately $1,775,583 more than the budgeted expenditures.
1.4 - Estimated actual expenditures are approximately $625,381 less than the budgeted expenditures.
1.5 - Estimated actual expenditures are approximately $839,071 less than the budgeted expenditures.
1.6 - There is no difference between the estimated actual expenditures and the budgeted expenditures.

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

1.1 - This action has been predominantly effective in making progress towards the goal. Basic organizational and safety services and structures are in place and Metrics 1.1 & 1.5 were both met. Metric 1.6 had mixed results as the percentage of students and parents who strongly agree that school is a safe place for students increased, while the percentage of staff who feel that school is a safe place for students and staff decreased by 3 and 2 percent, respectively.
1.2 - This action has been effective in making progress towards the goal. Metric 1.2 was met, maintaining zero misassignments during the 2024-2025 school year.
1.3 - This action has been effective in making progress towards the goal. The District increased the number of Red Herring Campagns by 24, while reducing the number of clicks on suspicious emails to less than there was in the one baseline campaign.
1.4 - This action has been effective in making progress towards the goal regarding the number of points of contact from both the school and the District. Educational partner input indicated that the amount of communication is a success, while consistent messaging remains a challenge.
1.5 - This action has been effective in making progress towards the goal. While community engagement was seen as a success by educational partners, there is a need for greater parent representation on committees. District-wide we will continue to recruit parent representation on all committees and at all meetings.
1.6 - This action has been effective in making progress towards the goal. Cycles of continuous improvement are essential in moving the work of all schools and departments forward.

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.

1.1 - No substantial changes are planned for the 2025-2026 school year.
1.2 - No substantial changes are planned for the 2025-2026 school year. Staffing will be determined by enrollment and the number of rostered teaching positions.
1.3 - No substantial changes are planned for the 2025-2026 school year, however, the Consultation Committee and Technology Advisory Committee will both be exploring how to ensure that digital safety instruction is on-going, rather than during an annual one-time window.
1.4 - No substantial changes are planned for the 2025-2026 school year, however, District leadership will continue to seek practices that promote consistent messaging.

1.5 - No substantial changes are planned for the 2025-2026 school year, however, ways to ensure a higher percentage of parent participation on committees will be explored. The Metric for DELAC parent participation has increased from eleven (11) to twelve (12), representing all eleven elementary schools and VIP Village Preschool.
1.6 - Cycles of continuous improvement will continue to guide the District work.

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	Basic Organizational & Safety Services and Structures	Basic services that contribute to an effective organizational system designed to meet the needs of all educational partners. These services and/or departments ensure the daily functions and safety of the District and school sites, including: Facility upkeep Facilities, maintenance, and operations Transportation Fiscal Services Child Nutrition, Purchasing &Warehouse Human Resources Clerical support School offices Supervision Assistants Department offices District leadership roles Board of Trustees Professional Development for all SBUSD staff using Keenan Safe Schools Training Modules and Workforce Violence Prevention Plan components. (Metric 1.5) In addition, staff sense of safety will be measured with the California Healthy Kids Survey (CHKS) and other local measures. (Metric 1.6) The effectiveness of the delivery of basic services will be determined by the supervisor of each department and/or school. In addition, the Williams	$10,055,425.00	No

Action #	Title	Description	Total Funds	Contributing
		Facilities Inspection Tool (FIT) will be used at all campuses where students are in attendance. (Metric 1.1) *LCFF Base		
1.2	Appropriately Credentialed Staff	Ensure appropriately credentialed and assigned teachers in all classrooms and positions. This action will be measured by the Human Resources Department, working in collaboration with the SDCOE and the CTC. This action includes all teachers serving all rostered students. It does not include supplemental staff such for intervention, counseling, etc. (Metric 1.2) *LCFF Base	$13,466,039.00	No
1.3	Digital Safety and Infrastructure	Maintain digital and network safety for the organization and all users. This requires the appropriate hardware, software, and personnel at both the District and site level. It also requires timely response to repairs and any risks to the system. Expenditures under this action include: Hardware Software Tech Department Personnel Instructional Media Resource Technicians (IMRTs) Synergy Student Information System (SIS) PeopleSoft & iVisions This action will be measured by the metrics identified in Metric 1.7. *LCFF Base	$4,472,988.00	No
1.4	Communication and Connectivity Resources	Ensure communication with all educational partners via the District website, digital newsletters, emails, texts, and phone calls, which includes a yearly subscription to a communication tool.	$343,480.00	No

Action #	Title	Description	Total Funds	Contributing
		The communication tool (currently Blackboard Connect) is funded using LCFF Base. Ensure access to connectivity resources for students and families such as hot spots and partnerships with local Wi-Fi providers. This is a resource particularly extended to students experiencing housing insecurity and or living in shared housing. Title I funds have been set aside for this expenditure.		
1.5	Educational Partner Engagement	There will be District and school site level opportunities for Educational Partners to collaborate with and hold leadership roles on committees, focus groups, and task forces. Currently these opportunities include but are not limited: District-level: Local Control and Accountability Plan (LCAP) Advisory Committee Superintendent's Advisory Committee (SAC) District English Learner Committee (DELAC) South County Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC) Diversity, Equity, Inclusion, and Belonging (DEIB) Committee Multilingual Learner Committee SBUSD PTA Council Community School Steering Committee Wellness Committe Special Education Working Together Committee Consultation Committee Site-level: School Site Council (SSC) English Learners Advisory Committee (ELAC) Parent Teacher Association (PTA) Positive Behavior Intervention and Support System (PBIS) Committee Community School Steering Committee	$100,396.00	No

Action #	Title	Description	Total Funds	Contributing
		This is not exhaustive list of opportunities; however, it does reflect the majority of current and anticipated structures. Committees and focus groups will continue to be created as needed throughout the three-year LCAP. There are limited costs associated with this work which are related to out of contract pay, release time, print materials, and in some cases refreshments. Resources typically used for this action include LCFF Base, Title I, and Title III funds. Metric 1.3 will measure parent participation in the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), the Superintendent's Advisory Committee (SAC) and the South County Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC). SBUSD will continue to stress the importance of parent participation in these committees.		
1.6	Cycles of Continuous Improvement	We have been engaged in cycles of continuous improvement that we refer to as R3 - Reflect, Redefine, and Rebuild. It is imperative that we create an organizational system where we reflect on our practices, define what success looks like, and rebuild to meet the needs of all educational partners, most importantly to ensure the academic and social-emotional success of our students. We will integrate the R3 process into all aspects of District work. There is no metric to this specific action, nor projected cost. It is a structure that will be used that includes the use of data to drive decisions.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: District and School Climate, Culture, and Connectedness We will create and maintain equitable, welcoming, and safe learning environments that value diversity, language, individual culture, identity, interests, and the contributions of all educational partners, while also building the capacity and efficacy of all.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Goal 2 encompasses several actions that are designed to improve school climate and culture, as well as create an environment in which parents, students, and staff experience a sense of connectedness. Local climate survey data indicate that 70% of students in grades 3-6 feel connected at school, which decreases to 52% for middle school students in 7th and 8th grades. That still means at least 30% of 3-6 grade students do not feel connected, and that percent jumps to 48% for middle schoolers.

Student attendance is one way to measure school connectedness. Unfortunately, the chronic absenteeism rates at the end of the 2022-2023 school year were:
Overall: 35.7% chronically absent
English Learners 36.8%
Socioeconomically Disadvantaged 38%
Students with Disabilities 42.2%
Homeless Students 42.6%
Foster Youth 22.6%

March 2024 90% of parents who completed the LCAP survey indicated that they wished there were specialized programs for students, primarily visual and performing arts, music, and STEM.

During the district’s educational partner input process, there was strong support for the work of counselors and social workers at school sites in order to provide social and emotional support for students. To ensure that students grow academically and socially, the culture and climate

of schools must be conducive to learning and promote a sense of connection and belonging. In addition, educational partner input demonstrated a desire to explore special programs that are aligned to student interests and develop the whole child. There was also a strong opinion that instructional programs need to be engaging and motivating to our students.

When the California Healthy Kids Survey (CHKS) was administered in March 2024, 3rd-6th grade students' belief that there are social and emotional learning supports at school declined over the past three years from 80% to 70%.
Only 32% of staff believe there are social and emotional learning supports, while 90% of parents believe teachers are responsive to their child's social and emotional needs. School Counselors and Social Workers were added to the LCAP in the 2022-2023 school year. It is concerning that while social-emotional learning support has increased, educational partners perception of the support has not. Either additional services are still needed, or the District-level team needs to improve its communication and implementation of the existing supports.

Parent participation in school advisory committees is not consistent. Parents will volunteer to serve, but often are unable to attend meetings. It is imperative that we hear from all educational partners and must explore all suggestions for increasing participation.

On the LCAP Input Survey Educational partners suggested the following strategies for increasing parent engagement:
Communication
Parent education/workshops
Volunteer opportunities
Fun family events
Incentives/prizes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Dashboard Data - Chronic Absenteeism	2023-2024 Overall: 35.7% chronically absent English Learners 36.8% Socioeconomically Disadvantaged 38% Students with Disabilities 42.2% Homeless Students 42.6% Foster Youth 22.6%	The following data was generated from our student information system. Official 2024-2025 data will not be released until Fall 2025. Overall: 27.6 chronically absent		2026-2027 Decrease in chronic absenteeism by 50% over 3 years to reflect the following: Overall: 17.8% English Learners 18.4%	Overall: 8.1% decrease in all students chronically absent English Learners: 8.2% decrease Socioeconomically Disadvantaged: 7.3% decrease Students with Disabilities: 10.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners 28.6% Socioeconomically Disadvantaged 30.7% Students with Disabilities 32.1% Homeless Students 39.6% Foster Youth 9.7%		Socioeconomically Disadvantaged 19% Students with Disabilities 21.1% Homeless Students 21.3% Foster Youth 11.3%	Homeless Students: 3% decrease Foster youth: 12.9% decrease
2.2	LCFF Priority Metric 6: California Healthy Kids Survey (CHKS) Data Student, Parent & Staff Connectedness	March 2024 3rd-6th grade students - School Connectedness has declined over the past three years from 73% to 70%. 7th & 8th grade students - School Connectedness has declined over the past three years from 57% to 51.5% 42% staff strongly agree that caring adult relationships exist at their school site Parent Connectedness is a combination of two questions on the CHKS Parent Version -	March 2025 3rd-6th grade students - School Connectedness 73.5% 7th & 8th grade students - School Connectedness 59% 60% of staff strongly agree that caring adult relationships exist at their school site Parent Connectedness is a combination of two questions on the CHKS Parent Version -		March 2027 - 3rd-6th grade students - School Connectedness 85%. 7th & 8th grade students - School Connectedness 67%. 60% of staff strongly agree that caring adult relationships exist at their school site Parent Connectedness is a combination of two questions on the CHKS Parent Version -	3rd-6th grade students - 3.5% increase in school connectedness. 7th & 8th grade students - 8% increase in school connectedness. 18% increase in staff who strongly agree that caring adult relationships exist at their school site. A 10% increase in parents who feel welcomed to participate at their school, and a 7% increase in parents who feel encouraged to be an active partner with the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents feel welcomed to participate at this school - 47% School encourages me to be an active partner - 45%	Parents feel welcomed to participate at this school - 57% School encourages me to be an active partner - 52%		Parents feel welcomed to participate at this school - 62% School encourages me to be an active partner - 60%	
2.3	California Healthy Kids Survey (CHKS) Data Academic Motivation	March 2024 3rd-6th grade Student Academic Motivation has declined over the past three years from 82% to 73%. 7th & 8th grade Student Academic Motivation has maintained over the past three years at 64%. Less than 50% of parents surveyed feel that School motivates students to learn.	March 2025 3rd-6th grade Student Academic Motivation 79.5%. 7th & 8th grade Student Academic Motivation - 67.5%. 54% of parents surveyed feel that School motivates students to learn.		March 2027 3rd-6th grade Student Academic Motivation 88%. 7th & 8th grade 7th & 8th grade Student Academic Motivation 79%. 65% of parents surveyed feel that School motivates students to learn.	3rd-6th grade Student Academic Motivation increased 6.5%. 7th & 8th grade Student Academic Motivation increased 3.5%. 4% increase in parents surveyed feel that School motivates students to learn.
2.4	California Healthy Kids Survey (CHKS) Data School Boredom	March 2024 3rd-6th grade Student School Boredom has increased over the past three years from 31% to 43%.	March 2025 3rd-6th grade students - School Boredom - 38.25%		March 2027 3rd-6th grade Student School Boredom 25%.	3rd-6th grade Student School Boredom decreased by 4.75%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Although 7th & 8th grade Student School Boredom has decreased over the past three years from 52% to 43%, there is still a significant percent of middle school students who feel that school is really boring.	7th & 8th grade Student School Boredom - 43.5%		7th & 8th grade Student School Boredom 25%.	7th & 8th grade Student School Boredom increased by .5% (less than 1%).
2.5	California Healthy Kids Survey (CHKS) Data Meaningful Participation	March 2024 3rd-6th grade Student Meaningful Participation has declined over the past three years from 47% to 40%. 7th & 8th grade Student Meaningful Participation has maintained over the past three years at 24%. Less than 50% of parents surveyed feel that there were opportunities for meaningful student participation.	March 2025 3rd-6th grade students - Meaningful Participation - 40.75% 7th & 8th grade students - Meaningful Participation - 32% 52% of parents surveyed feel that there were opportunities for meaningful student participation.		March 2027 3rd-6th grade Student Meaningful Participation 60%. 7th & 8th grade Student Meaningful Participation 60%. 60% of parents surveyed feel that there were opportunities for meaningful student participation.	3rd-6th grade Student Meaningful Participation increased by .75% (less than 1%). 7th & 8th grade Student Meaningful Participation increased 8%. 60% of parents surveyed feel that there were opportunities for meaningful student participation.
2.6	Emotional Learning supports	March 2024 3rd-6th grade students believe that there are social and emotional learning supports at school declined over	March 2025 3rd-6th grade students - 75.5% believe that there are social and		March 2027 3rd-6th grade students believe that there are social and emotional learning	3rd-6th grade students - 5.5% increase in believing that there are social and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the past three years from 80% to 70%. Only 32% of staff believe there are social and emotional learning supports, while 90% of parents believe teachers are responsive to their child's social and emotional needs.	emotional learning supports at school 33% of staff believe there are social and emotional learning supports 90% of parents believe teachers are responsive to their child's social and emotional needs.		supports at school 85%. 64% of staff believe there are social and emotional learning supports, while 95% of parents believe teachers are responsive to their child's social and emotional needs.	emotional supports at school. 1% increase in staff who believe there are social and emotional learning supports at school. The percentage of parents who believe teachers are responsive to their child's social and emotional needs remained the same.
2.7	Caring Adults at School	March 2024 Only half of the parents surveyed believe that schools have adults who really care about students.	March 2025 53% of parents surveyed believe that schools have adults who really care about students.		March 2027 75% of the parents surveyed believe that schools have adults who really care about students.	There was a 3% increase in parents surveyed who believe that schools have adults who really care about students.
2.8	Specialized Programs	During the 2023-2024 school year, enrollment in specialized programs was the following: Dual Language Immersion = 1,494 Bayside STEAM Academy = 235	During the 2024-2025 school year, enrollment in specialized programs was the following: Dual Language Immersion = 1,576		The goal is to increase the total numbers of students served in specialty programs to 2,900.	Enrollment in specialized programs increased by the following: Dual Language Immersion = 82 Bayside STEAM Academy = 127

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instrumental Music at Mendoza = 451 (K-6) For a total of 2,180 students served.	Bayside STEAM Academy = 362 Instrumental Music at Mendoza = 467 For a total of 2,405 students served.			Instrumental Music at Mendoza = 16 For a total increase of 225 students served.
2.9	Street Data: Empathy Interviews, Student Fishbowls, Equity Walks, and Student Shadowing	During the 2023-2024 school year staff, students, and parents participated in the collection of street data. Part of our baseline data is the total number of participants. Students - 255 Staff - 79 Parents - 35 Additional baseline data includes: Total fishbowls conducted - 39 Total empathy interviews conducted - 162 Total equity walks conducted - 3 Total students shadowed - 18	During the 2024-2025 school year staff, students, and parents participated in the collection of street data. Total number of participants = Students - 716 Staff - 94 Parents - 112 Total fishbowls conducted - 45 Total empathy interviews conducted - 716 Total equity walks conducted - 28 Total students shadowed - 0		June 2027 Total number of participants. Students - 510 Staff - 158 Parents - 70 Total fishbowls conducted - 78 Total empathy interviews conducted - 324 Total equity walks conducted - 11 (all school sites) Total students shadowed - 36	Street data collection - Every participant group increased by - Students - 461 Staff - 15 Parents - 77 Fishbowls increased by 6. Empathy interviews increased by 554. Equity walks increased by 25. No students were shadowed, which resulted in 18 less than the baseline.
2.10	Middle School Dropout Rates	Zero dropouts in 2023-2024 school year.	Zero dropouts in 2025-2026 school year.		Zero dropouts in 2026-2027 school year.	Zero difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	School Climate: California School Dashboard Student Suspension/Expulsion Data	2023-2024 Total Suspensions = 134*** Overall Rate = 1.67%** Zero expulsions.	As of May 14, 2025 - Total Suspensions = 109 Overall Rate = 1.69% Zero expulsions.		2026-2027 Total Suspensions = 100* Overall Rate = 1%** Zero expulsions.	While there is a difference of 25 less suspensions, it still represents an increase of 0.02% in suspensions when compared to the total enrollment.
2.12	LCFF Priority Metric 5: Overall Attendance Rates for SBUSD and All Schools (including dependent charters)	End-of-Year - June 2024 SBUSD - 92.66% Bayside - 90.33% Berry - 90.67% Central - 90.91% Emory - 94.15% IBCS (TK-6) - 92.22% Mendoza - 90.32% Nestor (TK-6) - 93.84% Nicoloff - 90.77% Oneonta - 90.39% Pence - 92.26% Sunnyslope - 92.53% Grades 7 & 8 - IBCS - 96.11% Nestor - 95.45%	As of May 14, 2025 SBUSD - 91.98% Bayside -90.87% Berry - 91.85% Central - 91.34% Emory - 93.6% IBCS (TK-6) - 93.09% Mendoza - 90.72% Nestor (TK-6) - 94.2% Nicoloff - 91.29% Oneonta - 90.76% Pence - 93.79% Sunnyslope - 93.4% Grades 7 & 8 - IBCS - 93.97% Nestor - 95.4%		End-of-Year - June 2027 The SBUSD overall attendance rate and attendance rate for all TK-6 grade campuses will be 95% or higher. Grades 7 & 8 at IBCS and Nestor will have an overall attendance rate of 97%.	Overall Attendance - SBUSD - Decrease of 0.68% Bayside -Increase of 0.54% Berry - Increase of 1.18% Central - Increase of 0.43% Emory - Decrease of 0.55% IBCS (TK-6) - Increase of 0.87% Mendoza - Increase of 0.4% Nestor (TK-6) - Increase of 0.36% Nicoloff - Increase of 0.52% Oneonta - Increase of 0.37% Pence - Increase of 1.53% Sunnyslope - Increased by 0.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grades 7 & 8 - They are included in the overall for each TK-8 grade charter school. IBCS - Decreased by 2.14% Nestor - Decreased by 0.05%

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.

The following analysis was based upon the overall implementation of each action under Goal 2, including the successes, challenges, and suggestions identified through the Educational Partner Input process and the metrics used to measure outcomes, as applicable.

2.1 - This action includes funding for the continued support of VAPA/STEM teachers assigned to all schools who provide weekly instruction to students. Educational partner input indicated this to be a success, and no challenges were identified. This action also includes the Music teacher at Mendoza. The music program continues to be very successful and multiple-year educational partner input indicates a desire to expand District-wide.
2.2 - This action includes social emotional support, provided at both the District and site level including school counselors, social workers, and a District-level social worker (and Homeless Liaison). Educational partner input identified both counselors and social workers as top successes under Goal 3. The challenge identified with this action was in reference to staff assigned to multiple school sites. Itinerant staff was seen as a challenge and additional support staff was requested.
2.3 - This action is related to District personnel that support social-emotional learning across the system. Successes included current social-emotional learning while challenges included the need for additional learning and/or behavior support.
2.4 - This action identified the importance for students and families to feel connected and engage in the educational process. The use of Family Engagement and Support Liaisons is considered a success. Educational partner input through the California Healthy Kids Survey (CHKS) indicates that more students are feeling connected at school than in the prior year.
2.5 - This action focuses on improving student attendance. Three final schools (Berry, Mendoza, and Nicoloff) have partnered with the SDCOE Improving Chronic Absenteeism Network (ICAN) which has provided strategies on how to improve daily student attendance and decrease chronic absenteeism. Educational partners identified this as a success while also recognizing that student attendance continues to be a challenge.

2.6 - This action provides funding for before and after school programming, as well as intercessions, clubs, tutoring, and sports. ELOP was overwhelmingly identified as a success. Some challenges however, included ongoing classroom use, and the registration process.

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

The significant differences between budgeted and actual expenditures for Actions 2.1 through 2.6 are primarily due to how these amounts were initially estimated. At the time of budget adoption, projected costs for these actions were based on percentage allocations of estimated LCFF Base funds, as we move forward, we plan to implement budget based on actuals and not percentages.
2.1 - Estimated actual expenditures are approximately $358,766 more than the budgeted expenditures.
2.2 - Estimated actual expenditures are approximately $869,412 more than the budgeted expenditures.
2.3 - Estimated actual expenditures are approximately $2,072,870 more than the budgeted expenditures.
2.4 - Estimated actual expenditures are approximately $64,451 more than the budgeted expenditures.
2.5 - Estimated actual expenditures are approximately $870,434 more than the budgeted expenditures.
2.6 - Estimated actual expenditures are approximately $1,149,408 more than the budgeted expenditures.

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

Goal 2: District and School Climate, Culture, and Connectedness - We will create and maintain equitable, welcoming, and safe learning environments that value diversity, language, individual culture, identity, interests, and the contributions of all educational partners, while also building the capacity and efficacy of all.

2.1 - This action has been effective in making progress towards the goal. It contributes to creating learning environments that value the interests of students.
2.2 - This action has been effective in making progress towards the goal. The CHKS administered in March 2025 indicated that 75.5% of 3rd-6th grade students believe that there are social and emotional learning supports at school, 90% of parents believe teachers are responsive to their child's social and emotional needs, however, only a third (33%) of staff believe there are social and emotional learning supports. During the LCAP educational partner input process, social-emotional learning and positions that support SEL (counselors and social workers) were ranked among the most successful. The mixed data indicates a need to ensure supports are available consistently across the District.
2.3 - This action has been effective in making progress towards the goal. It contributes to creating welcoming and safe learning environments, and overall school connectedness. The CHKS administered in March 2025 indicated that 85% 3rd-6th grade students experienced school connectedness, 67%. of 7th & 8th grade students experienced school connectedness, and 53% and 60% of parents and staff (respectively) agree that caring adult relationships exist at their school site.
2.4 - This action has been effective in making progress towards the goal. It contributes to school connectedness. The data aligned to this is mentioned above in Action 2.3. Additionally, there have been zero middle school dropouts.
2.5 - This action has been effective in making progress towards the goal. It is a direct result of creating welcoming and safe learning environment that builds the capacity and efficacy of all. There has been an overall 8.1% decrease in student chronic absenteeism. This is

also true for the following student groups - English Learners: 8.2% decrease, Socioeconomically Disadvantaged: 7.3% decrease, Students with Disabilities: 10.1% decrease, Homeless Students: 3% decrease, and Foster youth: 12.9% decrease. Once the CA Dashboard Data is released, we will know if increased daily attendance has resulted in higher student academic achievement.
2.6 - This action has been effective in making progress towards the goal. It contributes to creating welcoming and safe learning environments that value identity and interests. Educational Partner input indicated that Expanded Learning Opportunities (ELOP) are overall successful.

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.

2.1 - No substantial changes are planned for the 2025-2026 school year.
2.2 - No substantial changes are planned for the 2025-2026 school year, however, funding sources may be adjusted due to the elimination of one-time-funding.
2.3 - No substantial changes are planned for the 2025-2026 school year.
2.4 - No substantial changes are planned for the 2025-2026 school year; however, Metric 2.2 associated with this Action has been enhanced to include parent connectedness. This is measured by two questions on the California Healthy Kids Parent Survey related to school participation and encouraged partnership.
2.5 - No substantial changes are planned for the 2025-2026 school year, however, the District will explore strategies to recoup attendance. These strategies may include use of an expanded day, independent study contracts and/or Saturday school. In addition, Health Clerks are identified using LREBG funds and are linked to the same metrics within the Action.
2.6 - No substantial changes are planned for the 2025-2026 school year, however, as funding is reduced academic tutoring will take priority over after school clubs. This decision is based on the District metrics related to Academic Achievement.

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	Devlopment of the Whole Child Through Specialized Programs	District support of Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) instruction includes the following: 1. VAPA/STEAM teachers assigned to all schools to provide one-hour of weekly instruction. This action is District-wide to ensure all students receive engaging, well-rounded learning experiences, especially	$2,225,996.00	Yes

Action #	Title	Description	Total Funds	Contributing
		historically underrepresented students such as multilingual learners, socio-economically disadvantaged students, students experiencing housing insecurities, foster youth, and students with disabilities. LCFF S/C - Without supplemental and concentration funds, the District would not be able to provide these experiences. 2. Music teacher at Teofilo Mendoza Elementary School and VPA instructional assistant. Funded with LCFF Base funds and other discretionary block grant funds (Arts & Music).		
2.2	Social-Emotional Supports	Social-emotional supports are provided to students at both the District and school site level. A lack of awareness of these supports and/or belief that additional supports are needed is evident in both the LCAP educational partner input and the CHKS data identified in Metric 2.6. Supports include: 1. School counselors at all school sites, with additional time allocated to the two charters with middle school students. While all students have access to these supports, they are intended to particularly support students who have or are experiencing trauma related to housing insecurities, being in the foster care system, and/or poverty (low income). 2. School Social Workers (3) assigned to support multiple sites. Social workers provide support and access to resources for families experiencing housing insecurities, students in foster care, and those experiencing the adverse effects of poverty (low income). In addition, they provide intervention when students are identified as chronically absent, making phone calls, doing home visits, parent education, and more. In the 2023-2024 school year, 35.7% of our student population was chronically absent (Metric 2.1).	$2,869,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF S/C - Without supplemental and concentration funds, the District would not be able to provide these supports. 3. A District Social Worker works out of the Student Services department to provide additional support to foster youth and students experiencing housing insecurities. This position serves as the official homeless liaison, working directly with the SDCOE, the CDE, and Department of Child Welfare Services (CWS). This position is funded 100% with Title I funds. Staff will collect street data in how to best support students and families. This practice is reflected in Metric 2.9.		
2.3	District-level Social-Emotional Learning Support Staff	The Educational Leadership Division, divided into four departments: Educational Services; Equity, Multilingual Learners, and Innovation; Student Services; and Technology are designed to support both the academic and social-emotional needs of all students, but particularly multilingual learners, foster youth, students identified as low-income, and students with disabilities. In addition to supporting staff and students, these departments ensure that all legal requirements are being met and all federal guidelines or other funding criteria are being met. The role of each department is two-fold; support, and accountability. Below is a list of the department personnel who predominantly support the actions identified in Goal 2. There are additional staff assigned to support actions identified in Goal 3. Director of Educational Services - Costs identified in Goal 3 Director of Equity, Multilingual Learners, and Innovation - Costs identified in Goal 3 Director of Student Services - Costs identified in Goal 3 Director of Technology - Costs identified in Goal 1 Costs related to Goal 2, Action 3: Coordinator of Multitiered Systems of Support - 0641, 2600, 6266	$3,112,685.00	No

Action #	Title	Description	Total Funds	Contributing
		District-level School Psychologist/BCBA -3010, 6500 Behavior Intervention Assistants - The Learning Recovery Emergency Block Grant In addition to the services and supports provided, this action includes professional development for all educational partners related to social-emotional learning. Professional development will be funded by Title I. The effectiveness of this action will be determined by Metrics 2.2, 2.6 & 2.7.		
2.4	School Connectedness	Student and family connectedness, engagement, and education were all highly valued in the LCAP input process. Specific staff have been identified to ensure parent and family engagement is schools. They include: Coordinator of Family Engagement and Support - 3010, 6331 Community Activities Coordinator - 0980 Family Engagement & Support Liaisons - 0980 The Coordinator of Family Engagement and Support and the Community Activities Coordinator jointly oversee the Reach Out to Families Center (ROTFC) located on the north side of the Central Elementary School campus. The ROTFC serves as a centrally located hub of resources and services to the community including parent education, a clothing room, housing information, access to washers and dryers, health and human services, medical referrals, and more. Family Engagement & Support Liaisons are assigned to support two school sites in order to coordinate and publicize a variety of parent involvement activities and educational opportunities to foster positive parent, school, and student relationships. It is the goal of the three positions above to increase and improve services for all students, but particularly for unduplicated students. Metric 2.2 will be used to measure the effectiveness of these supports.	$863,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 2.9 will be used to inform our work as street data around connectedness will be collected. The following question will be asked during street data collection - "What would you like to see or feel in our school to make you want to be here?" Metric 2.10 will measure middle school dropout rates, which should continue to be zero if students are feeling connected to their schools.		
2.5	Improved Student Attendance	In the 2022-2023 school year over a third (35.7%) of the students enrolled in SBUSD were identified as chronically absent. Unfortunately, the percentage was even higher for our multilingual learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing housing insecurities. English Learners 36.8% Socioeconomically Disadvantaged 38% Students with Disabilities 42.2% Homeless Students 42.6% Foster Youth 22.6% All schools receive the following support: 1. A fulltime Attendance Secretary who will monitor attendance and hold School Attendance Review Team (SART) meetings, make phone calls and conduct home visits. Particular attention will be given to students experiencing housing insecurities, foster youth and students identified as low income. 2. A District-level Pupil Enrollment and Attendance Accounting Technician who provides enrollment and transfer data, supports parents to complete on-line enrollment, monitors class sizes to ensure that teacher-to-student ratios are maintained. 3. The Attention2Attendance (A2A) on-line platform to monitor attendance, create reports, email SART and SARB letters to parents, send positive attendance messaging, identify low attendance day trends, and identify students on the cusp of being chronically absent. At Teofilo Mendoza School the following student groups were identified in RED on the 2023 California Dashboard:	$1,867,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Multilingual Learners -Hispanic -Socioeconomically Disadvantaged This action will include the cost of Mendoza to participate in the SDCOE Improving Chronic Absence Network (ICAN). In addition, Berry and Nicoloff Schools will participate with Mendoza in ICAN. Without the use of LCFF Supplemental & Concentration funds, these services would not be possible. In addition, LREBG Funds are used to support Health Clerks at all schools. Health Clerks support student health which in turn increases attendance. Health Clerks work directly with School Nurses. The effectiveness of these supports and services will be measured by Metric 2.1, 2.10, 2.11, and 2.12		
2.6	Expanded Learning Opportunities	SBUSD is allocated both After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P) funding to provide engaging and enriching before and after school programming, as well as programming on 30 non-school days for no less than 9 hours per day (with 3 days being offered for professional development for program staff). The programming includes: before/after school, sports, clubs and tutoring. SBUSD adheres to the ELO-P funding requirements of inviting all unduplicated students to participate. The ELO-P team receives support and oversight by the Director of Educational Services. The team includes: Extending Learning Coordinator Extended Learning Athletics and Club Supervisor Extended Learning Administrative Secretary Extended Learning Program Office Assistant	$12,155,985.00	No

Action #	Title	Description	Total Funds	Contributing
		All schools provide before and after school programming, while schools are clustered together during non-school day programming. While ASES and ELO-P services are both designed to benefit unduplicated students, they do not require the use of LCFF Supplemental and Concentrated funding. This action however is considered contributing as it increases services for students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Academic Excellence for All Students All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA), English Language Development (ELD) and Mathematics, and Multilingual Learners (MLs) will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners during the 2023-2024 school year

The analysis of 2023 California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and
English language development (ELD). For example:

30.17% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. The following percentage of each student group met or exceeded standards on the 2022-2023 assessment.
English Learners: 11.34%
Hispanic: 27.55%
Socioeconomically Disadvantaged: 26.04%
Students with Disabilities: 10.43%
Homeless Students:16.08%
No data was reported for foster youth as there were fewer than 11 students tested.

21.17% of all students in grades 3–8 met or exceeded standard in Mathematics on the Smarter Balanced assessments. The following

percentage of each student group met or exceeded standards on the 2022-2023 assessment.
English Learners: 9.96%
Hispanic: 19.51%
Socioeconomically Disadvantaged: 17.07%
Students with Disabilities: 8.18%
Homeless Students: 16.90%
No data was reported for foster youth as there were fewer than 11 students tested.

The SBUSD District-level student groups identified in RED were English Learner (ELA) and African American students (Math).
In addition, data from the California Dashboard has identified the following student groups in RED for academics at the following school sites:

Bayside STEAM Academy - Multilingual Learners (ELA) & Students with Disabilities (Math)
Godfrey Berry - Students with Disabilities (ELA)
Central Elementary - Multilingual Learners (ELA) & Socioeconomically Disadvantaged (ELA)
Emory Academy - Multilingual Learners (ELA) & Students with Disabilities (Math)
George Nicoloff - Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math)
Oneonta Elementary - Multilingual Learners (ELA)
Howard Pence - Multilingual Learners (ELA), Hispanic Students (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA), Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math)
Sunnyslope Elementary - Multilingual Learners (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA) & Students with Disabilities (Math)

Our Multilingual learners are not achieving where we would like to be, both on the CAASPP and on the ELPAC. For the 2022-2023 ELPAC Summative Data, below is the percent of students within each achievement level:
11.37% of students performing at Level 4
31.54% of students performing at Level 3
31.66% of students performing at Level 2
25.44% of students performing at Level 1
Yet on the Dashboard English Learner Progress Indicator (ELPI), 46.6% of the 1,570 English learners tested are making progress towards English language proficiency. This is an increase of 4.2%, resulting in "green" status.
Oneonta Elementary was the one District school in which Multilingual Learners were identified in RED on the English Learner Progress Indicator.

This goal is also aligned to work currently being done in developing an ELA Scope and Sequence at each grade to ensure adequate coverage of grade level standards throughout the school year. A Mathematics Scope and Sequence will be next in preparation of the new textbook adoption in the 2025-2026 school year.

Multilingual Learners make up approximately 50% of the District's enrollment. During the LCAP development input process the following

priorities were identified for students developing English language proficiency:
Resources in English & Spanish; Practice with English models; Family Engagement; ELD resources; High Expectations; and Intervention Support. An additional priority included professional development in highly effective instructional strategies for Multilingual learners.
SBUSD has 184 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified. Including the two Dependent Charters, that number increases to 311.

Research on LTELs reveals that they share certain experiences that may contribute to their prolonged EL status, including:

- Variability in the quality and approach to their education in the elementary grades,
- Lack of adequate English language development (ELD) instruction,
- Teachers who have not had the preparation to address their needs (which in turn results in lack of access to appropriate grade-level content and curricula), and
- An undiagnosed or unaddressed learning disability.

Among research-supported strategies to improve outcomes for these students are infusing high-quality language instruction across the curriculum (integrated ELD), specific ELD instruction (designated ELD), dual language programs, instruction that ensures access to a rigorous curriculum, mentorship, a culturally relevant and inclusive curriculum that contributes to motivation and engagement, and clustering LTEL students in heterogeneous and rigorous grade-level content classes with English proficient students taught using strategies designed to make content accessible.

Additional strategies that contribute to ongoing success for younger ELs include dual language immersion and other bilingual programs, ensuring appropriately rigorous content from the beginning (not waiting for students to gain English language proficiency before introducing complex topics), and building students' background knowledge to increase their understanding.

It is important to note a tension in the field of research and practice between the potential harm of labeling students as LTELs, for example possibly leading to lower teacher expectations and student self-efficacy beliefs—and the necessity of identifying the issue of long-term EL status in order to remedy a failure of the education system and improve outcomes for these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Achievement: California School Dashboard ELA Indicator	2022-2023 ELA CAASPP Results - Overall Percent of Students meeting or exceeding standard: 30.17%	2023-2024 ELA CAASPP Results - Overall Percent of Students meeting or exceeding standard:		2025-2026 ELA CAASPP Results - Overall Percent of Students meeting or exceeding standard:	2023-2024 ELA CAASPP Results - Overall Percent of Students meeting or exceeding standard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups: English Learners: 11.34% of students meeting or exceeding standard Hispanic: 27.55% of students meeting or exceeding standard Socioeconomically Disadvantaged: 26.04% of students meeting or exceeding standard Students with Disabilities: 10.43% of students meeting or exceeding standard Homeless Students: 16.08% of students meeting or exceeding standard Foster Youth: No data to report - fewer than 11 students	32.58% Student Groups: English Learners: 11.94% of students meeting or exceeding standard Hispanic: 25.22% of students meeting or exceeding standard Socioeconomically Disadvantaged: 27.03% of students meeting or exceeding standard Students with Disabilities: 12.52% of students meeting or exceeding standard Homeless Students: 20.74% of students meeting or exceeding standard		45% Student Groups: English Learners: 27% of students meeting or exceeding standard Hispanic: 43% of students meeting or exceeding standard Socioeconomically Disadvantaged: 41% of students meeting or exceeding standard Students with Disabilities: 25% of students meeting or exceeding standard Homeless Students: 31% of students meeting or exceeding standard	2.41% increase. Student Groups: English Learners: 0.6% increase of students meeting or exceeding standard Hispanic: 2.33% decrease of students meeting or exceeding standard Socioeconomically Disadvantaged: 0.99% increase of students meeting or exceeding standard Students with Disabilities: 2.09% increase of students meeting or exceeding standard Homeless Students: 4.66% increase of students meeting or exceeding standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 36.36% of students meeting or exceeding standard			Foster Youth: A difference cannot be determined as the student group was fewer than 11 students when the baseline was identified.
3.2	Student Achievement: California School Dashboard Math Indicator	2022-2023 Math CAASPP Results - Overall Percent of Students meeting or exceeding standard: 21.71% Student Groups: English Learners: 9.96% of students meeting or exceeding standard Hispanic: 19.51% of students meeting or exceeding standard Socioeconomically Disadvantaged: 17.07% of students meeting or exceeding standard	2023-2024 Math CAASPP Results - Overall Percent of Students meeting or exceeding standard: 21.60% Student Groups: English Learners: 10.37% of students meeting or exceeding standard Hispanic: 16.42% of students meeting or exceeding standard Socioeconomically Disadvantaged: 17.55% of students meeting		2025-2026 Math CAASPP Results - Overall Percent of Students meeting or exceeding standard: 37% Student Groups: English Learners: 25% of students meeting or exceeding standard Hispanic: 35% of students meeting or exceeding standard Socioeconomically Disadvantaged: 32% of students meeting or	2023-2024 Math CAASPP Results - Overall Percent of Students meeting or exceeding standard: 0.11% decrease. Student Groups: English Learners: 0.41% increase of students meeting or exceeding standard Hispanic: 3.09% decrease of students meeting or exceeding standard Socioeconomically Disadvantaged: 0.48% increase of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 8.18% of students meeting or exceeding standard Homeless Students: 16.90% of students meeting or exceeding standard Foster Youth: No data to report - fewer than 11 students	or exceeding standard Students with Disabilities: 8.79% of students meeting or exceeding standard Homeless Students: 16.32% of students meeting or exceeding standard Foster Youth: 9.09% of students meeting or exceeding standard		exceeding standard Students with Disabilities: 23% of students meeting or exceeding standard Homeless Students: 32% of students meeting or exceeding standard	or exceeding standard Students with Disabilities: 0.61% increase of students meeting or exceeding standard Homeless Students: .058% decrease of students meeting or exceeding standard Foster Youth: A difference cannot be determined as the student group was fewer than 11 students when the baseline was identified.
3.3	Student Achievement: California Dashboard English Learner Progress Indicator (ELPI)	2023 Dashboard Data - 46.6% of the 1,570 English Learners tested are making progress towards English language proficiency. 2022-2023 ELPAC Data:	2024 Dashboard Data - 44% of the 1,378 English Learners tested are making progress towards English language proficiency.		62% of English Learners tested are making progress towards English language proficiency.	2024 Dashboard Data - 2.6% decrease in English Learners tested making progress towards English language proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.37% of students performing at Level 4 31.54% of students performing at Level 3 31.66% of students performing at Level 2 25.44% of students performing at Level 1	2023-2024 ELPAC Data: 11.05 % of students performing at Level 4 30.06 % of students performing at Level 3 31.19 % of students performing at Level 2 27.69 % of students performing at Level 1			
3.4	Reclassification of Multilingual Learners	February 2024 - 6.53%	As of May 1, 2025 10%		May 2027 - 10%	An increase of 1.87% of Multilingual Learners were reclassified. Additional 6th and 8th grade students may be reclassified by June 6th, increasing the percentage.
3.5	Student Achievement: Local Diagnostic and Benchmark Assessment	i-Ready will be used in the 2024-2025 school year for both diagnostic and benchmark assessments. As it is a	The first administration of the ELA & Math iReady Assessment took		Based on the assessment results, i-Ready generates personalized	No Baseline was established due to iReady being newly implemented in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		new digital assessment, a baseline has not been determined, however, the goal is that all teachers use the personalized learning paths generated for students after the diagnostic assessment.	place in August/September of 2024. Below are the results. English Reading (ELA) - Overall Placement (all students K-8) Mid or above grade level - 5% Early On Grade Level - 10% One Grade Level Below - 35% Two Grade Levels Below - 22% Three or More Glade Levels Below - 27% Math - Overall Placement (all students K-8) Mid or above grade level - 2% Early On Grade Level - 5% One Grade Level Below - 45% Two Grade Levels Below - 27% Three or More Glade Levels Below - 22%		learning paths for each student. These paths focus on areas where students need improvement, allowing targeted instruction. The target for year 3 is effective use of these personalized learning paths.	2024-2025 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The second administration of the ELA & Math iReady Assessment took place in December of 2024. Below are the results. English Reading (ELA) - Overall Placement (all students K-8) Mid or above grade level - 11% Early On Grade Level - 15% One Grade Level Below - 36% Two Grade Levels Below - 18% Three or More Glade Levels Below - 21% Math - Overall Placement (all students K-8) Mid or above grade level - 5% Early On Grade Level - 10% One Grade Level Below - 50% Two Grade Levels Below - 19%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Three or More Glade Levels Below - 16%			
3.6	Federal Program Monitoring (FPM) during the 2024-2025 school year	Last FPM occurred in October 2020. There were no findings in any of the instrument tools reviewed, including Title I, Title II, and Title III.	SBUSD completed an FPM Review in March 2025. There were no findings in any of the instrument tools reviewed, including Title I, Title II, and Title III.		Zero findings during the 2024-2025 Federal Program Monitoring (FPM)	Zero difference
3.7	LCFF Priority Metric 2: Course Access: Site Master Schedules identifying instructional minutes and adherence to daily Designated English Language Development (ELD).	All school sites have a master schedule which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.	All school sites have a master schedule which reflects a broad course of study for unduplicated pupils and individuals with exceptional needs; as well as scheduled time for designated ELD, which does not preclude English learners from accessing core content or a broad course of study.		Maintain the baseline.	Baseline maintained - zero difference
3.8	LCFF Priority Metrics 1 & 2: Implementation of Grade Level State Standards, sufficient access to materials and	Classroom observations, as reported by Principals indicate that 80% of ELA and Math lessons	Classroom observations, as reported by Principals indicate that 88.5% of ELA		100% of ELA and Math lessons are aligned to grade level state standards and	8.5% increase in alignment of classroom lessons to grade level state standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instruction in order to implement the academic content and performance standards adopted by the State Board.	are aligned to grade level state standards, using standards-aligned instructional materials. Grade level specific scope and sequence documents will be provided for the 2024-2025 school year.	and Math lessons are aligned to grade level state standards, using standards-aligned instructional materials. Grade level specific scope and sequence documents are provided District-wide.		align to the District Scope and Sequence. Grade level specific scope and sequence documents will guide the implementation of grade level state standards with the use of standards-aligned instructional materials.	
3.9	LCFF Priority Metric 8: California Science Test (CAST) percent of students met or exceeded standard	2022-2023 Results - 15.41% of students tested met or exceeded standard for science.	2023-2024 Results - 14.65% of students tested met or exceeded standard for science.		2025-2026 Results - 30% of students tested meet or exceed standard for science	Decrease of 0.76% of students tested who meet or exceed standard for science
3.10	Long Term English Learners (LTELS)	SBUSD has 184 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified.	As of May 15, 2025 SBUSD has 266 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the		SBUSD will reduce the number of Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English	An increase of 72 LTELS who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			levels of English proficiency to be reclassified.		proficiency to be reclassified, by at least 50% (92).	

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.

The following analysis was based upon the overall implementation of each action under Goal 3, including the successes, challenges, and suggestions identified through the Educational Partner Input process and the metrics used to measure outcomes, as applicable.

3.1 - Student achievement continues to be our primary focus. Funds have been used to further develop the District Standards-based Scope & Sequence for ELA/SLA, and purchase supplemental resources to build foundational skills in literacy. Educational partner input identifies the new resources to be successful while suggesting additional professional development to deepen knowledge of all available tools.
3.2 - This action includes funding for Learning Acceleration Tutors (LATs) who provide interventions in literacy and/or math. Educational partners identified LATs as successful. Suggestions included requests for additional support staff, including an LAT for mathematics.
3.3 - This action refers to the use of iReady as a progress monitor. iReady was identified overwhelmingly as a success under Goal 3. A challenge identified was the need for additional iReady support including professional development on how to use all of the tools available.
3.4 - This action includes supplemental digital platforms such as Imagine Learning for Multilingual Learners (at levels one and two), Joy School English (for transitional kindergarteners), See Saw, and Raz Kids Plus. These digital platforms have been well received, particularly with the additional professional development that was provided to highlight the many instructional resources embedded within.
3.5 - This action provides funding for highly qualified teachers in schools that have lower enrollment in order to maintain class size reduction, as well as in our dual language immersion schools to provide qualified teachers to teach in both English and Spanish.
3.6 - This action includes professional development including substitute release, out of contract pay, and the salaries of five (5) Teachers on Special Assignment who are assigned to two school sites each to support staff with ongoing frequent professional development. These positions were considered successes in the educational partner input process.
3.7 - This action provides funding for the Educational Leadership Division, including personnel that support District wide initiatives.
3.8 - This action identifies resources to meet the needs of multilingual learners. While some educational partners identified the Systematic ELD program as successful, along with the support received by multilingual learners, they also identified the need for a new English language development program and additional support for newcomers as challenges.

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

The significant differences between budgeted and actual expenditures for Actions 3.1 through 3.8 are primarily due to how these amounts were initially estimated. At the time of budget adoption, projected costs for these actions were based on percentage allocations of estimated LCFF Base funds, as we move forward, we plan to implement budget based on actuals and not percentages.
3.1 - Estimated actual expenditures are approximately $543,369 less than the budgeted expenditures.
3.2 - Estimated actual expenditures are approximately $911,374 more than the budgeted expenditures.
3.3 - Estimated actual expenditures are approximately $358,260 less than the budgeted expenditures.
3.4 - Estimated actual expenditures are approximately $485,855 more than the budgeted expenditures.
3.5 - Estimated actual expenditures are approximately $5,208,321 less than the budgeted expenditures.
3.6 - Estimated actual expenditures are approximately $305,050 more than the budgeted expenditures.
3.7 - Estimated actual expenditures are approximately $1,711,029 more than the budgeted expenditures.
3.8 - Estimated actual expenditures are approximately $143,920 less than the budgeted expenditures.

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

Goal 3: Academic Excellence for All Students - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA), English Language Development (ELD) and Mathematics, and Multilingual Learners (MLs) will demonstrate progress in developing English language proficiency.

3.1 - This action has mixed results as it has been effective in making slight progress towards the goal in ELA, but not Math. It has contributed to student growth towards meeting or exceeding standards in ELA, ELD, but there was a slight decrease in Math. 2023-2024 CAASPP Results indicated an increase of 2.41 overall percent of students meeting or exceeding standard in ELA, and unfortunately a decrease of 0.11 overall percent of students meeting or exceeding standard in Math. Standards-based instruction, particularly the District Scope & Sequence is a long-term project, which is expected to show results with deeper implementation. In addition, there is a need to review the existing Math Scope & Sequence, revise if needed, and implement.
3.2 - While the data used to measure the effectiveness of this action is the same as above, educational partner input has indicated the success of Learning Acceleration Tutors (LATs), and their value-added contributions to the SST process.
3.3 - The action has been effective in providing a progress monitoring tool to assess student progress on mastering grade level standards in ELA and Math. This data has been used by staff to inform instruction, differentiate lessons, and provide intervention opportunities. 2025 Dashboard data will be analyzed to determine correlation between iReady performance and that on the CAASPP.
3.4 - Use of supplemental digital platforms have been effective, especially in conjunction with professional development. Feedback from Joy School English, See Saw, and Raz Kids Plus has been extremely positive.
3.5 - This action has been effective in ensuring highly qualified teachers to maintain the current class size agreement and those needed for special programs.
3.6 - Input on professional development has been positive, especially related to the newly implemented supplemental resources (Heggerty, UFLI) and progress monitor (iReady). These resources are focused on increasing the number of students meeting and exceeding standards.

3.7 - District-level instructional support staff are focused on providing support while also meeting the accountability requirements of state and federal funding. The District had successful Williams visits (credentialing, curriculum, and facilities) in August 2024, and a Federal Program Monitoring (FPM) review in March 2025 with zero findings. While they events may not result directly in student achievement, they do ensure continued funding to purchase instructional resources and provide on-going professional development.
3.8 - Although there is work to be done District-wide on both designated and integrated ELD, as well as EL progress on the CA Dashboard, there has been an increase in the number of English learners meeting reclassification criteria.

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.

3.1 - The District will continue to focus on standards-based instruction for the 2025-2026 school year. While there are no substantial changes planned for the action or the metrics for this action, we will use data to identify next steps specifically related to the on-going development of the Scope & Sequence and the purchase of supplemental resources that address grade-level standards.
3.2 - No substantial changes are planned for the 2025-2026 school year. Learning Acceleration Tutors will continue to be funded and how they are utilized will be a site-based decision aligned to data. There is currently not additional funding to increase the number of LATs across the District.
3.3 - No substantial changes are planned for the 2025-2026 school year, however, as additional assessments are added (such as the Reading Difficulties Screener, and possible DRDP, the Consultation Committee will consider the frequency and testing windows for each grade level.
3.4 - No substantial changes are planned for the 2025-2026 school year.
3.5 - No substantial changes are planned for the 2025-2026 school year. Funding identified in this action will be combined with those in 1.2 to ensure adequate funding for all highly qualified rostered teachers.
3.6 - No substantial changes are planned for the 2025-2026 school year. The District will continue to fund five (5) Teachers on Special Assignment (TOSAs) and identify professional development through data and Consultation with our certificated labor partners.
3.7 - No substantial changes are planned for the 2025-2026 school year, however, as funding is reduced, positions will be reduced and/or restructured to meet department and site-level needs.
3.8 - While there is no current plan to purchase a new Designated ELD curriculum, there is a plan to support both designated and integrated ELD through professional development, including unpacking the ELD standards.
3.9 - A new Action was added for Long-Term English Learners (LTELs). LTELs were identified under Action 3.8 in the 2024-2025 LCAP but now require an Action of their own. This is a contributing Action, and all data has been included in Action 3.9, including the applicable Metrics.

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	Standards Based Instruction	During the 2023-2024 school year the District, in collaboration with educational partners identified the need to strengthen the instructional program in English Language Arts and Mathematics. Supplemental resources are currently being identified to support standards-based instruction as we are between ELA and Math adoptions. The success of this action will be measured by student achievement identified in Metrics 3.1, 3.2 & 3.8, as we believe as we focus on grade level standards and use standards aligned resources, we will see an increase in the percent of students meeting or exceeding grade level standards. Resources identified to supplement the current core curriculum include: Heggerty Phonemic Awareness: Manual & video subscription for all K-2 teachers ($20,000) UFLI for phonics: Teacher manual and professional development for all K-3 teachers ($180,000) Developing decoders:1 Kit per grade level for K-2 at each school ($140,000) Cursive ($32,000) Decisions are still being made regarding materials to support Mathematics and comprehension standards at all grade levels. Any supplemental resources for ELA/ELD/Math will be added to the standards-based scope and sequence currently being developed for each grade level. Funds identified to support this action include: Core curriculum adoptions - LCFF Base Supplemental resources - LCFF Base, Title I, Title III, and Lottery 6300	$285,926.00	No
3.2	Academic Intervention	Learning Acceleration Tutors (LATs) were first hired upon our return from distance learning in order to support academic intervention. Throughout	$1,705,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the LCAP development input process, educational partners indicated that they saw success for students assigned to small group intervention on 6–8-week cycles. Funding for these positions comes from categorical resources. The success of this action will be measured by student achievement identified in Metrics 3.1 & 3.2, as well as qualitative data on referrals for special education testing, and students exiting the Student Study Team (SST) process. School Psychologists are assigned to all schools to support assessment when students in the SST process are not making progress. They are multi-funded positions as they serve both students in general education, prior to qualification for special education services, and students with disabilities who have Individualized Education Programs (IEPs). In addition, School Psychologist provide approximately 8 hours per week of counseling for students.		
3.3	Student Progress Monitoring	All schools will use progress monitoring and benchmark assessments to monitor student progress on mastering grade level standards in ELA and Math. Data will be used by staff to inform instruction, differentiate lessons, and provide intervention opportunities. The SBUSD District-level student groups identified in RED were English Learner (ELA) and African American students (Math). Data from the California Dashboard has identified the following student groups in RED for academics at the following school sites: Bayside STEAM Academy - Multilingual Learners (ELA) & Students with Disabilities (Math) Godfrey Berry - Students with Disabilities (ELA) Central Elementary - Multilingual Learners (ELA) & Socioeconomically Disadvantaged (ELA)	$463,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emory Academy - Multilingual Learners (ELA) & Students with Disabilities (Math) George Nicoloff - Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math) Oneonta Elementary - Multilingual Learners (ELA) Howard Pence - Multilingual Learners (ELA), Hispanic Students (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA), Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math) Sunnyslope Elementary - Multilingual Learners (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA) & Students with Disabilities (Math) The District will be using a new progress monitoring tool (iReady) during the 2024-2025 school year to ensure that all students, but especially those student groups in RED in ELA and Math are assessed regularly and monitored for progress made on grade level standards. We will continue to use Ellevation to house student data and monitor the progress of Multilingual Learners. There are two years left on this contract and will potentially be renewed for the 2026-2027 school year. Oneonta Elementary was the one District school in which Multilingual Learners were identified in RED on the English Learner Progress Indicator, and therefore will receive additional support in the use of Ellevation to monitor progress and provide intervention to Multilingual Learners as needed. The effectiveness of this action will be measured by an increase in student achievement on the ELA and Math sections of the California Assessment of Student Performance and Progress (CAASPP), as identified in Metrics 3.1 & 3.2. LCFF Supplemental & Concentration funds will be used to fund this action. iReady = $315,000		

Action #	Title	Description	Total Funds	Contributing
3.4	Supplemental Digital Platforms	Digital platforms and content are used to support academic instruction. Content is selected to enhance student learning and access to foundational skills and grade level standards. During the 2023-2024 school year instructional teams reviewed the use of digital platforms and determined a number of programs that were being underutilized and/or were deemed as no longer needed. The District process of reflecting, redefining, and rebuilding lead teams to identify the need for a digital progress monitoring tool that supports standards aligned instruction, differentiation, and intervention. The tool selected is iReady for Reading and Math. iReady comes with content that makes other digital platforms no longer necessary. Therefore, the following digital platforms will continue for the 2024-2025 school year, and others will be eliminated. Imagine Learning - Licenses for Multilingual Learners at levels 1 & 2. ($89,000) Joy School English - Licenses for Transitional Kinder Students ($52,000) See Saw - Professional development will be provided to review the new features. ($85,000) Raz Kids Plus - High usage and excellent resource for downloading decodable text, which is currently a need. ($165,000)	$322,865.00	No
3.5	Highly Qualified Teachers for Maintaining Class Size Agreements and Special Programs	With declining enrollment many schools face the challenge of imbalanced class size and/or an increase in combination classrooms. These challenges surfaced throughout the LCAP development input process from all educational partner groups. In addition, programs that best meet the needs of Multilingual learners, such as dual immersion, require highly qualified staff that can teach and support students in multiple languages.	$10,589,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A recent Learning Policy Institute Study showed that in the initial analysis of district performance, which controlled for the socio-economic status (SES) of families, teacher qualifications stood out as the in-school factor most strongly associated with students' success. On average in this study, the lower the percentage of teachers with substandard credentials, including permit, waiver, or intern credentials, the higher the student achievement. In addition, teachers' average experience level within a district was positively associated with achievement for African American and Latino/a students. In addition, Linda Darling-Hammond, in review of state policy in regard to teacher quality, published research analyses indicating that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics. In addition, research on LTELs reveals that they share certain experiences that may contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades, • Lack of adequate English language development (ELD) instruction, • Teachers who have not had the preparation to address their needs (which in turn results in lack of access to appropriate grade-level content and curricula), and • An undiagnosed or unaddressed learning disability. Additional strategies that contribute to ongoing success for younger ELs include dual language immersion and other bilingual programs, ensuring appropriately rigorous content from the beginning (not waiting for students to gain English language proficiency before introducing complex topics), and building students' background knowledge to increase their understanding. This action requires the use of LCFF supplemental and concentration funds.		

Action #	Title	Description	Total Funds	Contributing
3.6	Professional Development for Academic Instruction	Throughout the LCAP development process, professional learning was identified as a priority for all educational partners. The areas of greatest need are language arts, math and language development. While identifying supplemental resources to teach grade level standards, professional development aligned to either current resources or those being purchased was highlighted to ensure support for staff responsible for teaching and learning. Professional development opportunities will include both certificated and classified personnel. Intensive professional development for teachers of early literacy will be provided. Grade level spans will be as follows: TK - Funded by Universal TK grant funds ($120,000) K-2 - Funded by Title I, Title II, and Effective Educator Grant In addition, for the 2024-2025 school year there will be five (5) Teachers on Special Assignment who will be assigned to school sites to support staff in meeting the instructional needs of students through on-going, frequent professional development, model lessons, data analysis, and more. Specific focus areas will include what is outlined in the LCAP and School Plans for Student Achievement (SPSAs). LCFF S/C - For 5 TOSAs	$1,680,377.00	Yes
3.7	District-level Instructional Support Staff	The Educational Leadership Division, divided into four departments: Educational Services; Equity, Multilingual Learners, and Innovation; Student Services; and Technology are designed to support both the academic and social-emotional needs of all students, but particularly multilingual learners, foster youth, students identified as low-income, and students with disabilities. In addition to supporting staff and students, these departments ensure that all legal requirements are being met and all federal guidelines or other funding criteria are being met. The role of each department is two-fold: support; and accountability.	$2,874,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Below is a list of the department personnel who predominantly support the actions identified in Goal 3. Additionally, there are staff assigned to support actions identified in Goal 2 Director of Educational Services - Resources 0605, 3010 Coordinator of Educational Services - 0980, 4035 Educational Services Technician - Focus on Supplemental Curriculum - 0980 Director of Equity, Multilingual Learners, and Innovation - Resource 0980 Coordinator of Equity, Multilingual Learners, and Innovation - 0980 Educational Services Technician - Focus on ELPAC Testing - 0980 Bilingual Liaison - 0980 Bilingual Liaison - 0980 Secretary/Translator - 0980 Director of Student Services - Resources 0621, 0641, 0980, 6500 Coordinator of Special Education - 3214, 6500 Coordinator of Special Education - 6500 Coordinator of Multitiered Systems of Support - 0641, 2600, 6266 Coordinator of Family Engagement and Support - 3010, 6331 Secretary/Translator - 0980 The Director of Technology and department personnel are identified under Goal 1, Action 1 related to basic services.		
3.8	Meeting the Needs of Multilingual Learners (English Learners)	SBUSD uses the Systematic English Language Development (SELD) Program for Designated ELD. A comprehensive ELD program addresses all four (4) domains - Listening, Speaking, Reading, and Writing. SELD instruction is supplemented with additional instructional resources, particularly in the reading and writing domains. These resources include: Systematic ELD is the adopted language acquisition program used with all MLs. In addition, the District has purchased the Hello! Newcomer resource that will be used in the 2024-2025 school year with Newcomer students.	$66,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental resources, such as Guided Reading Kits, have been purchased to further develop the reading domain. The Ellevation data platform has been purchased to provide staff with data on ELs and Long-Term English Learners (LTELS). The Educational Leadership Division will work with school sites to ensure Learning Acceleration Tutors (LATs) are providing instruction to Newcomer students, and intervention to LTELs not making adequate progress. LCFF S/C Funds are used to purchase Systematic ELD materials, Hello! materials, to provide staff with access to the Ellevation digital data management system for ELs, and professional development to support instructional strategies for all Multilingual Learners. LCFF S/C		
3.9	Meeting the Needs of Long-Term English Learners (LTELs)	Action 3.9 is similar to Action 3.8 as it addresses the needs of Long-Term English Learners (LTELs), English learners who have not demonstrated that they are making adequate progress. (Typically, they are 5th-8th graders.) SBUSD uses the Systematic English Language Development (SELD) Program for Designated ELD. A comprehensive ELD program addresses all four (4) domains - Listening, Speaking, Reading, and Writing. SELD instruction is supplemented with additional instructional resources, particularly in the reading and writing domains. These resources include: Systematic ELD is the adopted language acquisition program used with all ELs, including LTELs. Supplemental resources, such as Guided Reading Kits, have been purchased to further develop the reading domain. The Ellevation data platform has been purchased to provide staff with data on ELs and Long-Term English Learners (LTELS).	$1.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Educational Leadership Division will work with school sites to ensure Learning Acceleration Tutors (LATs) are providing intervention to LTELs not making adequate progress. LCFF S/C Funds are used to purchase Systematic ELD materials, Hello! materials, to provide staff with access to the Ellevation digital data management system for ELs, and professional development to support instructional strategies for all Multilingual Learners. LCFF S/C Funds used for this Action are all identified above in Action 3.8.		

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
$$13,372,194.00	$1,620,566.00

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
34.521%	22.167%	$8,913,659.00	56.688%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Devlopment of the Whole Child Through Specialized Programs **Need:** The need is to ensure that unduplicated students stay engaged in school and access specialty programs that enrich their academic experiences.	VAPA/STEM teachers provide weekly instruction to all students. This action is District-wide to ensure all students receive engaging, well-rounded learning experiences, especially historically underrepresented students such as multilingual learners, socio-economically disadvantaged students, students experiencing housing insecurities, foster youth, and students with disabilities.	2.8 and quantitative data - parent and student surveys, and teacher schedules.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Social-Emotional Supports **Need:** Unduplicated pupils need access to trauma informed care and social-emotional supports. Counselors in particularly provide unduplicated students with increased services related to course access, social skills development, and supports and strategies to combat the challenges of living bi-nationally, experiencing poverty and housing insecurities, and placement in foster care. **Scope:** LEA-wide	All schools are assigned a school counselor to provide all students, but especially unduplicated students, with access to social-emotional supports that may include individualized counseling services and/or small social skills groups that support underrepresented students in accessing the educational system.	2.1, 2.6, 2.7, 2.9
2.4	**Action:** School Connectedness **Need:** Engagement and connectedness of underrepresented families in the educational process and daily educational activities. Our underrepresented students make up our unduplicated pupil count and it is imperative that the District and schools provide opportunities to increase connections through the Reach Out to Families Center and the Family Support and Engagement Liaisons at each school site.	The success of unduplicated pupils is directly impacted by parent/family engagement in the educational process and school activities/events. This action is designed to ensure that unduplicated pupils feel valued, heard, and seen. Family Support and Engagement Liaisons are assigned to each school within the LEA. The Liaison group works collaboratively to ensure the needs of all families, and all students are met, and the appropriate resources are made available.	2.2, 2.9, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Improved Student Attendance **Need:** Approximately 23-38% of unduplicated pupils were identified as chronically absent in the 2022-2023 school year. **Scope:** LEA-wide	Increased communication with families, increased monitoring of attendance data, and interventions such as the Improving Chronic Absence Network (ICAN) will have a direct impact on improving and increasing services to SBUSD's unduplicated pupils. Attendance is an LEA focus because nearly a quarter of the student population was chronically absent in the 2022-2023 school year. The ICAN work provides the professional development and planning time for staff to address the attendance issues facing each school.	2.1, 2.10, 2.11, 2.12
2.6	**Action:** Expanded Learning Opportunities **Need:** Before and after school, and intersession programming are essential to provide both academic and enrichment opportunities to unduplicated pupils. **Scope:**	All students are invited to participate in the variety of program offerings throughout the calendar year. Unduplicated pupils benefit both academically and socially by expanding their school day. Before and after school programming is offered LEA-wide to all students because it is a need within our community. In addition, after school clubs and athletics are offered to expose all students to extracurricular interests that further promote school engagement.	2.1, 2.4 & 2.12
3.2	**Action:** Academic Intervention **Need:** The following percentage of each student group met or exceeded ELA standards on the Smarter Balanced 2022-2023 assessment. English Learners: 11.34%	Unduplicated pupils not meeting grade level standards will receive intervention from Learning Accelerated Tutors assigned to school sites. In addition, LATs will provide instruction to Newcomers using the Hello! language development curriculum/resource.	3.1, 3.2, 3.3 & 3.10

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
	Socioeconomically Disadvantaged: 26.04% No data was reported for foster youth as there were fewer than 11 students tested. The following percentage of each student group met or exceeded Math standards on the Smarter Balanced 2022-2023 assessment. English Learners: 9.96% Socioeconomically Disadvantaged: 17.07% No data was reported for foster youth as there were fewer than 11 students tested. Our Multilingual learners are not achieving where we would like to be, both on the CAASPP and on the ELPAC. For the 2022-2023 ELPAC Summative Data, below is the percent of students within each achievement level: 11.37% of students performing at Level 4 31.54% of students performing at Level 3 31.66% of students performing at Level 2 25.44% of students performing at Level 1 Less than 50% of our Multilingual Learners are performing at Levels 3 & 4. SBUSD has 184 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Student Progress Monitoring **Need:** Red student groups on CA Dashboard: SBUSD District-level student groups identified in RED were English Learner (ELA) and African American students (Math). Student groups in RED for academics at the following school sites: Bayside STEAM Academy - Multilingual Learners (ELA) & Students with Disabilities (Math) Godfrey Berry - Students with Disabilities (ELA) Central Elementary - Multilingual Learners (ELA) & Socioeconomically Disadvantaged (ELA) Emory Academy - Multilingual Learners (ELA) & Students with Disabilities (Math) George Nicoloff - Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math) Oneonta Elementary - Multilingual Learners (ELA) Howard Pence - Multilingual Learners (ELA), Hispanic Students (ELA), Socioeconomically Disadvantaged Students (ELA), Students with Disabilities (ELA), Multilingual Learners (Math), Hispanic Students (Math), Socioeconomically Disadvantaged Students (Math) & Students with Disabilities (Math) Sunnyslope Elementary - Multilingual Learners (ELA), Socioeconomically Disadvantaged	Progress monitoring and benchmark assessments are needed to ensure progress is being made toward mastering grade level standards. Due to the number of student groups in RED on the California Dashboard it was determined that an LEA-wide progress monitoring tool was needed to ensure all students are making progress on grade level standards. District staff will be able to analyze data across grade levels and across different schools. This data can help determine successes and challenges and where to focus District resources.	3.1 & 3.2

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
	Students (ELA), Students with Disabilities (ELA) & Students with Disabilities (Math) **Scope:** LEA-wide		
3.5	**Action:** Highly Qualified Teachers for Maintaining Class Size Agreements and Special Programs **Need:** Highly qualified teachers are essential in meeting the needs of unduplicated pupils. SBUSD is committed to providing quality Dual Language Immersion Programs that promote language acquisition resulting in proficiency in two languages. In addition, teachers are needed to maintain smaller class sizes. **Scope:** LEA-wide	English learners benefit from programs that build upon their primary language and are assets based, valuing bilingualism and biliteracy rather that subtractive in nature. Without the use of LCFF S/C funds, we would not be able to provide such programs. In addition, research on Long Term English Learners shows that strategies that benefit younger ELs include dual language immersion and other bilingual programs, ensuring appropriately rigorous content from the beginning (not waiting for students to gain English language proficiency before introducing complex topics), and building students' background knowledge to increase their understanding.	3.1, 3.2, 3.3 & 3.4
3.6	**Action:** Professional Development for Academic Instruction **Need:** The following percentage of each student group met or exceeded ELA standards on the Smarter Balanced 2022-2023 assessment. English Learners: 11.34% Socioeconomically Disadvantaged: 26.04% No data was reported for foster youth as there were fewer than 11 students tested.	Unduplicated pupils need highly qualified and trained staff to meet their instructional needs. Staff require professional development in the most effective instructional strategies and use of evidence based instructional resources. Professional development will be provided across the LEA in the areas of Language Arts, Mathematics, and Language Development. Teachers on Special Assignment (TOSAs) are assigned to two schools to support professional learning in these three areas. Supplemental resources have been purchased to assist	3.1, 3.2, 3.3 & 3.5

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
	The following percentage of each student group met or exceeded Math standards on the Smarter Balanced 2022-2023 assessment. English Learners: 9.96% Socioeconomically Disadvantaged: 17.07% No data was reported for foster youth as there were fewer than 11 students tested. Our Multilingual learners are not achieving where we would like to be, both on the CAASPP and on the ELPAC. For the 2022-2023 ELPAC Summative Data, below is the percent of students within each achievement level: 11.37% of students performing at Level 4 31.54% of students performing at Level 3 31.66% of students performing at Level 2 25.44% of students performing at Level 1 **Scope:** LEA-wide	instruction in phonemic awareness and phonics, in addition to the instructional tools provided within the digital platform iReady. These resources are provided LEA-wide, as is the professional development to use the resources effectively.	
3.7	**Action:** District-level Instructional Support Staff **Need:** Instructional support for ELs, Foster Youth, and Low-Income students RED student groups at schools sites and the District. The SBUSD District-level student groups identified in RED were English Learner (ELA) and African American students (Math).	Personnel are identified to meet the specific needs of student groups, including the District's unduplicated student count as well as students with disabilities. With the number of student groups performing in RED on the California Dashboard, personnel have been identified who will monitor the progress of each group throughout the school year to ensure academic growth is made. Support staff directly supervise instructional programs at the school site level, ensure compliance, and provide access to appropriately	3.1, 3.2 & 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	differentiated educational programs and curriculum.	

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
3.8	**Action:** Meeting the Needs of Multilingual Learners (English Learners) **Need:** Our Multilingual learners are not achieving where we would like to be, both on the CAASPP and on the ELPAC. For the 2022-2023 ELPAC Summative Data, below is the percent of students within each achievement level: 11.37% of students performing at Level 4 31.54% of students performing at Level 3 31.66% of students performing at Level 2 25.44% of students performing at Level 1. Less than 50% of our Multilingual Learners are performing at Levels 3 & 4. SBUSD has 184 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified.	Effective Systematic ELD instruction, Data Management System to monitor ELs, especially LTELs, Newcomer instruction using Hello!, and professional development for all staff working directly with English Learners. Research on LTELs reveals that they share certain experiences that may contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades, • Lack of adequate English language development (ELD) instruction, • Teachers who have not had the preparation to address their needs (which in turn results in lack of access to appropriate grade-level content and curricula), and • An undiagnosed or unaddressed learning disability.	3.3, 3.4 & 3.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.9	**Action:** Meeting the Needs of Long-Term English Learners (LTELs) **Need:** Our Multilingual learners are not achieving where we would like to be, both on the CAASPP and on the ELPAC. For the 2022-2023 ELPAC Summative Data, below is the percent of students within each achievement level: 11.37% of students performing at Level 4 31.54% of students performing at Level 3 31.66% of students performing at Level 2 25.44% of students performing at Level 1. Less than 50% of our Multilingual Learners are performing at Levels 3 & 4. SBUSD has 184 Long Term English Learners (LTELS), ELs who have been in U.S. schools for six or more years without reaching nor progressing in the levels of English proficiency to be reclassified. **Scope:** Limited to Unduplicated Student Group(s)	Research on LTELs reveals that they share certain experiences that may contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades, • Lack of adequate English language development (ELD) instruction, • Teachers who have not had the preparation to address their needs (which in turn results in lack of access to appropriate grade-level content and curricula), and • An undiagnosed or unaddressed learning disability. Effective Systematic ELD instruction, Data Management System to monitor ELs, especially LTELs, Newcomer instruction using Hello!, and professional development for all staff working directly with English Learners. Research on LTELs reveals that they share certain experiences that may contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades, • Lack of adequate English language development (ELD) instruction, • Teachers who have not had the preparation to address their needs (which in turn results in lack of access to appropriate grade-level content and curricula), and	3.3, 3.4 & 3.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		• An undiagnosed or unaddressed learning disability.	

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

N/A

Additional Concentration Grant Funding

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

The additional funding has been identified to hire school counselors. Counselors will support foster youth, English learners, and low-income students as they navigate the educational system, academically, socially, and emotionally. (Action 2.2)

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	Bayside:45.2:1; Berry:31.2:1; Central:36.7:1; Emory:38.5:1; Mendoza:37.6:1; Nicoloff:25.5:1; Oneonta:23.4:1; Pence:55.3:1; Sunnyslope:45:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Bayside:16.7:1; Berry:16.1:1; Central:17.2:1; Emory:17.5:1; Mendoza:15.7:1; Nicoloff:16.7:1; Oneonta:15.8:1; Pence:17.1:1; Sunnyslope:16.3:1

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	$38,736,001.00	$13,372,194.00	34.521%	22.167%	56.688%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$52,526,627.00	$13,445,439.00	$2,510,184.00	$1,039,418.00	$69,521,668.00	$51,526,520.00	$17,995,148.00

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	Basic Organizational & Safety Services and Structures	All	No			All Schools		$7,038,798.00	$3,016,627.00	$10,055,425.00	$0.00	$0.00	$0.00	$10,055,425.00	
1	1.2	Appropriately Credentialed Staff	All	No			All Schools		$13,466,039.00	$0.00	$13,466,039.00	$0.00	$0.00	$0.00	$13,466,039.00	
1	1.3	Digital Safety and Infrastructure	All	No			All Schools		$2,601,957.00	$1,871,031.00	$4,344,341.00	$28,647.00	$100,000.00	$0.00	$4,472,988.00	
1	1.4	Communication and Connectivity Resources	All	No			All Schools		$0.00	$343,480.00	$343,480.00	$0.00	$0.00	$0.00	$343,480.00	
1	1.5	Educational Partner Engagement	All	No			All Schools		$81,650.00	$18,746.00	$74,375.00	$0.00	$0.00	$26,021.00	$100,396.00	
1	1.6	Cycles of Continuous Improvement	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Devlopment of the Whole Child Through Specialized Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,225,996.00	$0.00	$2,089,747.00	$136,249.00	$0.00	$0.00	$2,225,996.00	
2	2.2	Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,869,748.00	$0.00	$2,869,748.00	$0.00	$0.00	$0.00	$2,869,748.00	
2	2.3	District-level Social-Emotional Learning Support Staff	All	No			All Schools		$3,112,685.00	$0.00	$1,987,147.00	$1,019,560.00	$0.00	$105,978.00	$3,112,685.00	
2	2.4	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$853,669.00	$9,750.00	$613,227.00	$196,860.00	$0.00	$53,332.00	$863,419.00	
2	2.5	Improved Student Attendance	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$1,745,681.00	$121,600.00	$1,867,281.00	$0.00	$0.00	$0.00	$1,867,281.00	

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
			Low Income			Low Income										
2	**2.6**	Expanded Learning Opportunities	All	No			All Schools		$652,374.00	$11,503,611.00	$0.00	$9,745,801.00	$2,410,184.00	$0.00	$12,155,985.00	
3	**3.1**	Standards Based Instruction	All	No			All Schools		$97,527.00	$188,399.00	$21,682.00	$80,600.00	$0.00	$183,644.00	$285,926.00	
3	**3.2**	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,705,004.00	$0.00	$165,400.00	$1,539,604.00	$0.00	$0.00	$1,705,004.00	
3	**3.3**	Student Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,044.00	$449,439.00	$437,873.00	$0.00	$0.00	$25,610.00	$463,483.00	
3	**3.4**	Supplemental Digital Platforms	All	No			All Schools		$51,042.00	$271,823.00	$109,804.00	$68,505.00	$0.00	$144,556.00	$322,865.00	
3	**3.5**	Highly Qualified Teachers for Maintaining Class Size Agreements and Special Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$10,589,713.00	$0.00	$10,589,713.00	$0.00	$0.00	$0.00	$10,589,713.00	
3	**3.6**	Professional Development for Academic Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,546,155.00	$134,222.00	$1,263,615.00	$107,036.00	$0.00	$309,726.00	$1,680,377.00	
3	**3.7**	District-level Instructional Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,874,438.00	$0.00	$2,178,132.00	$522,577.00	$0.00	$173,729.00	$2,874,438.00	
3	**3.8**	Meeting the Needs of Multilingual Learners (English Learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$66,419.00	$49,597.00	$0.00	$0.00	$16,822.00	$66,419.00	
3	**3.9**	Meeting the Needs of Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1.00	$1.00				$1.00	

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
$38,736,001.00	$13,372,194.00	34.521%	22.167%	56.688%	$22,124,334.00	0.000%	57.116 %	**Total:**	$22,124,334.00
								LEA-wide Total:	$22,074,736.00
								Limited Total:	$49,598.00
								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 (%)
2	**2.1**	Devlopment of the Whole Child Through Specialized Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,089,747.00	
2	**2.2**	Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,869,748.00	
2	**2.4**	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$613,227.00	
2	**2.5**	Improved Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,867,281.00	
3	**3.2**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,400.00	
3	**3.3**	Student Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$437,873.00	

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 (%)
3	3.5	Highly Qualified Teachers for Maintaining Class Size Agreements and Special Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$10,589,713.00	
3	3.6	Professional Development for Academic Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,263,615.00	
3	3.7	District-level Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,178,132.00	
3	3.8	Meeting the Needs of Multilingual Learners (English Learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$49,597.00	
3	3.9	Meeting the Needs of Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$68,196,110.00	$63,154,143.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Basic Organizational & Safety Services and Structures	No	$6,669,188.00	$9,762,570.00
1	**1.2**	Appropriately Credentialed Staff	No	$31,122,969.00	$21,103,420.00
1	**1.3**	Digital Safety and Infrastructure	No	$1,535,109.00	$3,310,692.00
1	**1.4**	Communication and Connectivity Resources	No	$969,734.00	$344,353.00
1	**1.5**	Educational Partner Engagement	No	$889,227.00	$50,156.00
1	**1.6**	Cycles of Continuous Improvement	No	$0.00	$0.00
2	**2.1**	Devlopment of the Whole Child Through Specialized Programs	Yes	$657,165.00	$1,015,931.00
2	**2.2**	Social-Emotional Supports	Yes	$821,457.00	$1,690,869.00
2	**2.3**	District-level Social-Emotional Learning Support Staff	No	$808,721.00	$2,881,591.00
2	**2.4**	School Connectedness	Yes	$328,583.00	$393,034.00
2	**2.5**	Improved Student Attendance	Yes	$328,583.00	$1,199,017.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Expanded Learning Opportunities	Yes	$8,598,330.00	$9,747,738.00
3	**3.1**	Standards Based Instruction	No	$830,399.00	$287,030.00
3	**3.2**	Academic Intervention	Yes	$678,826.00	$1,590,200.00
3	**3.3**	Student Progress Monitoring	Yes	$657,165.00	$298,905.00
3	**3.4**	Supplemental Digital Platforms	No	$808,720.00	$322,865.00
3	**3.5**	Highly Qualified Teachers for Class Size Reduction and Special Programs	Yes	$10,821,573.00	$5,613,252.00
3	**3.6**	Professional Development for Academic Instruction	Yes	$821,458.00	$1,126,508.00
3	**3.7**	District-level Instructional Support Staff	Yes	$657,165.00	$2,368,194.00
3	**3.8**	Meeting the Needs of Multilingual Learners (English Learners)	Yes	$191,738.00	$47,818.00

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)
$13,838,060.00	$13,768,245.00	$4,924,401.00	$8,843,844.00	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)
2	2.1	Devlopment of the Whole Child Through Specialized Programs	Yes	$543,060.00	$890,762.00		
2	2.2	Social-Emotional Supports	Yes	$678,825.00	$897,404.00		
2	2.4	School Connectedness	Yes	$271,530.00	$176,689.00		
2	2.5	Improved Student Attendance	Yes	$271,530.00	$76,600.00		
2	2.6	Expanded Learning Opportunities	Yes	$543,060.00	$0.00		
3	3.2	Academic Intervention	Yes	$678,826.00	$813.00		
3	3.3	Student Progress Monitoring	Yes	$543,060.00	$273,395.00		
3	3.5	Highly Qualified Teachers for Class Size Reduction and Special Programs	Yes	$8,824,730.00	$697,357.00		
3	3.6	Professional Development for Academic Instruction	Yes	$678,826.00	$708,645.00		
3	3.7	District-level Instructional Support Staff	Yes	$543,060.00	$1,171,739.00		
3	3.8	Meeting the Needs of Multilingual Learners (English Learners)	Yes	$191,738.00	$30,997.00		

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)
$40,210,785.00	$13,838,060.00	0%	34.414%	$4,924,401.00	0.000%	12.246%	$8,913,659.00	22.167%

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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