

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salida Union School District

CDS Code: 50-71266-0000000

School Year: 2024-25

LEA contact information:

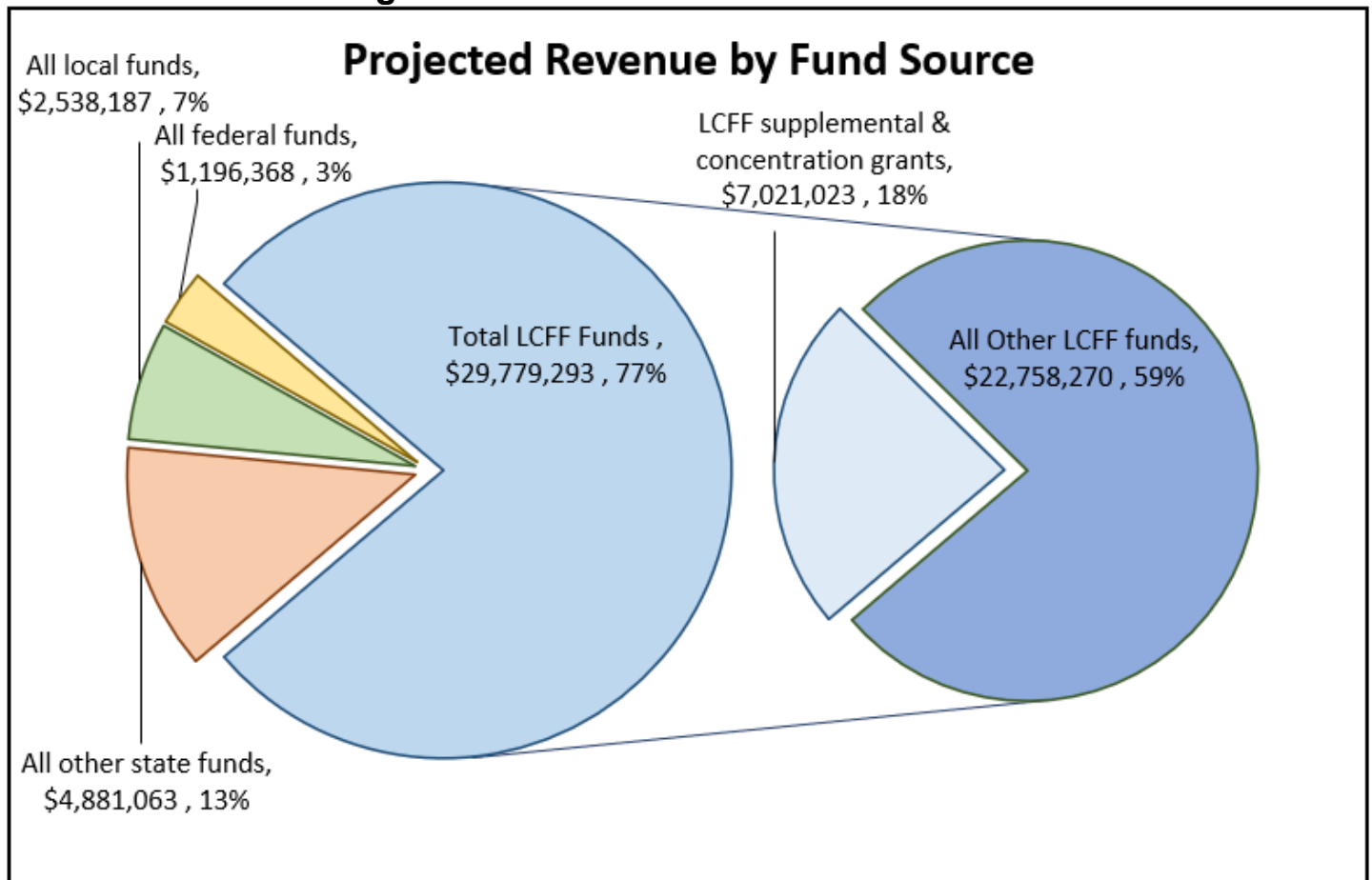
Twila Tosh

Superintendent

209-545-0339

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

Budget Overview for the 2024-25 School Year

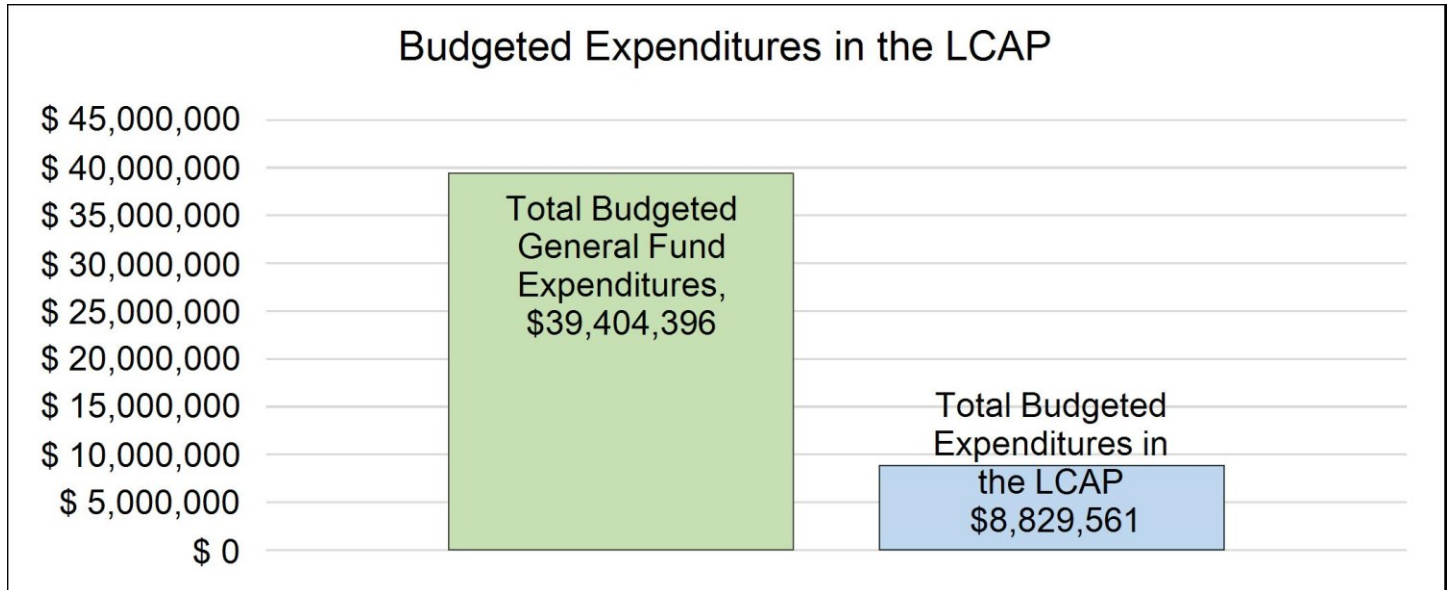


This chart shows the total general purpose revenue Salida Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salida Union School District is \$38,394,911, of which \$29,779,293 is Local Control Funding Formula (LCFF), \$4,881,063 is other state funds, \$2,538,187 is local funds, and \$1,196,368 is federal funds. Of the \$29,779,293 in LCFF Funds, \$7,021,023 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 Salida Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Salida Union School District plans to spend \$39,404,396 for the 2024-25 school year. Of that amount, \$8,829,561 is tied to actions/services in the LCAP and \$30,574,835 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

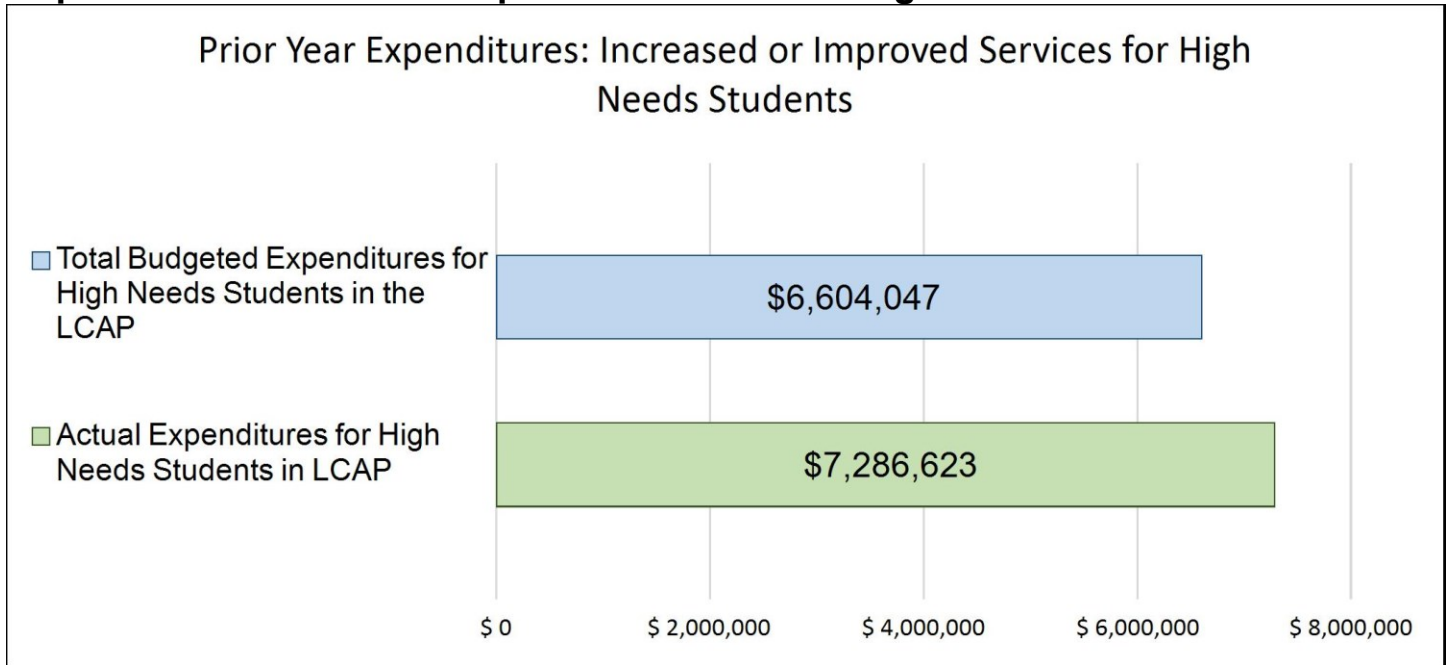
General Fund expenditures outside of the Local Control and Accountability Plan (LCAP) cover necessary expenses including salaries, benefits, supplies, and other services.

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

In 2024-25, Salida Union School District is projecting it will receive \$7,021,023 based on the enrollment of foster youth, English learner, and low-income students. Salida Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salida Union School District plans to spend \$7,573,963 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Salida 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 Salida 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 2023-24, Salida Union School District's LCAP budgeted \$6,604,047 for planned actions to increase or improve services for high needs students. Salida Union School District actually spent \$7,286,623 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salida Union School District	Twila Tosh Superintendent	ttosh@salida.k12.ca.us 209-545-0339

Goals and Actions

Goal

Goal #	Description
1	Ensure all students are college-and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers appropriately credentialed and assigned (Priority 1 - Basic Services)	(2019 Dashboard) Standard Met 0% Misassignments	(2021-22) Local Performance Indicator Self-Reflection 0% Misassignments	(2022 Dashboard) Standard Met 0% Misassignments	(2023 Dashboard) Standard Met 0% Misassignments	Maintain 0% Misassignments
SUSD Teaching experience and Staffing	(2020-21) 60/109 teachers have worked in the district 15 or more years. Admin -10 FTE Certificated -124.1 FTE (including Teachers, Speech/Psychologists , Counselors) Classified – 59.71 FTE	(2021-22) 55/116 teachers have worked in the district 15 or more years. Admin -12 FTE Certificated -128.1 FTE (including Teachers, Speech/Psychologists , Counselors) Classified – 72.81 FTE	(2022-23) 49/113 teachers have worked in the district 15 or more years. Admin - 11FTE Certificated – 125 FTE (including Teachers, Speech/Psychologist, Counselors) Classified – 89.47 FTE	(2023-24) 46/112 teachers have worked in the district 15 or more years. Admin – 10 FTE Certificated – 130.1 FTE (including Teachers, Speech/Psychologist, Counselors) Classified – 96.65 FTE	Retain strong talent and leadership and staffing.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Span Average (GSA) Teacher to Student Ratio	(2020-21) Dena Boer - 24.38 GSA Perkins Elementary - 20.76 GSA Salida Elementary - 21.0 GSA Sisk Elementary - 23.22 GSA	(2021-22) Dena Boer - 20.15 GSA Perkins Elementary - 19.38 GSA Salida Elementary - 21.88 GSA Sisk Elementary - 21.44 GSA	(2022-23) Dena Boer - 21.78 GSA Perkins Elementary - 21.11 GSA Salida Elementary - 19.4 GSA Sisk Elementary - 21.0 GSA	(2023-24) Dena Boer - 20.15 GSA Perkins Elementary - 19.38 GSA Salida Elementary - 21.88 GSA Sisk Elementary - 21.44 GSA	Maintain agreed upon Grade Span Average 27:1.
Instructional Minutes	(2019-20) Grades TK-K: 53,110 Grades 1-3: 53,110 Grades 4-5: 57,190 Grades 6-8: 59,252	(2021-22) Grades TK-K: 54,220 Grades 1-3: 54,220 Grades 4-5: 54,220 Grades 6-8: 56,300	(2022-23) Grades TK-K: 54,100 Grades 1-3: 54,100 Grades 4-5: 54,100 Grades 6-8: 59,045	(2023-24) Grades TK-K: 54,065 Grades 1-3: 54,065 Grades 4-5: 54,065 Grades 6-8: 58,950	Maintain instructional minutes.
Sufficient access to standards aligned instructional materials (Priority 1 - Basic Services)	(2019 Dashboard) Standard Met 0% of students without access to standards aligned instructional materials	(2020-21) Local Performance Indicator Self-Reflection 0% of students without access to standards aligned instructional materials	(2022 Dashboard) Standard Met 0% of students without access to standards aligned instructional materials	(2023 Dashboard) Standard Met 0% of students without access to standards aligned instructional materials	Maintain 0% of students without access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state adopted academic content and performance standards (Priority 2 - Implementation of State Standards) 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research Phase	(2019 Dashboard) Standard Met Instructional Materials 4 - ELA 4 - ELD 4 - Math 3 - History Social Science 2 - NGSS Implementation of Standards 4 - Physical Education 4 - Health Education 2 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	(2020-21) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 5 - Math 4 - History Social Science 2 - NGSS Implementation of Standards 4 - Physical Education 4 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	(2022 Dashboard) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 4 - Math 4 - History Social Science 3 - NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	(2023 Dashboard) Local Performance Indicator Self-Reflection Instructional Materials 5 - ELA 5 - ELD 4 - Math 4 - History Social Science 3 - NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)	Increase implementation to Level 4 in all areas
3rd Grade Reading Lexile Score End of Trimester 2 3rd Grade Lexile Range: 450L to 790L	3rd Grade Reading (2020-2021) Diagnostic II 56% of students are reading on or above grade level	(2021-2022) 3rd Grade Reading Diagnostic II 42% of students are reading on or above grade level	(2022-2023) 3rd Grade Reading Diagnostic II 60% of students are reading n or above grade level	(2023-2024) 3rd Grade Reading Diagnostic II 51% of students are reading on or above grade level	Maintain/increase the number of students who are reading on or above grade level by 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts (Pupil Achievement - Priority 4)	(2019 Dashboard) ELA Performance Level: Orange; Low 13.6 points below standard (ALL) 25.7 points below standard (EL) 23.7 points below standard (SED) 108.2 points below standard (SWD)	Spring 2021 SBAC - ELA Performance Level 35% Met & Exceeded Standard (ALL) 13% Met & Exceeded Standard (EL) 31% Met & Exceeded Standard (SED) 7% Met & Exceeded Standard (SWD)	(2022 Dashboard) ELA Status Level: LOW 30.1 points below standard (ALL) 47.1 points below standard (EL) 40.1 points below standard (SED) 123.7 points below standard (SWD)	(2023 Dashboard) ELA Performance Level Yellow; Low Increased 3.7 points 26.4 points below standard (ALL) 49.3 points below standard (EL) 28.7 points below standard (SED) 111.6 points below standard (SWD)	Target to: MEDIUM is -5 points & GREEN NEW Target based on Fall 2022 Dashboard Increase 3 points or more each year 27.1 points below standard (ALL) 44.1 points below standard (EL) 37.1 points below standard (SED) Increase by 10 points or more each year 120.7 points below standard (SWD)
Mathematics (Pupil Achievement - Priority 4)	(2019 Dashboard) Mathematics Performance Level: Yellow; Low 43.2 points below standard (ALL) 56 points below standard (EL) 53.7 points below standard (SED) 147.9 points below standard (SWD)	Spring 2021 SBAC - Mathematics Performance Level 24% Met & Exceeded Standard (ALL) 13% Met & Exceeded Standard (EL) 20% Met & Exceeded Standard (SED) 4% Met & Exceeded Standard (SWD)	(2022 Dashboard) Mathematics Status Level: LOW 68.2 points below standard (ALL) 87.1 points below standard (EL) 78.5 points below standard (SED) 159 points below standard (SWD)	(2023 Dashboard) Mathematics Performance Level Yellow; Low Increased 14.1 points 54.0 points below standard (ALL) 80.1 points below standard (EL) 56.1 points below standard (SED) 142.8 points below standard (SWD)	Target to: MEDIUM is -25 points & at least 3 points increase to GREEN NEW Target based on Fall 2022 Dashboard Increase 3 points or more each year 65.2 points below standard (ALL) 84.1 points below standard (EL)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					75.5 points below standard (SED) Increase by 10 points or more each year 156 points below standard (SWD)
English Learner Proficiency Index (ELPI) (Pupil Achievement - Priority 4)	(2019 Dashboard) 47.2% making progress towards English language proficiency	(2021-2022) ELPI - No data to report (Spring 2021) ELPAC Summative 11% of English Learners scored Level 4	(2022 Dashboard) ELPI 48.2% making progress towards English language proficiency	(2023 Dashboard) ELPI Green; Medium Increased 4.4% 52.6% making progress towards English language proficiency	53.2% making EL proficiency or higher 2% increase each year
EL Reclassification Rate (Pupil Achievement - Priority 4)	(Fall 2020) 32 Students 4.74% ELs Reclassified	(2021-2022) 40 students 5.73% ELs Reclassified	(2022-2023) 49 students 7.37% ELs Reclassified	(2023-2024) 65 students 10.37% ELs Reclassified	50 students reclassified
Elementary & Middle School Master Schedules (Access to a Broad Course of Study - Priority 7)	Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	(2021-22) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	(2022-23) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	(2023-24) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.	Maintain course access for elementary and middle school students in all content areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts, Home Economics, and Music.	Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts, Home Economics, and Music.	Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts, Home Economics, and Music.	Master schedules also provide course access for Visual & Performing Arts and Career Technical Education pathways including Robotics, Industrial Arts, Culinary Arts, and Music.	
Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

There were no substantive differences between planned actions and the actual implementation of these actions.

Successes:

Creating Exceptional Learning Environments and Success in the Early Years

- Implementing an inclusive approach for all students that eliminates barriers to learning.
- A strong focus on accelerating reading and mathematics.
- Professional learning for elementary teachers in early literacy, mathematics, and Universal Design for Learning.
- Professional learning for middle school teachers to support content area instruction, Integrated ELD and Universal Design for Learning.
- Providing ongoing collaborative planning time to support student learning and instructional strategies.
- Monitoring classroom instruction and giving explicit feedback to teachers regarding instructional effectiveness.
- Maintaining GSA below 27:1

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Challenges:

High-Quality Staff

- Hiring additional staff to fill positions needed to increase intervention opportunities for students.

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 material differences in Goal 1 include negotiated salary increases for all Bargaining Units and increased expenditures for the unplanned buyout of previously leased student Chromebooks.

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

Based on a review of Goal 1 metrics and discussions with educational partners, the district is making progress toward Goal 1 to ensure all students are college-and career-ready by implementing Common Core State Standards and creating exceptional learning environments that equitably support and appropriately challenge.

Effective Actions:

High-Quality Staff

Creating Exceptional Learning Environments

Success in the Early Years

The district has made progress in producing the desired results in Goal 1 based on the successful implementation of actions.

The combined actions led to an increase in English Language Arts by 3.7 points and an increase in Mathematics by 14.1 points.

The SED student group grew by 11.7 points in English Language Arts and increased by 22.4 points in Mathematics.

The SWD student group grew 12.2 points in English Language Arts and increased by 16.3 points in Mathematics.

The English Learner student group is making progress on the English Learner Progress Indicator (ELPI) with an increase of 4.4%, Medium and Green. The district surpassed the goal to reclassify 50 EL students with 65 English learners reclassified this year. This student group increased by 14.1 points in Mathematics and Maintained in English Language Arts. English language arts will be an area to continue monitoring closely. This student group has experienced the greatest impact as a result of the COVID-19 pandemic and has not rebounded as other student groups after the pandemic in English language arts. The district will continue to monitor closely English Learner's progress on ELA and the reduction of LTEL students.

3rd grade Reading Outcomes

The district sees fluctuation in 3rd-grade reading outcomes with Diagnostic II data points. With a Baseline (2020-21) 56% of students reading on or above grade level as compared to 51% in 2023-24. In the 2022-23 school year reading scores peaked at 60% of students reading at grade level.

Examining the local data further it is clear the district has made strong increases in reading outcomes in 3rd grade each year.

- In the 2020-2021 school year, 3rd grade Lexile Levels from Diagnostic I to Diagnostic III show 53% to 63% of students are reading on or above grade level. Growth of 10%.
- In the 2021-2022 school year, 3rd grade Lexile Levels from Diagnostic I to Diagnostic III show 37% to 49% of students are reading on or above grade level. Growth of 12%.
- In the 2022-2023 school year, 3rd grade Lexile Levels from Diagnostic I to Diagnostic III show 44% to 66% of students are reading on or above grade level. Growth of 22%.
- In the 2023-2024 school year, 3rd grade Lexile Levels from Diagnostic I to Diagnostic 2 show 34% to 51% of students are reading on or above grade level. Growth of 17%

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

Metrics:

Added CA Science Test (CAST) Metric

Added Long-Term English Learner (LTEL) Rate

Revised the Teacher-to-student ratio to Maintain the agreed upon Grade Span Average of 26:1

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Action 1.1 - High-Quality Staff

~Revised wording to strengthen and provide greater clarity to action statements.

Removed

- Strengthen teaching teams to challenge their own beliefs, implicit biases and actions about students to meet HIGH EXPECTATIONS and provide culturally relevant, ongoing professional learning.

Added

- Provide additional professional learning days for all certificated staff to focus on improving student outcomes.

Action 1.2 - Create Exceptional Learning Environments

~Revised wording to strengthen and provide greater clarity to action statements. In addition, statements have been reorganized to prioritize district organizational structures that provide a strong support system for educators followed by actions aimed to increase academic outcomes for student groups.

Added

- Implement evidence-based instructional practices for Long-term English learners (LTEL) by providing training focused on explicit academic language development and teaching strategies in all content areas.

Action 1.3 - Success in the Early Years

~Revised wording to strengthen and provide greater clarity to action statements.

Amended

- Ensure student acquisition of Literacy skills by the end of 3rd grade using standards-aligned, evidence-based curriculum, resources, and materials and training to develop teacher's knowledge and expertise in effective reading instruction.

Added

- Monitor small group reading instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness.

The district is adding two actions to Goal 1. One action is for the student group Homeless that received the lowest performance level in Math on the 2023 Dashboard at the district level. The second action is for the student group of English learners who received the lowest performance level in Math on the 2023 Dashboard at the Middle School.

Action 1.4 - Math Outcomes for Homeless (District)

- Track, and monitor students in mathematics and intervene when necessary.

Action 1.5 - Math Outcomes for English Learners (Middle School)

- Accelerate EL progress in mathematics by identifying the gaps in foundational math skills and provide interventions to address identified needs.
- Implement evidence-based instructional practices for English learners through professional development focused on academic language and discourse that promotes EL students' expression of mathematical ideas, reasoning, and language that supports sense-making.
- Track, and monitor students in mathematics and intervene when necessary.

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

Goals and Actions

Goal

Goal #	Description
2	Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well-maintained modern facility for learning that fosters student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities are in good repair (Basic Services - Priority 1)	100% of school facilities rated at Good or Exemplary. Average age of campuses: 33.4 years	100% of school facilities rated at Good or Exemplary. Average age of campuses: 34.4 years	100% of school facilities rated at Good or Exemplary. Average age of campuses: 35.4 years	100% of school facilities rated at Good or Exemplary. Average age of campuses: 36.4 years	Maintain 100% of school facilities at Good or Exemplary.
School Attendance Rate (Pupil Engagement - Priority 5)	P2 Attendance Rate: (2019-20) SUSD K - 8: 96.10% TK - 3: 95.65% TK: 93.81%	P2 Attendance Rate: (2021-2022) SUSD K - 8: 91.21% TK - 3: 90.53% TK: 87.54%	P2 Attendance Rate: (2022-2023) SUSD K - 8: 92.62% TK - 3: 92.05% TK: 90.28%	P2 Attendance Rate: (2023-2024) SUSD K - 8: 94.42% TK - 3: 94.53% TK: 92.98%	Maintain attendance rate above state average.
Chronic Absenteeism Rate (Pupil Engagement - Priority 5)	(2019 Dashboard) Performance Level: GREEN 7.3% chronically absent (ALL) 4.0% chronically absent (EL) 8.3% chronically absent (SED)	(2020-2021) DataQuest 14.9% chronically absent (ALL) 16.0% chronically absent (EL) 19.3% chronically absent (SED)	(2022 Dashboard) Status Level: VERY HIGH 34.4% chronically absent (ALL) 34.2% chronically absent (EL) 37.9% chronically absent (SED)	(2023 Dashboard) Performance Level: Yellow; Very High Declined Significantly; 9.1% 25.2% chronically absent (ALL) 21.9% chronically absent (EL)	Target to: Declined Significantly & YELLOW NEW Target based on Fall 2022 Dashboard Decline by 3.0% or more

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	17% chronically absent (SWD) (June 2020 CalPads Report 14.1) Students absent >=10% 7.86% 191 Students	23.2% chronically absent (SWD) 38.5% chronically absent (FY) (June 2021 CalPads Report 14.1) Students absent >=10% 16.67% 392 Students	45.6% chronically absent (SWD) (June 2022 CalPads Report 14.1) Students absent >=10% 34.37% 787 Students	26.7% chronically absent (SED) 33.1% chronically absent (SWD) (June 2022 CalPads Report 14.1) Students absent >=10% 24.71% 560 Students	31.4% chronically absent (ALL) 31.2% chronically absent (EL) 34.9% chronically absent (SED) 42.6% chronically absent (SWD)
Middle School dropout rate (Pupil Engagement - Priority 5)	(2019-2020) Middle School drop-out rate: 0%	(2020-2021) Middle School drop-out rate: 0%	(2021-2022) Middle School drop-out rate: 0%	(2022-2023) Middle School drop-out rate: 0%	Maintain 0% drop-out rate.
Suspension Rate (School Climate - Priority 6)	(2019 Dashboard) Performance Level: ORANGE 3.5% suspended once (ALL) 2.4% suspended once (EL) 3.8% suspended once (SED) 5.3% suspended once (SWD)	(2020-2021) DataQuest 0.1% suspended once (ALL) No Subgroup data to report	(2022 Dashboard) Status Level: HIGH 4.4% suspended once (ALL) 3.1% suspended once (EL) 4.9% suspended once (SED) 5% suspended once (SWD)	(2023 Dashboard) Performance Level: Yellow; High Declined; 1.2% 3.2% suspended once (ALL) 2.7% suspended once (EL) 3.3% suspended once (SED) 2.7% suspended once (SWD)	Target to: MEDIUM is 3% & GREEN NEW Target based on Fall 2022 Dashboard Decline by 0.3% or more each year 4.1% suspended once (ALL) 2.8% suspended once (EL)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019-20 DataQuest) 3.2% suspended once (ALL)		(2021-22 DataQuest) 4.5% suspended once (ALL)	(2022-23 DataQuest) 3.2% suspended once (ALL)	4.6% suspended once (SED) 4.7% suspended once (SWD) (DataQuest) Decline by 0.3% or more each year 2.3% suspended once (ALL)
Expulsion Rate (School Climate - Priority 6)	(2019-2020) District-wide expulsion rate 0%	(2020-2021) DataQuest District-wide expulsion rate 0%	(2021-2022) DataQuest District-wide expulsion rate: 0.1% 2 students	(2022-2023) DataQuest District-wide expulsion rate 0%	Expulsion rate will remain below 2% district-wide.
Creating a Welcoming Environment (School Climate - Priority 6) Families answering "Agree" When you walk onto your school campus, do you feel the	(Spring 2021) Participated: 744 families Overall Rating: 93% selected "Agree"	(Fall 2021) Participated: 323 families Overall Rating: 89% selected "Agree"	(Fall 2022) Participated: 474 families Overall Rating: 93% selected "Agree"	(Fall 2023) Participated: 698 families Overall Rating: 94.7% selected "Agree"	Maintain score at 90% or above selecting "Agree".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school is inviting and a place where you "Belong"? - Is the school a welcoming place where families can drop in and connect with school staff and other families? - Are parents welcome to volunteer their services in the school or individual classrooms?					
School Connectedness (School Climate - Priority 6) Families answering "Agree" My child feels safe at	(Spring 2021) Participated: 744 families Overall Rating: 97% selected "Agree"	(Fall 2021) Participated: 323 families Overall Rating: 97% selected "Agree"	(Fall 2022) Participated: 474 families Overall Rating: 96% selected "Agree"	(Fall 2023) Participated: 698 families Overall Rating: 96.2% selected "Agree"	Maintain overall score at 90% or above selecting "Agree".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
his/her school? - Does the school provide a feeling of caring and trust? - My child feels connected to at least one adult on campus. - My child is treated respectfully by school staff. - As a parent/guardian, I am treated respectfully by school staff.					
School Connectedness (School Climate - Priority 6)	(Spring 2021) Participated: 600 Overall Rating: 90% selected "Agree"	(Spring 2022) Participated: 733 Overall Rating: 86% selected "Agree"	(Spring 2023) Participated: 722 Overall Rating: 86% selected "Agree"	(Spring 2024) Participated: 680 Overall Rating: 88% selected "Agree"	Increase overall score by 2% each year of those selecting "Agree".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Survey - Elementary students answering "Agree" - I feel that I belong (am accepted and liked) at school. - At school, how many adults do you feel you could talk to if you had a problem?					
School Connectedness (School Climate - Priority 6) Local Survey - Middle School students answering "Agree" I feel that I belong (am accepted and liked) at school.	(Spring 2021) Participated: 350 Overall Rating: 82% selected "Agree"	(Spring 2022) Participated: 651 Overall Rating: 79% selected "Agree"	(Spring 2023) Participated: 738 Overall Rating: 74% selected "Agree"	(Spring 2024) Participated: 689 Overall Rating: 76% selected "Agree"	Increase overall score by 2% each year of those selecting "Agree".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At school, how many adults do you feel you could talk to if you had a problem?					
CA Healthy Kids Survey (School Climate - Priority 6)	(Spring 2021) 5th grade: School Connectedness (73%) Caring Adult Relationships (77%) Feel safe at school (78%) 6th grade: School Connectedness (70%) Caring Adult Relationships (60%) School perceived as very safe or safe (67%) 7th grade: School Connectedness (Not reported) Caring Adult Relationships (58%)	(Spring 2022) Survey given every other year. Not given this year.	(Spring 2023) 5th grade: School Connectedness (77%) Caring Adult Relationships (78%) Feel safe at school (83%) 6th grade: School Connectedness (68%) Caring Adult Relationships (56%) School perceived as very safe or safe (51%) 7th grade: School Connectedness (45%) Caring Adult Relationships (51%)	(Spring 2024) Survey given every other year. Not given this year.	Increase overall score by 3% in each area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School perceived as very safe or safe (Not reported)		School perceived as very safe or safe (37%)		

Goal Analysis

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

There were no substantive differences between planned actions and the actual implementation of these actions.

Successes:

- Fostering caring, safe, and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills utilizing a multi-tiered system of support and strengthening school-wide Positive Behavior Interventions and Supports (PBIS) approach.
- Parent surveys reflect high confidence in the district, with 93% of parents agreeing that the district continues to create a welcoming environment and 96% agreeing that schools have a positive school climate and promote school connectedness.
- Maintaining counselors who provide small group, guidance lessons to at-risk students.
- Continuing to provide for student health and wellness through health support services.
- Continuing student engagement and enrichment opportunities through music, art, technology, physical education, electives, S.T.E.A.M learning, lunch-time and after-school activities, and innovative learning spaces that foster connection, collaboration, and social interactions.
- 100% of school facilities are rated as Good or Exemplary.

Challenges:

- Chronic absenteeism of students. Rates are declining but are not near pre-pandemic levels yet. The district continues to be proactive about school attendance.
- There is a high number of students who are still experiencing mental health issues and their need to improve inter/intra personal skills with their peers.
- The impact of students’ digital lives with social media and the adverse effects on their health and well-being.
- The district experienced variations in the results of the local student survey. The district began using the Measurable Results Assessment (MRA) survey to address the variation in survey results. This survey is a rigorously developed tool used to annually collect, analyze, and report student outcomes related to academics, culture and leadership.

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 material difference in Goal 2 was the addition of an HVAC project in the amount of \$1.1 million. (Action 2.3) All other expenses occurred as expected.

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

Based on a review of Goal 2 metrics and discussions with educational partners, the district is making progress toward Goal 2 to provide a holistic approach to increase student achievement that is committed to providing students, staff, and parents a safe, secure, and well-maintained modern facility for learning that fosters student engagement.

Effective Actions:

Strong Relationships and Positive School Climate

Student Engagement

Maintain Safe Environments

The district has made progress in producing the desired results in Goal 2 based on the successful implementation of actions. The combined actions led to a significant decline in Chronic Absenteeism by 9.1% and a 1.2% decline in the Suspension Rate of 3.2% of students suspended once.

The SED student group declined by 11.2% chronically absent and declined by 1.5% to 3.3% suspended once.

The SWD student group declined by 11.6% chronically absent and declined by 2.4% to 2.7% suspended once.

The EL student group declined by 12.3% chronically absent and declined by 0.4% to 2.7% suspended once.

Current chronic absenteeism rates show the district continues to decline by 9% to 15.8% chronically absent. (February 27, 2024) This will move the district down one more performance level to High on next year's Dashboard. The district is well on returning to the prepandemic rate of 7.3% chronically absent. (2019 CA Dashboard)

Current suspension rates show the district decline to 1.7% of students suspended once. (February 27, 2024) This rate is less than the prepandemic rate of 3.5% received on the 2019 CA Dashboard.

Student surveys showed a 2% increase from the Spring 2023 to Spring 2024.

Family surveys consistently show an overall rating above 90% in the past three years in School Connectedness and Creating a Welcoming Environment. This year's rating was 96.2%.

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

Metrics:

Added Leader in Me® MRA results and set target

Removing Local Student survey - replaced with Leader in Me® MRA results

Revised School Attendance Rate Outcome - Increase attendance rates to 96% and above.

Action 2.1 - Strong Relationships and Positive School Climate

~Revised wording to strengthen and provide greater clarity to action statements.

Removed

- Provide character education and prevention education to develop students' respect for one another and build positive relationships

Added

- Implement Leader in Me® evidence-based, social-emotional learning curriculum to foster student leadership, a culture of trust, and boost academic success district-wide.
- Provide Wellness Centers at each school to teach healthy coping skills and provide a calming space.

Action 2.2 - Student Engagement

~No changes were made to action statements.

Action 2.3 - Maintain Safe Environments

~No changes were made to action statements.

The district is adding one action to Goal 2. The action is for the student group Two or More Races that received the lowest performance in Chronic Absenteeism on the 2023 Dashboard. (District and Middle School)

Action 2.4 - Chronic Absenteeism Two or More Races

- Track and monitor students in mathematics and intervene when necessary.

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

Goals and Actions

Goal

Goal #	Description
3	Parents, family and community members will become more fully engaged as partners in the education of students within the Salida Union School District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent & Family Engagement Self Reflection Tool (Parent Involvement - Priority 3) Q9: Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Q10: Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Q11: Providing all families with opportunities to	(2019 Dashboard) Standard Met Seeking Input Q9: Initial Implementation (3) Q10: Initial Implementation (3) Q11: Full Implementation (4) Q12: Full Implementation (4)	Spring 2022 Seeking Input Q9: Initial Implementation (3) Q10: Initial Implementation (3) Q11: Full Implementation (4) Q12: Full Implementation (4)	Spring 2023 Seeking Input Q9: Full Implementation (4) Q10: Full Implementation (4) Q11: Full Implementation (4) Q12: Full Implementation (4)	Spring 2024 Seeking Input Q9: Full Implementation (4) Q10: Full Implementation (4) Q11: Full Implementation (4) Q12: Full Implementation (4)	Increase and maintain scores at a 4 - Full Implementation or above.

Board Approved: June 18, 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Q12: Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research Phase					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Communicating Effectively (Parent Involvement - Priority 3) Survey to Families - Does the school keep you informed about important issues and events? - Does the school make it easy for you to communicate with teachers?	(Spring 2021) Participation: 744 families Overall rating: 97% selected "Agree".	(Fall 2021) Participation: 323 families Overall rating: 94.5% selected "Agree".	(Fall 2022) Participation: 474 families Overall rating: 97.6% selected "Agree".	(Fall 2023) Participation: 698 families Overall rating: 95.8% selected "Agree".	Maintain overall survey rating at 90% or above selecting "Agree".
School Involvement (Parent Involvement - Priority 3) The district/school adequately seeks input from parents and guardians in	(Spring 2021) Participation: 744 families Overall rating: 90% selected "Agree".	(Fall 2021) Participation: 323 families Overall rating: 92% selected "Agree".	(Fall 2022) Participation: 474 families Overall rating: 93.3% selected "Agree".	(Fall 2023) Participation: 698 families Overall rating: 99.7% selected "Agree".	Maintain overall survey rating at 90% or above selecting "Agree".

Board Approved: June 18, 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decision making committees. I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)					

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

There were no substantive differences between planned actions and the actual implementation of these actions.

Successes:

- Salida families appreciate annual Back-to-School Family event. These family meetings ensure a personalized approach to engage families in meaningful communication and begin the school year on a positive note.
- The district continues strong, two-way communication through the use of ParentSquare, a safe and secure platform for all school-to-home communication. 99% of families are enrolled in using ParentSquare communication. Parents receive all school, classroom, and group communication via email, text, or app notification.
- Opportunities were provided for parents to increase their skills as partners in family nights including math and literacy. The district maintained opportunities for parents to participate in leadership roles including School Site Council, Parent Club, District English Language Advisory Committee (DELAC), and LCAP Advisory Committee.

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.

Staff were trained to provide parent education. However, parent trainings did not take place due to scheduling opportunities.

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

Based on a review of Goal 3 metrics and discussions with the LCAP Advisory Committee, the district is making progress toward Goal 3 to have parents, family, and community members become more fully engaged as partners in the education of students within the Salida Union School District.

Effective Actions:

Partners in Education

Two-way Communication

The district has made progress in achieving the desired results in Goal 3 based on the successful implementation of actions. The combined actions led to increased parent engagement. Parent survey results show high results with agreeing 96% agreeing that schools are Communicating Effectively. The survey also showed that 94% of families agree the district/school adequately seeks input from parents/guardians in decision-making and provides an opportunity for to be involved in district/school committees such as Parent Club, School Site Council, and English Language Advisory Committee. The LCAP Advisory Committee identified strengths in the following areas: creating welcoming environments, building trusting, respectful relationships, and two-way communication.

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

Goal

Updated wording

- Parents/Guardians will become more fully engaged as partners in the education of students within the Salida Union School District.

There were no changes to Metrics or Actions.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salida Union School District	Twila Tosh Superintendent	ttosh@salida.k12.ca.us 209-545-0339

Plan Summary [2024-25]

General Information

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

Salida Union School District serves the northern portion of Stanislaus County, north and adjacent to the city of Modesto, California. Salida is an unincorporated community. Salida Union School District, a K-8 district, serves 2108 students (2023/2024 CBEDS Information Day data), including 69.02% Hispanic, 15.89% White, and 1.90% African American. Approximately 29.74% are English Learners (ELs). Approximately 208 students are classified as students with disabilities (SWDs), 9.87% of district enrollment. Approximately 1768 students are unduplicated bringing the percentage to 83.87% of the student enrollment.

The district continues to see a trend of declining enrollment. Since the 2017/2018 school year, the district has seen a loss of 222 students, a drop in enrollment of 9.28%. In addition, the number of students who are socio-economically disadvantaged has increased by approximately 1.82%. Special Education students are serviced within the district (Speech, Resource, and LH and SH inclusion Special Day classes) and also as a part of our Stanislaus County SELPA (ED, DHH, PH, SH, and Autism Special Day classes).

There are no schools within the district receiving the Equity Multiplier funding.

Reflections: Annual Performance

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

Successes:

The district is making strides and has seen improvements as indicated on the 2023 CA Dashboard with the return of colors. The district was previously identified for Differentiated Assistance during the 2023-24 SY and exited with the release of the 2023 CA Dashboard in December. This was the first time the district was identified and exited within 1 year of identification.

The district Performance Levels show Yellow for Chronic Absenteeism, Suspension Rate, and Academics and Green for English Learner Progress Indicator (ELPI). Chronic Absenteeism declined significantly by 9.1% and the Suspension Rate of 3.2% declined by 1.2%. English Language Arts (ELA) increased by 3.7 points and Mathematics increased by 14.1 points. The district made four times the growth in math in one year as compared to ELA. English Learner Progress increased by 4.4% (52.6% Making Progress). The district has continued to increase reclassification rates each year from 4.74% (Fall 2020) to 9.41%. (Fall 2023)

No school in the LEA received the Lowest Performance Level on one or more state indicators on the 2023 Dashboard.

Early Literacy benchmark assessment results:

- Kindergarten showed 93.37% of students reading in grade-level text.
- First grade showed 83.33% of students reading in grade-level texts.
- Second grade showed 74.66% of students reading in grade-level texts.
- Third grade showed 55.40% of students reading in grade-level texts.

(End of Trimester II, March 1, 2024)

Parent surveys reflect a high level of confidence in the district with 95% of parents agreeing that the district continues to create a welcoming environment and 96% of parents agreeing that schools have a positive school climate and promote school connectedness.

Challenges:

The district's Chronic Absenteeism rate is Very High; 25.2% (Declined Significantly) The district must continue to decrease to 20.0% or below to move to High. The district expects to return to prepandemic rates for Chronic Absenteeism over the next 3 years which was 7.3% (Green) chronically absent on the 2019 CA Dashboard. With a 6% decrease each year, the district can achieve that rate.

LEA Student Groups

- Two or More Races student group received the lowest performance level in Chronic Absenteeism. [55/150 students] (Very High; 36.7% chronically absent; Increased by 1.2%) The district examined in CalPads the number of students identified as Multiple Races + Missing. In reviewing each student's cumulative record the district was able to reduce the number of Missing by 50 students district-wide and assign them to their appropriate student group.
- The Homeless student group received the lowest performance level in Mathematics. [18 students] 1 LOSS (Very Low; 103.2 points below standard; Declined by 8.1 points)

Salida Middle School Student Groups

- Two or More Races student group received the lowest performance level in Chronic Absenteeism (Very High; 31.1% chronically absent; Maintained 0.2%; Red; 14/45 students) and Suspension. (Very High; 14.9% suspended once; Increased 2.4%; Red; 7/47 students)
- The English Learners student group received the lowest performance level in Mathematics. (Very Low; 105.8 points below standard; Maintained 1.7 points; Red; 273 ELs)

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in the district were identified.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Board Approved: June 18, 2024

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	Salida USD collaborates with educational partners in a continual improvement process utilizing the plan-do-study-act cycle, meaningful engagement, and shared decision-making in support of student success. Timeline: November/December - Staff meetings at each school site; January 17, 2024 - District-wide Educational Partner meeting During November and December, the Superintendent met with each school staff (5 separate meetings), sharing school-wide data and focusing on actions from Goal 1 to increase the proficiency of English learners, ELA, mathematics, and Science. Discussion included investing strategically in technology, minimum day release time, summer institute, Welcome Back PD, and Professional Learning. Data was also shared to focus on actions from Goal 2 including fostering a caring, safe, and welcoming school environment; increasing student engagement and enrichment opportunities; health and wellness support services; maintaining safe environments, and providing a personalized approach to engage families. Input from Educational partners was recorded on post-its and typed up by category. On January 17, 2024, all educational partners met at the Salida Middle School gymnasium. The gym was set up with 5 stations for educational partners to review posters gathered from previous staff

Board Approved: June 18, 2024

Educational Partner(s)	Process for Engagement
	input in November/December and CA Dashboard results were presented. (English learners/LTEs; Academics & Well Rounded Education; School Climate, Engagement, and Safe & Healthy Students; Use of Technology; Welcome Back Event - Family Engagement).
Parents	Timeline: Fall/Spring Surveys In the fall of 2023, SUSD parents were surveyed and asked questions about School Climate, School Connectedness, and Parental Involvement. Survey results were shared with the SUSD board and LCAP Advisory Committee. In the spring of 2023, SUSD parents were surveyed for the first time this year in the Measurable Results Survey (MRA) created by Leader In Me®. Survey questions focused on family engagement, the growth of their child, available supports, and areas for improvement. Survey results were shared with the SUSD board and LCAP Advisory Committee.
English Learner Parents	Timeline: October, November, February and April The District English Language Advisory Committee (DELAC) gave input during two district meetings with the Superintendent in attendance. (February 8, 2024 and April 11, 2024) EL parents were asked to advise on district programs & services for English Learners (ELs). District EL data was provided to parents. Conversations and input focused on small group instruction in reading, additional para support, iReady reading & mathematics, Imagine Language & Literacy software for intervention, middle school mathematics, and long-term English Learners.
LCAP Advisory Committee	Timeline: Two Meetings - November and February Educational input from other district meetings was shared with the committee.

Board Approved: June 18, 2024

Educational Partner(s)	Process for Engagement
	During the fall meeting, the committee reviewed the 8 State Priorities; Goals, and Actions. Through principal lead table discussions focused on, "How will we accelerate learning for students in English language development, Literacy, ELA, and Mathematics?" and "How do we address students' well-being and foster student engagement at school?" During the spring meeting, the committee reviewed the CA Dashboard results, reviewed district surveys, and completed a carousel poster activity to guide the scoring of the Priority 3-Parent Engagement Self-Reflection Tool. Funding projections were discussed and reviewed by the committee.
Students	Timeline: Spring Surveys and Student Middle School Panel Discussion Students were surveyed in grades 3 - 8 and asked to reflect on specific actions that have been implemented and provide feedback. (Learning at School, STEAM Wednesdays, School Climate, Spaces on Campus, Electives, Lunch Time Activities) Students also participated for the first time this year in the Measurable Results Survey (MRA) created by Leader In Me®. Survey questions focus on Student Leadership, School Culture, and Empowering Learners and Goal Achievement. Middle School - Student Panel - February 2024 30 students participated in a Student Forum with the Superintendent. Discussions focused on: School Culture, Opportunities to Lead, Spaces on Campus to Engage, Electives, Technology, Lunch-time Activities, and the school Food menu. Information gathered was shared with the LCAP Advisory Committee.
Local Bargaining Units - STA, CSEA	The district consulted with Salida Teacher's Association and Salida CSEA regarding Goals and Actions for the 2024-25 school year. Actions, programs and services were discussed to support and improve student outcomes.

Educational Partner(s)	Process for Engagement
SELPA	The district consulted with the local SELPA regarding Goals and Actions for the 2024-25 school year. Actions, programs, and services were discussed to support and improve student outcomes for Students with Disabilities (SWD). The district's goal is to build a culture of inclusion with attention to the variability of learning needs.

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

District educational partners provided feedback that the district's three goals should remain. They provided input to keep the following actions titles: High-Quality Staff; Create Exceptional Learning Environments; Success in the Early Years; Strong Relationships and Positive School Climate; Student Engagement; Maintain Safe Environments; Partners in Education; and Two-way Communication.

Suggestions for Goal 1 included: retention of high-quality staff; maintaining grade span average; continuing Wednesday minimum day release for PLC time; continuing Learning Support Teams to help provide push-in support in reading; continuing the use of Heggerty Phonemic Awareness Materials; continuing online software - Footsteps2Brilliance, iReady, Imagine Language and Literacy and ZEARN mathematics; and continuing to provide release time for professional learning by grade levels and departments.

Suggestions for Goal 2 included: maintaining school-wide expectations; arranging informal meetings with the principal over coffee; providing attendance incentives to boost attendance; maintaining school counselors, elementary PE staff, and district music program; maintaining Wednesday STEAM activities for elementary students including artists and electives at the middle school. It was recommended the district increase Social Emotional Learning (SEL) instruction with students.

Discussions aimed at increasing student outcomes focused on various aspects, such as enhancing the quality of English Language Development (ELD) instructional materials and refining the writing materials for instruction. Although there was strong interest in seeking updated mathematics materials, the District Curriculum and Technology Council recommended that the district prepare for the adoption of new instructional materials in November 2025 focusing on the changes in the new framework rather than investigating two new elementary math publishers that have recently become available.

The District LCAP advisory committee provided feedback for Goal 3. The committee recommended small wording changes to the Goal. The committee expressed that the actions encompassed district needs and there were no changes.

On April 5, 2024 the proposed Overview of the Salida LCAP was posted on the district website. In addition, a place for public comment was opened for comments. <http://www.salida.k12.ca.us>. The Superintendent received one comment related to district procedures for volunteering at the schools. During the May regularly schedule board meeting the Superintendent shared the district procedures for families to volunteer. There were no questions, comments or input regarding LCAP additions, deletions or changes to programs, actions or services. Therefore, there was nothing to respond to in writing.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students are college- and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges.	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 written to prioritize the district's need for continued improvement in Academic Performance in the areas of English Language Arts, Mathematics, and English Learner Progress. The district includes an action to focus on success in the early years when closing the achievement gap is the smallest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned (Priority 1 - Basic Services)	(2023 Dashboard) Standard Met 0% Misassignment			Maintain 0% Misassignments	
1.2	SUSD Teaching experience and Staffing	(2023-24) 46/112 teachers have worked in the district 15 or more years. Admin – 10 FTE			Retain strong talent and leadership and staffing	

Board Approved: June 18, 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Certificated – 130.1 FTE (including Teachers, Speech/Psychologist, Counselors) Classified – 96.65 FTE				
1.3	Grade Span Average (GSA) Teacher to Student Ratio	(2023-24) Dena Boer - 20.15 GSA Perkins Elementary - 19.38 GSA Salida Elementary - 21.88 GSA Sisk Elementary - 21.44 GSA			Maintain agreed upon Grade Span Average 26:1	
1.4	Instructional Minutes (Priority 8 - Other Pupil Outcomes)	(2023-24) Grades TK-K: 54,065 Grades 1-3: 54,065 Grades 4-5: 54,065 Grades 6-8: 58,950			Maintain instructional minutes.	
1.5	Sufficient access to standards aligned instructional materials (Priority 1 - Basic Services)	(2023 Dashboard) Standard Met 0% of students without access to standards aligned instructional materials			Maintain 0% of students without access to standards aligned instructional materials	
1.6	Implementation of state adopted academic content and performance standards	(2023 Dashboard) Local Performance Indicator Self-Reflection			Increase and maintain implementation to Level 4 in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2 - Implementation of State Standards) 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research Phase	Instructional Materials 5 - ELA 5 - ELD 4 - Math 4 - History Social Science 3 - NGSS Implementation of Standards 5 - Physical Education 5 - Health Education 3 - Visual and Performing Arts Not a HS district - Metrics don't apply: Career Technical Education (N/A) World Language (N/A)				
1.7	3rd Grade Reading Lexile Score (Priority 8 - Other Pupil Outcomes) End of Trimester 2 3rd Grade Lexile Range: 450L to 790L	(2023-2024) 3rd Grade Reading Diagnostic II 51% of students are reading at or above grade level			Maintain/increase the number of students who are reading at or above grade level by 3%	
1.8	English Language Arts (Priority 4 - Pupil Achievement)	(2023 Dashboard) ELA Performance Level Yellow; Low Increased 3.7 points 26.4 points below standard (ALL)			Target to: MEDIUM is 5 points below standard & GREEN Increase 3 points or more each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		49.3 points below standard (EL) 28.7 points below standard (SED) 111.6 points below standard (SWD)			17.4 points below standard (ALL) 40.3 points below standard (EL) 19.7 points below standard (SED) Increase 5 points or more each year 96.6 points below standard (SWD)	
1.9	Mathematics (Priority 4 - Pupil Achievement)	(2023 Dashboard) Mathematics Performance Level Yellow; Low Increased 14.1 points 54.0 points below standard (ALL) 80.1 points below standard (EL) 56.1points below standard (SED) 142.8 points below standard (SWD) Student Groups in Red: District: 103.2 points below standard (Homeless) Salida Middle:			Target to: MEDIUM is 25 points below standard & GREEN Increase 3 points or more each year: 45.0 points below standard (ALL) 71.1 points below standard (EL) 47.1 points below standard (SED) Increase 5 points or more each year: 127.8 points below standard (SWD) 88.2 points below standard (Homeless)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		105.8 points below standard (EL)			Salida Middle: 90.8 points below standard (EL)	
1.10	California Science Test (CAST) (Priority 4 - Pupil Achievement)	(2022-23) 5th Grade 25.7% Met or Exceeded Standard 8th Grade 22.6% Met or Exceeded Standard			Target: Increase 2% each year students Meeting or Exceeding Standard 5th Grade 31.7% Met or Exceeded Standard 8th Grade 28.6% Met or Exceeded Standard	
1.11	English Learner Proficiency Index (ELPI) (Priority 4 - Pupil Achievement)	(2023 Dashboard) ELPI Green; Medium Increased 4.4 52.6% making progress towards English language proficiency			2% increase each year 58.6% making progress towards English language proficiency	
1.12	EL Reclassification Rate (Priority 4 - Pupil Achievement)	(2023-2024) 59 students 9.41% ELs Reclassified			Maintain 50 or more students reclassified	
1.13	Long Term English Learner (LTEL) Rate	74 ELs are LTEL			Reduce the number of ELs	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4 - Pupil Achievement)	(9% of ELs are Long Term English Learners) October 2022 Information Day			identified as LTEL per year by 5.	
1.14	Elementary & Middle School Master Schedules (Priority 7 - Access to a Broad Course of Study)	(2023-24) Master schedules allocate instruction for students in ELA, ELD, Mathematics, Science, History Social, Physical and Health Education.			Maintain course access for elementary and middle school students in all content areas.	
1.15	Not a High School District. High School metrics are not applicable.	Not a High School District. High School metrics are not applicable.			Not a High School District. High School metrics are not applicable.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High-Quality Staff	- Recruit, develop, and retain, strong talent and leadership across teaching, classified, and administrative roles through effective recruitment practices and career development. - Continue support staff positions that ensure the implementation of actions, programs, and services in LCAP. - Provide additional professional learning days for all certificated staff to focus on improving student outcomes.	\$7,627,011.00	Yes
1.2	Create Exceptional Learning Environments	- Implement rigorous, engaging, high-quality instruction around clear expectations in all content areas fostered by rich academic discourse and supported by 21st-century skills. - Monitor classroom instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. - Provide ongoing collaborative planning time to support student learning and instructional strategies. - Collect and analyze district-wide diagnostic and formative assessments during weekly collaboration, utilizing assessment data to drive classroom instruction and accelerate student learning. - Implement evidence-based instructional practices for English learners by providing training to develop teacher and leader capacity to target the unique language needs of EL students and strengthen instructional delivery of Designated and Integrated ELD. - Implement evidence-based instructional practices for Long-term English learners (LTEL) by providing training focused on explicit	\$540,698.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		academic language development and teaching strategies in all content areas. • Implement an inclusive approach that brings equity and access in all content areas and eliminates learning barriers by providing training and support for teachers, administrators, and support staff regarding effective differentiation and Universal Design for Learning (UDL). • Invest strategically in technology and provide professional learning that enhances, empowers, and inspires student learning experiences.		
1.3	Success in the Early Years	• Ensure student acquisition of Literacy skills by the end of 3rd grade using standards-aligned, evidence-based curriculum, resources, and materials and provide training to develop teachers' knowledge and expertise in effective reading instruction. • Monitor small group reading instruction and routinely give explicit feedback to teachers and staff regarding instructional effectiveness. • Provide timely intervention using a push-in model of support to address the academic needs of at-risk students. (Tier 2 & Tier 3) • Continue school readiness parent meetings. (TK and K)	\$61,103.00	Yes
1.4	Math Outcomes for English Learners	• Accelerate EL progress in mathematics by identifying the gaps in foundational math skills and provide interventions to address identified needs. • Implement evidence-based instructional practices for English learners through professional development focused on academic language and discourse that promotes EL students' expression of mathematical ideas, reasoning, and language that supports sense-making. • Track and monitor students in mathematics and intervene when necessary.	\$31,836.00	Yes
1.5	Math Outcomes for Homeless Students	Track and monitor students in mathematics and intervene when necessary.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well-maintained modern facility for learning that fosters student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

This goal was written to prioritize the district's need for continued improvement in Academic Engagement (engaging students in their learning) and Conditions & Climate (providing a healthy, safe and welcoming environment.)
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Facilities are in good repair (Basic Services - Priority 1)	100% of school facilities rated at Good or Exemplary. (2023-2024) Average age of campuses: 36.4 years			Maintain 100% of school facilities at Good or Exemplary.	
2.2	District Attendance Rate (Pupil Engagement - Priority 5)	P2 Attendance Rate: (2023-2024) SUSD K-8: 94.42% TK-3: 94.53% TK: 92.98%			Increase attendance rates to 96% and above.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate (Pupil Engagement - Priority 5)	(2023 Dashboard) Performance Level: Yellow; Very High Declined Significantly; 9.1% 25.2% chronically absent (ALL) 21.9% chronically absent (EL) 26.7% chronically absent (SED) 33.1% chronically absent (SWD)			Target to: Medium is 10.0% or less; Decline by 3% or more each year 16.2% chronically absent (ALL) 12.9% chronically absent (EL) 17.7% chronically absent (SED) 24.1% chronically absent (SWD)	
2.4	Middle School dropout rate (Pupil Engagement - Priority 5)	(2022-2023) Middle School drop-out rate: 0%			Maintain 0% drop-out rate.	
2.5	Suspension Rate (School Climate - Priority 6)	(2023 Dashboard) Performance Level: Yellow; High Declined; 1.2% 3.2% suspended once (ALL) 2.7% suspended once (EL) 3.3% suspended once (SED) 2.7% suspended once (SWD)			Target to: Medium is 3% or less; Decline by 0.3 or more each year 2.3% suspended once (ALL) 1.8% suspended once (EL) 2.4% suspended once (SED) 1.8% suspended once (SWD)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Expulsion Rate (School Climate - Priority 6)	(2022-2023) DataQuest District-wide expulsion rate 0%			Expulsion rate will remain below 2% district-wide	
2.7	Creating a Welcoming Environment (School Climate - Priority 6) Families answering "Agree" - When you walk onto your school campus, do you feel the school is inviting and a place where you "Belong"? - Is the school a welcoming place where families can drop in and connect with school staff and other families? - Are parents welcome to volunteer their services in the school or individual classrooms?	(Fall 2023) Participated: 698 families Overall Rating: 94.7% selected "Agree"			Maintain overall score at 90% or above selecting "Agree".	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Connectedness (School Climate - Priority 6) Families answering "Agree" • My child feels safe at his/her school? • Does the school provide a feeling of caring and trust? • My child feels connected to at least one adult on campus. • My child is treated respectfully by school staff. • As a parent/guardian, I am treated respectfully by school staff.	(Fall 2023) Participated: 698 families Overall Rating: 96.2% selected "Agree"			Maintain overall score at 90% or above selecting "Agree".	
2.9	Measurable Results Assessment Leader in Me® (School Climate - Priority 6)	(Spring 2024) Participated: 1,143 Students 176 Staff 134 Families			Target: 80 points; Effective Increase measures by 4 points each year	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Culture • School Belonging • School Climate • Trusted Relationships	• School Belonging - 73.2 • School Climate - 79.2 • Trusted Relationships - 76.6			• School Belonging - 85.2 • School Climate - 91.2 • Trusted Relationships - 88.6	
2.10	CA Healthy Kids Survey (School Climate - Priority 6)	(Spring 2023) 5th grade: School Connectedness (77%) Caring Adult Relationships (78%) Feel safe at school (83%) 6th grade: School Connectedness (68%) Caring Adult Relationships (56%) School perceived as very safe or safe (51%) 7th grade: School Connectedness (45%) Caring Adult Relationships (51%) School perceived as very safe or safe (37%)			Increase overall score by 3% in each area. CA Healthy Kids Survey is given every other year. Spring 2025 and 2027	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strong Relationships and Positive School Climate	- Foster caring, safe, and welcoming school environments that support student voice, high expectations, responsibility, independence, and social-emotional skills utilizing a multi-tiered system of support and strengthening school-wide Positive Behavior Interventions and Supports (PBIS) approach. - Develop highly visible administrators who implement a universal vision and facilitate open communication among parents, teachers, and students to build a safe learning community and provide professional learning. - Maintain counselors who provide small group, guidance lessons to at-risk students. - Implement Leader in Me® evidence-based, social-emotional learning curriculum to foster student leadership, a culture of trust, and boost academic success district-wide.	\$63,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide Wellness Centers at each school to teach healthy coping skills and provide a calming space.		
2.2	Student Engagement	- Provide programs and services to increase student opportunities for interaction and build positive school environments resulting in increased attendance and decreased chronic absenteeism. - Provide student engagement and enrichment opportunities through music, art, technology, physical education, electives, S.T.E.A.M learning, lunchtime and after-school activities, and innovative learning spaces that foster connection, collaboration, and social interactions. - Provide for student health and wellness through health support services.	\$292,543.00	Yes
2.3	Maintain Safe Environments	- Review existing buildings/structures to include efficient infrastructure systems to ensure a well-maintained and safe environment. - Provide immediate ongoing feedback regarding school maintenance, repairs, cleanliness, and monitor results. - Facilities will be maintained to provide a safe and healthy learning environment.	\$146,600.00	No
2.4	Strategic Support for Two or More Races	- Track and monitor chronically absent students and intervene when necessary. (District-wide and Salida Middle School) - Track and monitor student suspension rate and intervene when necessary. (Salida Middle School)	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, family and community members will become more fully engaged as partners in the education of students within the Salida Union School District.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was written to prioritize the district's need for promoting parental participation in education programs for 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	Building Partnerships Parent & Family Engagement Self-Reflection Tool (Parent Involvement - Priority 3) Q5: Providing professional learning to teachers and principals to improve a school's capacity to partner with families. Q6: Providing families with information and resources to support student learning and development in the home	Spring 2024 Building Partnerships Q5: Full Implementation (4) Q6: Full Implementation (4)			Maintain scores at a 4 - Full Implementation or above.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Involvement Local Survey (Parent Involvement - Priority 3) - The district/school adequately seeks input from parents and guardians in decision making committees. - I have been provided the opportunity to be a part of a district/school committee. (Parent's Club, SSC, DELAC, ELAC)	(Fall 2023) Participation: 698 families, including SED, EL, FY and SWD. Overall rating: 99.7% selected "Agree".			Maintain overall survey rating at 90% or above selecting "Agree".	
3.3	Building Relationships Parent & Family Engagement Self-Reflection Tool (Parent Involvement - Priority 3) Q4: Progress in developing multiple opportunities for the LEA and school sites to engage in 2 way communication	Spring 2024 Building Relationships Q4: Full Implementation (4)			Maintain scores at a 4 - Full Implementation or above.	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Communicating Effectively Local Survey (Parent Involvement - Priority 3) Survey to Families - Does the school keep you informed about important issues and events? - Does the school make it easy for you to communicate with teachers?	(Fall 2023) Participation: 698 families, including SED, EL, FY and SWD. Overall rating: 95.8% selected "Agree".			Maintain overall survey rating at 90% or above selecting "Agree".	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Board Approved: June 18, 2024

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Partners in Education	• Provide parents with opportunities to increase their skills as partners in education through meaningful engagement. • Provide families with information and resources that build parent knowledge and skills to support their child/children's learning at home. • Provide supplies, childcare, and parent training materials. • Maintain opportunities for parents to volunteer and participate in leadership roles at schools.	\$19,000.00	Yes
3.2	Two-way Communication	• Provide a personalized approach to engage families in regular, meaningful communication to support student learning at home. • Provide opportunities for teachers to meet with families to discuss student progress during parent/teacher conferences and maintain ongoing communication throughout the year. • Principals will communicate with parents/families at least once each trimester. • Maintain online communication platforms, district/school websites, and Social Media access to inform and communicate with parents. • Provide translation & interpretation services in Spanish by bilingual staff at district/school events	\$47,270.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,021,023	\$815,281

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
31.752%	0.000%	\$0.00	31.752%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: High-Quality Staff Need: To increase the Academic Performance for English Learners, Foster Youth, Low Income student outcomes as evidenced by CA Dashboard data, local measures and educational partner input.	By retaining strong talent and maintaining additional positions to execute LCAP actions will ensure the successful implementation of actions outlined in LCAP to increase and improve unduplicated student outcomes. This action is provided LEA-wide to ensure the implementation of LCAP actions at all schools.	Metric: 1.1 Teachers appropriately credentialed and assigned 1.2 SUSD Teaching Experience and Staffing

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		
1.2	Action: Create Exceptional Learning Environments Need: To increase the Academic Performance for English Learners, Foster Youth, Low Income student outcomes as evidenced by CA Dashboard data, local measures and educational partner input. Scope: LEA-wide	By implementing rigorous, engaging, high-quality instruction and providing training to develop teacher and leader capacity academic performance outcomes for unduplicated students will continue to increase. This action is provided LEA-wide to improve academic performance outcomes at all schools.	Metric: 1.8 English Language Arts 1.9 Mathematics 1.10 California Science Test (CAST) 1.11 English Learner Proficiency Index
1.3	Action: Success in the Early Years Need: To increase reading outcomes for English Learners, Foster Youth, Low Income in 3rd grade. Scope: LEA-wide	By providing push-in support in reading and using evidence-based curriculum, resources, and programs reading outcomes for unduplicated will continue to increase in 3rd grade. This action is provided LEA-wide to improve reading outcomes at all schools.	Metric: 1.7 3rd Grade Reading Lexile Scores
1.4	Action: Math Outcomes for English Learners Need: To increase math outcomes for English learners.	By strengthening instructional practices with evidence-based practices for ELs and providing intervention to address foundational math skills will increase outcomes in math for English learners.	Metric: 1.9 Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	This action is provided school-wide to increase math outcomes at Salida Middle School.	
2.1	Action: Strong Relationships and Positive School Climate Need: To continue to reduce Chronic Absenteeism and Suspension Rates for English Learners, Foster Youth, and Low Income students. Scope: LEA-wide	By continuing to build strong relationships and positive school climates across the district chronic absenteeism and suspension rates will continue to decrease unduplicated students. This action is provided LEA-wide to increase student engagement and foster a positive school climate at all schools.	2.3 Chronic Absenteeism 2.5 Suspension Rate
2.2	Action: Student Engagement Need: To continue to reduce Chronic Absenteeism and increase Student Engagement for English Learners, Foster Youth, and Low Income students. Scope: LEA-wide	By providing a variety of opportunities to enhance unduplicated student's educational experience attracts and motivates unduplicated students to attend school. This action is provided LEA-wide to maintain and increase student engagement at all schools.	2.3 Chronic Absenteeism
3.1	Action: Partners in Education Need:	Providing opportunities to increase the skills of parents/guardians and make strong family-school partnerships will lead to improved unduplicated student outcomes.	3.1 Building Partnerships - Parent & Family Engagement Self-Reflection Tool

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
	Based on local surveys and educational input, the district identified need is to increase engagement with families of English Learners, Foster Youth, and Low Income students to partners in their child/ren's education. Scope: LEA-wide	This action is provided LEA-wide to increase and improve partnerships with families in their child's education.	3.2 School Involvement - Local Survey
3.2	Action: Two-way Communication Need: Based on local surveys and educational input, the district need is to increase communication and build strong family-school partnerships of English Learner, Foster Youth, and Low Income families. Scope: LEA-wide	Providing a variety of ways for meaningful engagement with families will lead to improved unduplicated student outcomes. This action is provided LEA-wide to provide meaningful engagement with families in their child's education.	3.3 Building Relationships - Parent & Family Engagement Self-Reflection Tool 3.4 Communicating Effectively-Local Survey

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
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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.

Due to the fact that every school in the district has a high concentration of unduplicated students (above 55%), the district increased staff at each school to provide direct services. Supplemental and Concentration funds cover employee salaries and benefits for additional student supports such as Instructional Teachers, Instructional Paraprofessionals, Counselors, Psychologist, Learning Center Assistants, Library Clerks, Cafeteria Monitors, Playground Aides, Campus Supervisors, and Computer Technicians.

The district focused its efforts to accelerate student learning through a multi-tiered system of academic and behavior support benefiting low-income, English learners and foster youth. Small group academic intervention focused on increasing English language proficiency and early literacy skills at elementary schools. Additional staff at each campus was added to increase access and provide direct services to district Tier 2 and 3 supports.

To address barriers to learning, the district continued strengthening its Positive Behavior Intervention and Support (PBIS) structures. Counselors and district psychologists provided direct services to students with interventions and services for a variety of social and emotional concerns such as self-harm, anxiety depression and/or suicide threat. Counselors provided monthly newsletters to families giving tips, resources and strategies for health and coping as well as information to access district programs and services to support families. These direct services were provided to low-income, English learners and foster youth.

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	1:17.14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12.06

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$22,111,966	\$7,021,023	31.752%	0.000%	31.752%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,573,963.00	\$614,879.00	\$0.00	\$640,719.00	\$8,829,561.00	\$7,586,261.00	\$1,243,300.00

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	High-Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$7,586,261.00	\$40,750.00	\$6,753,381.00	\$337,503.00	\$0.00	\$536,127.00	\$7,627,011.00	
1	1.2	Create Exceptional Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$540,698.00	\$530,698.00	\$0.00	\$0.00	\$10,000.00	\$540,698.00	
1	1.3	Success in the Early Years	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$61,103.00	\$22,030.00	\$0.00	\$0.00	\$39,073.00	\$61,103.00	
1	1.4	Math Outcomes for English Learners	English Learners	Yes	School wide	English Learners	Specific Schools: Salida Middle School 6th - 8th Grade	Ongoing	\$0.00	\$31,836.00	\$13,500.00	\$0.00	\$0.00	\$18,336.00	\$31,836.00	
1	1.5	Math Outcomes for Homeless Students	Homeless Student Group	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Strong Relationships and Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$63,500.00	\$61,500.00	\$0.00	\$0.00	\$2,000.00	\$63,500.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$292,543.00	\$126,584.00	\$130,776.00	\$0.00	\$35,183.00	\$292,543.00	
2	2.3	Maintain Safe Environments	All	No			All Schools	Ongoing	\$0.00	\$146,600.00	\$0.00	\$146,600.00	\$0.00	\$0.00	\$146,600.00	

Board Approved: June 18, 2024

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Strategic Support for Two or More Races	All Two or More Races	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Partners in Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$19,000.00	\$19,000.00	\$0.00	\$0.00	\$0.00	\$19,000.00	
3	3.2	Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$47,270.00	\$47,270.00	\$0.00	\$0.00	\$0.00	\$47,270.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$22,111,966	\$7,021,023	31.752%	0.000%	31.752%	\$7,573,963.00	0.000%	34.253 %	Total:	\$7,573,963.00
								LEA-wide Total:	\$7,560,463.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$13,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High-Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,753,381.00	
1	1.2	Create Exceptional Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$530,698.00	
1	1.3	Success in the Early Years	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,030.00	
1	1.4	Math Outcomes for English Learners	Yes	Schoolwide	English Learners	Specific Schools: Salida Middle School 6th - 8th Grade	\$13,500.00	
2	2.1	Strong Relationships and Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,500.00	
2	2.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,584.00	
3	3.1	Partners in Education	Yes	LEA-wide	English Learners	All Schools	\$19,000.00	

Board Approved: June 18, 2024

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 (%)
					Foster Youth Low Income			
3	3.2	Two-way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,270.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,886,019.00	\$10,304,516.00

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	High Quality Staff	Yes	\$7,454,870.00	\$7,565,014
1	1.2	Create Exceptional Learning Environments	Yes	\$349,500.00	\$519,648
1	1.3	Success in the Early Years	Yes	\$182,042.00	\$161,556
2	2.1	Strong Relationships and Positive School Climate	Yes	\$26,500.00	\$55,895
2	2.2	Student Engagement	Yes	\$477,774.00	\$571,236
2	2.3	Maintain Safe Environments	No	\$306,883.00	\$1,378,596
3	3.1	Partners in Education	Yes	\$19,000.00	\$5,773
3	3.2	Two-way Communication	Yes	\$69,450.00	\$46,798

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,053,454	\$6,604,047.00	\$7,286,623.00	(\$682,576.00)	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)
1	1.1	High Quality Staff	Yes	\$5,852,555.00	\$6,526,840		
1	1.2	Create Exceptional Learning Environments	Yes	\$349,500.00	\$445,510		
1	1.3	Success in the Early Years	Yes	\$162,042.00	\$111,837		
2	2.1	Strong Relationships and Positive School Climate	Yes	\$26,500.00	\$30,460		
2	2.2	Student Engagement	Yes	\$125,000.00	\$133,937		
3	3.1	Partners in Education	Yes	\$19,000.00	\$1,556		
3	3.2	Two-way Communication	Yes	\$69,450.00	\$36,483		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,695,467	7,053,454	0%	31.079%	\$7,286,623.00	0.000%	32.106%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

Board Approved: June 18, 2024

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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