



FALCONS

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ardo Union Elementary School District

CDS Code: 27661756026637

School Year: 2024-25

LEA contact information:

Catherine Reimer, Ed.D.

Superintendent/Principal

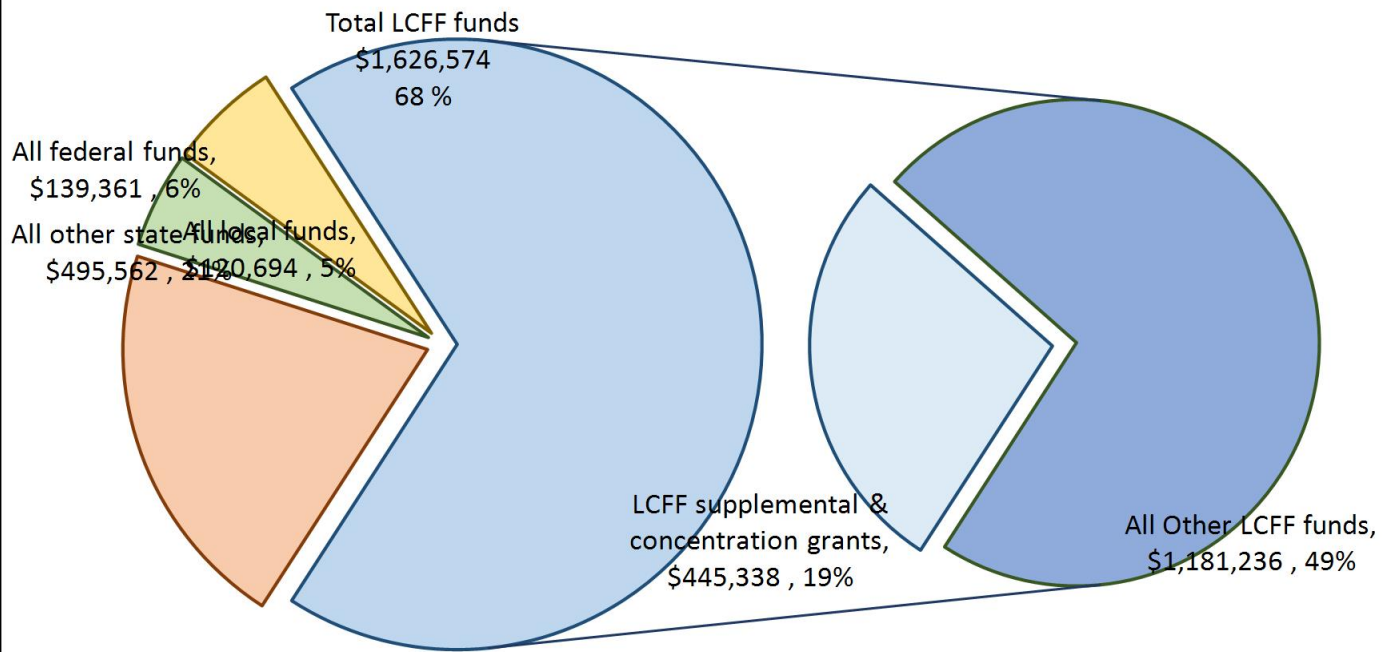
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8316272520

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

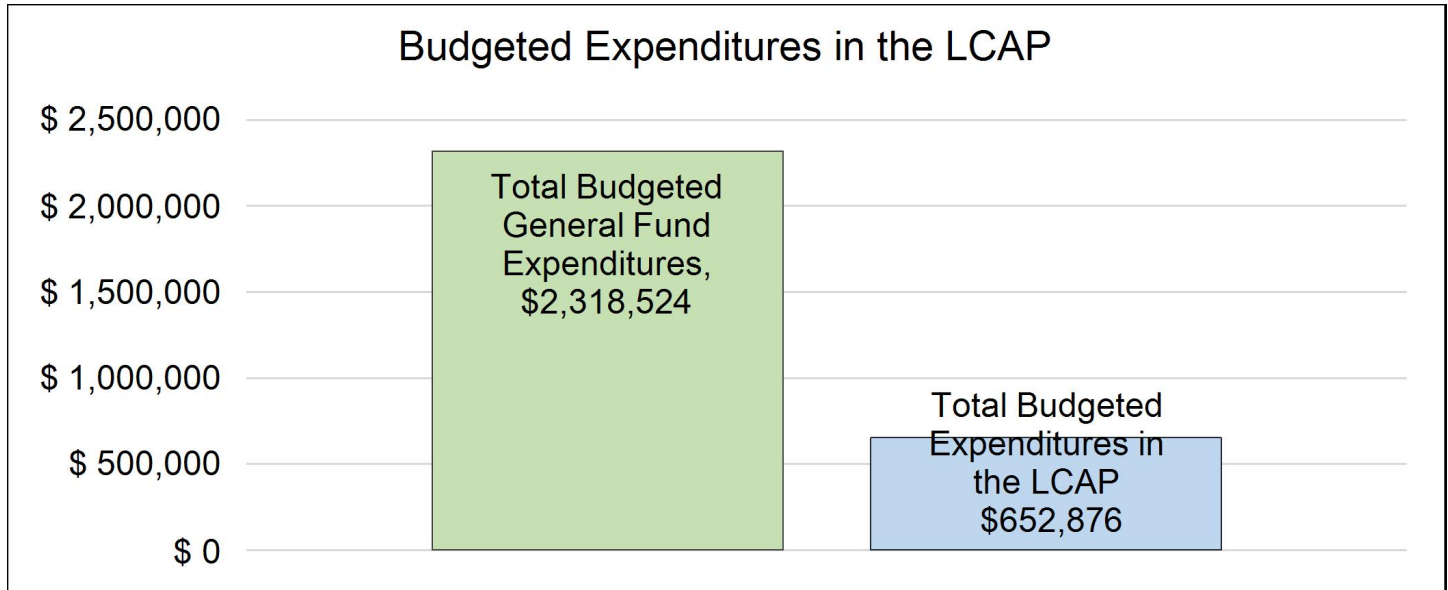


This chart shows the total general purpose revenue San Ardo Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ardo Union Elementary School District is \$2,382,191, of which \$1,626,574 is Local Control Funding Formula (LCFF), \$495,562 is other state funds, \$120,694 is local funds, and \$139,361 is federal funds. Of the \$1,626,574 in LCFF Funds, \$445,338 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Ardo Union Elementary 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: San Ardo Union Elementary School District plans to spend \$2,318,524 for the 2024-25 school year. Of that amount, \$652,876 is tied to actions/services in the LCAP and \$1,665,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

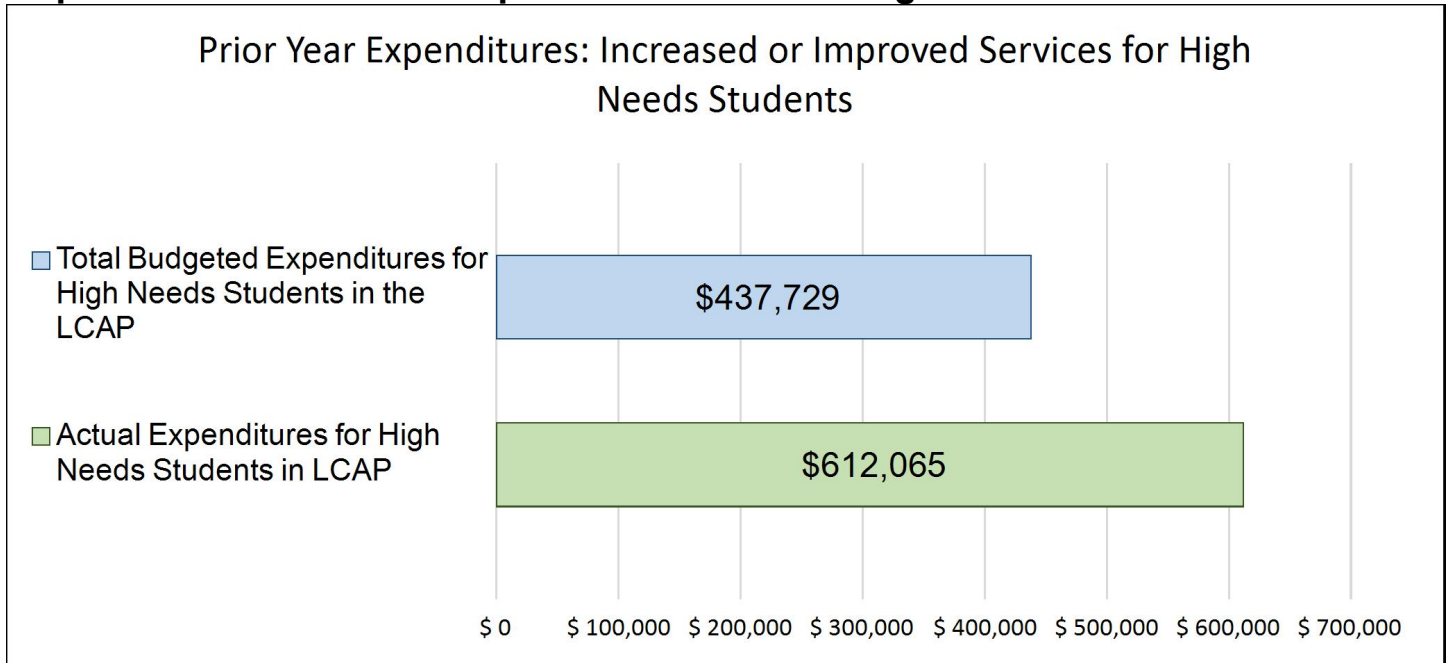
The General Fund budget expenditures for the school year not included in the LCAP are all items to support our base program and the additional priorities set to advance and assist English language learners and students who live in poverty funded through the supplemental and concentration grants. Our base program includes the Eight State Priorities including the instructional program, a safe learning environment, our food program, transportation, and general services. The instructional program includes certificated and classified salaries and benefits, professional development, enrichment and interventions, and materials and supplies for the program. Monitoring of the instructional program includes the salaries and benefits of administrators, support staff, and district office staff. A safe learning environment consists of the upkeep of facilities, salaries and benefits for maintenance personnel, Positive Behavioral Interventions and Supports, health supervision, training, and materials and supplies. The food program budget expenses include classified staff members' salaries and benefits, cost of food, and the cost of operating the program. The transportation program costs included classified personnel salaries and benefits, training, and the cost of materials and supplies for operating transportation. General services in the base program include costs for staff, professional consultants such as attorneys and/or technology consultants, equipment and supplies for the office and the budget.

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

In 2024-25, San Ardo Union Elementary School District is projecting it will receive \$445,338 based on the enrollment of foster youth, English learner, and low-income students. San Ardo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ardo Union Elementary School District plans to spend \$452,676 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 San Ardo Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Ardo Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, San Ardo Union Elementary School District's LCAP budgeted \$437,729 for planned actions to increase or improve services for high needs students. San Ardo Union Elementary School District actually spent \$612,065 for actions to increase or improve services for high needs students in 2023-24.



FALCONS

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
San Ardo Union Elementary School District	Catherine Reimer, Ed.D. Superintendent/Principal	creimer@sanardousd.org 8316272520

Goals and Actions

Goal

Goal #	Description
1	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 for basic conditions of learning and the implementation of improvements for school climate in Priority 6 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. All students will be provided a safe and healthy learning environment and will be measured by the Williams quarterly report on District Uniform Complaints and the Facilities Inspection Tool. Students will have access to appropriately assigned and fully credential teachers and to standards-aligned instructional materials and will be measured by the Williams report, curriculum audit, and administrator's checklist. Students, parents, and staff members will feel safe at school and a sense of connectedness and will be measured by parent surveys, the California Healthy Kids Survey, and student expulsion and suspension rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately assigned and fully credentialed - Williams Audit	Percentage of teachers appropriately assigned and fully credentialed Williams Audit - 100%	Percentage of teachers appropriately assigned and fully credentialed Williams Audit - 100%	Percentage of teachers appropriately assigned and fully credentialed. 84.6% based on data from Teaching Assignment Monitoring Outcomes	Percentage of teachers appropriately assigned and fully credentialed 85.51% (one resource teacher on a Short-Term Staffing Permit)	Percentage of teachers appropriately assigned and fully credentialed Williams Audit - 100%
Curriculum Audit	Curriculum Audit - 92%	Curriculum audit - 93.8%	Curriculum Audit - 94%	Curriculum Audit - 100%	Curriculum audit - 100%
Administrator checklist	Administrator checklist - 100%	Administrator checklist - 100%	Administrator checklist - 100%	Administrator checklist - 100%	Administrator checklist - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT inspection	FIT inspection - Good	FIT inspection - Good	FIT inspection - Good	FIT inspection - Good	FIT inspection - good
Parent Surveys	Parent Surveys - 25%	Parent Surveys - 79.66%	Parent surveys completed - 54.54% Feel welcome at school - 100% Participate in school activities - 80%	Parent surveys completed - 35% Feel welcome at school - 100% Participate in school activities - 95%	Parent surveys - 80%
California Healthy Kids Survey (CHKS)	California Healthy Kids Survey (CHKS) - happy to be at school 50% - always, 50% - sometimes (100%) CHKS - feel safe at school - 70.45% always CHKS- treated with respect - 97.73% always	California Healthy Kids Survey (CHKS) - happy to be at school 34.6% - always, 57.7% - sometimes (92.3%) CHKS - feel safe at school - 96.15% always/sometimes CHKS- treated with respect - 83.3% always	California Healthy Kids Survey (CHKS) - happy to be at school 17.02% - always, 65.96% - sometimes (82.9%) CHKS - feel safe at school - 85.11% always/sometimes CHKS- treated with respect - 69.77% always	California Healthy Kids Survey (CHKS) - happy to be at school 19.64% - always, 71.43% - sometimes (91.07%) CHKS - feel safe at school - 39.29% always and 55.36% sometimes (94.65%) CHKS- treated with respect - 83.64% always	Student surveys (CHKS) happy to be at school - 80% - always CHKS - feel safe at school - 100% always CHKS- treated with respect - 100% always
Student Suspension and Expulsion Rates	Student Suspensions - 1 (1%) Expulsion Rates - 0	Student Suspensions - 6 (6.4%) Expulsion Rates - 0	Student Suspensions - 5 (6.3%) Expulsion Rates - 0	Student Suspensions - (9) 10.46% (to date) Expulsion Rates - 0	Student suspension - under 5% Student expulsion - 0%

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.

Some of the actions and planned services were completed as planned, while others due to circumstances out of the control of the district were not. Quarterly reports on William's compliance were completed and submitted. Students had access to fully credentialed teachers, apart from one teacher on a Short-Term Staffing Permit for the resource position. The district has continued to purchase additional standards-aligned materials as necessary. The curriculum audit in 2022/23 identified weaknesses in the adopted E/LA curriculum. The district moved in adopting iReady Magnetic Reading for 2023/24. We continue to provide students with a safe and healthy learning environment through monitoring the facilities with the FIT and making necessary and appropriate minor repairs as needed. The Maintenance and Operations Team Lead oversees the work of maintaining the facilities. The district has continued with the Positive Behavioral Interventions and Supports (PBIS) and Character Counts programs over the past nine years and monitors the climate through the California Healthy Kids Survey and the Annual Parent Survey. The district found the bullying prevention program provided by Harmony at Home to be ineffective and discontinued the program in 2023/24. The action of hiring a counselor to oversee PBIS, MTSS, student attendance, and individual and group counseling was not fulfilled because the counselor quit in early August 2023. The district attempted for several months to hire another counselor with no applicants. Instead, an Associate Marriage and Family Therapist was brought on in January of 2024 for student individual and group counseling. Multi-Tiered Systems of Support (MTSS) training and professional development began in 2022 and continues currently. The district is also working with the Monterey County Office of Education through Differentiated Assistance on MTSS and PBIS. The district was not able to secure training for all staff members who supervise students and will continue to search in the following year.

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.

There was a material difference in Action 1.1 from planned of \$21,400.01 to estimated spent of \$11,572.72. This was due to not needing substantial new standards-aligned Common Core instructional materials. There was a material difference in Action 1.3 from budgeted of \$191,444.87 to estimated expenditures of \$48,011.78. The difference was due to the following circumstances: the counselor quit and could not be replaced (salary & benefits), Harmony at Home services were not utilized, the MTSS funding was not largely spent, and the district could not secure staff supervision training.

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

The overall effectiveness of the actions and services in achieving the articulated goals was successful. Students are being provided with a safe and healthy learning environment through the actions and services provided through PBIS, Character Counts and MTSS. This has also contributed to the goal of students, parents and staff members feeling safe at school and a sense of connectedness. This is evidenced by students reporting they feel safe at school "sometimes" and "all of the time" 94.65% on the California Healthy Kids Survey, as compared to 85.11% in 2022/23. Students also reported they were "happy to be at this school" 91.07% "sometimes" and "all of the time", as compared to 82.9% in 2022/23. Parent participation on the survey this year was only 35% despite numerous efforts to send it out online and have parents complete it at Open House. Parents reported feeling welcomed at the school 100%. They also responded to having participated in school

activities increased from 80% in 2022/23 to 95% in 2023/24. Parents also reported they felt they had input in decision making at the school by 85% responding "yes" or "sometimes" in 2023-24. The services and actions of continuing to repair and modernize facilities achieve the goal of providing a safe and healthy learning environment. The action and service of having a Maintenance and Operations Team Lead oversee facility repairs has also contributed to the achievement of the goal. This is evidenced by the Facilities Inspection Tool (FIT) overall rating of "good". The actions and services of monitoring teacher vacancies or misassignments, textbooks, and instructional materials have achieved the goal of students having access to appropriately assigned and fully credentialed teachers and to standards-aligned instructional materials as evidenced by the William's Report, administrator checklist, and curriculum audit. The student suspension rate decreased from 6.3% in 2022-23 to 5.8% in 2023-24. It can also continue to be stated that students returned to school from the pandemic with some significant mental and behavioral issues. Much like every district in the State, we are working overtime to attempt to address these issues without adequate, qualified personnel because they are not available. MTSS evaluates what tiered interventions are available for academics, social-emotional, and behaviors. The district has tiered interventions for academics and behavior, however; has struggled with the social-emotional interventions. The district adopted Second-Step and School Connect 4.0 for teachers to utilize on a daily basis. However, it is unclear to what fidelity the programs are being used. The district hired a school counselor in May 2023 and she quit in early August 2023. The district is currently consulting for mental health services from an Associate Marriage and Family Therapist. This seems to be an effective action towards addressing the tremendous mental health issues of students.

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.

As a result of the analysis of this goal, and/or the analysis of the state and local data collected and analyzed, the following changes will be made to the actions to achieve this goal:

Action 1: No change.

Action 2: No change.

Action 3: The district will continue with the implementation of the Multi-Tiered Systems of Support with grant funds provided from the State (\$28,423.84 carryover from 23/24). The district will not consult with Harmony from Home for bullying prevention. The district will not continue with a school counselor to support PBIS, MTSS, student absences, and counseling from ESSER III funding because the funding is no longer available. The district will consult with an Associate Marriage and Family Therapist for individual and group counseling while there is funding available.

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	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments, the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments of California (ELPAC), English learner reclassification rates, and course grades (Priority 4). All students will demonstrate growth towards meeting or exceeding standards in mathematics as demonstrated through local formative assessments, CAASPP, and course grades (Priority 4). All students will demonstrate growth towards meeting or exceeding standards in Science as demonstrated through local formative assessments, California Science Test (CAST), and course grades (Priority 4). All students will receive high-quality instruction from the implementation of academic content and performance standards for all students and the English language development standards adopted by the State Board of Education as monitored by administrator checklists (Priority 2). Students will have access to a broad course of study that includes all of the subject areas described in Education Code 51210 (English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education) measured by administrator checklists (Priority 7 & 8). All students will also attend school in a regular, consistent manner as measured by attendance rates, chronic absenteeism rates, and middle school dropout rates (Priority 5).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Summative Common Core State Standards Assessments administered once per year in ELA	District local summative E/LA (2021) K - 27% 1st - 35% 2nd - 37% 3rd - 50% 4th - 48% 5th - 38% 6th - 32% 7th - 37% 8th - 42%	District local summative E/LA (2022) K - 55% 1st - 50% 2nd - 64.7% 3rd - 43% 4th - 52% 5th - 76.3% 6th - 60% 7th - 48.7% 8th - 47.5%	Discontinued - changed to ICA's for E/LA administered twice per year 3rd-8th Nov 2022 testing 3rd - 0% 4th - 0% 5th - 33% 6th - 11% 7th - 0% 8th - 14% Total proficient - 9.6%	November 2023 ICA's for E/LA Met or Exceeded Standard: 3rd - 25% 4th - 12% 5th - 0% 6th - 17% 7th - 25% 8th - 22% Total proficient - 17%	District ICA percent proficient in E/LA (2024) 3rd - 20% 4th - 20% 5th - 20% 6th - 20% 7th - 20% 8th - 20% Total proficient - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total proficient - 38.44%	Total proficient - 55.24%	<p>March 2023 testing</p> <p>3rd - 0%</p> <p>4th - 0%</p> <p>5th - 14%</p> <p>6th - 13%</p> <p>7th - 0%</p> <p>8th - 14%</p> <p>Total proficient - 6.83%</p> <p>Summative 2023 testing</p> <p>3rd - 11%</p> <p>4th - 9%</p> <p>5th - 17%</p> <p>6th - 7%</p> <p>7th - 11%</p> <p>8th - 17%</p> <p>Total proficient - 11.32%</p>	<p>March 2024 ICA's for E/LA Met or Exceeded Standard:</p> <p>3rd - 21%</p> <p>4th - 13%</p> <p>5th - 0%</p> <p>6th - 18%</p> <p>7th - 21%</p> <p>8th - 22%</p> <p>Total proficient - 15.66%</p> <p>iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level:</p> <p>K - 0%</p> <p>1 - 17%</p> <p>2 - 25%</p> <p>3 - 17%</p> <p>4 - 0%</p> <p>5 - 0%</p> <p>6 - 20%</p> <p>7 - 0%</p> <p>8 - 0%</p> <p>iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				K - 75% 1 - 66% 2 - 50% 3 - 33% 4 - 0% 5 - 14% 6 - 0% 7 - 8% 8 - 13% iReady Reading Diagnostic #3 (April/May) Percent early on and mid or above grade level: K - 69% 1 - 100% 2 - 60% 3 - 42% 4 - 13% 5 - 0% 6 - 17% 7 - 8% 8 - 10%	
District Summative Common Core State Standards Assessments administered once per year: mathematics	District local summative Math (2021) K - 60% 1st - 40% 2nd - 47% 3rd - 25% 4th - 27%	District local summative Math (2022) K - 67% 1st - 59.8% 2nd - 67.6% 3rd - 53.4% 4th - 63.2%	Discontinued - changed to ICA's for Math administered twice per year 3rd-8th Nov 2022 testing 3rd - 0% 4th - 0% 5th - 0%	November 2023 ICA's for Mathematics Met or Exceeded Standard 3rd - 15% 4th - 0% 5th - 0% 6th - 0%	District ICA percent proficient in Math (2024) 3rd - 15% 4th - 15% 5th - 15% 6th - 15% 7th - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 18% 6th - 30% 7th - 26% 8th - 26% Total proficient - 33.22%	5th - 54% 6th - 63.9% 7th - 32.4% 8th - 41.9% Total proficient - 55.91%	6th - 0% 7th - 0% 8th - 0% Total proficient - 0% March 2023 testing 3rd - 17% 4th - 11% 5th - 0% 6th - 0% 7th - 0% 8th - 0% Total proficient - 4.6% Summative 2023 testing 3rd - 11% 4th - 18 % 5th - 17% 6th - 0% 7th - 22% 8th - 17% Total proficient - 15.10%	7th - 15% 8th - 11% Total proficient - 6.83% March 2024 ICA's for Mathematics Met or Exceeded Standard 3rd - 32% 4th - 19% 5th - 10% 6th - 0% 7th - 9% 8th - 17% Total proficient - 14.5% iReady Math Diagnostic #1 (Aug) Percent early on and mid or above grade level: K - 8% 1 - 0% 2 - 25% 3 - 0% 4 - 0% 5 - 0% 6 - 0% 7 - 0% 8 - 0%	8th - 15% Total proficient - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>iReady Math Diagnostic #2 (Jan) Percent early on and mid or above grade level:</p> <p>K - 25% 1 - 0% 2 - 25% 3 - 17% 4 - 0% 5 - 20% 6 - 0% 7 - 9% 8 - 14%</p> <p>iReady Math Diagnostic #3 (April/May) Percent early on and mid or above grade level:</p> <p>K - 54% 1 - 40% 2 - 20% 3 - 18% 4 - 13% 5 - 0% 6 - 0% 7 - 0% 8 - 0%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD progress monitoring - the English Language Proficiency Assessments for California (ELPAC) and Reclassification rates	ELPAC (2019) students with moderately to well-developed English proficiency - 31.57% EL reclassification rate (2021) - 3.60%	ELPAC (2022) students with moderately to well-developed English proficiency - 41.38% EL reclassification rate (2022) - 5.37%	ELPAC (2023) students with moderately to well-developed English proficiency - 68.43% and 69.4% making progress EL reclassification rate (2023) - 11.39%	ELPI (2023) 69.4% making progress EL reclassification rate (2024) - 21.66%	ELPAC (2024) students with moderately to well-developed English proficiency - 50% EL reclassification rate (2024) - 5%
School attendance rates - absenteeism Middle school dropout rates	School Attendance rate (2021) - 93.79% Chronic Absenteeism rate (2021) - 11.4% Middle school dropout rates-0	School Attendance rate (2022) - 92.12% Chronic Absenteeism rate (2022) - 23.4% Middle school dropout rates-0	School Attendance rate (2023) - 92.5% Chronic Absenteeism rate (2023) - 27.5% Middle school dropout rates-0	School Attendance rate (at this time) - 94.9% Chronic Absenteeism rate - 27.2% Middle school dropout rates-0	School Attendance rate (2024) - 97% Chronic Absenteeism rate (2024) - 5% Middle school dropout rates-0
Progress on IEP goals	Progress on IEP goals (2021) - 22.70%	Progress on IEP goals (2022) - 30.75% 61.5% for resource goals and 28.26% for speech due to student absences.	Progress on IEP goals (2023) - 60.78%, 33% for resource goals and 67% for speech.	Progress on IEP goals (2024) - 75%, 70% for resource goals and 80% for speech.	Progress on IEP goals (2024) - 70%
The administrator monitors the implementation of state adopted academic content and performance standards by weekly	Administer check-list for academic content and performance standards (2021) - 90%	Administer check-list for academic content and performance standards (2022) - 90%	Administer check-list for academic content and performance standards (2023) - 92%	Administer check-list for academic content and performance standards (2024) - 100%	Administer check-list for academic content and performance standards (2024) - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classroom checks and lesson plans utilizing a checklist maintained throughout the year.					
<p>All students are given access to the CCSS, as ELD is embedded into the general education classrooms. Monitored by administrator classroom walkthrough checklists.</p> <p>The administrator monitors the broad course of study by conducting a yearly curriculum audit.</p> <p>Students with IEP's are given support in the content area by a resource teacher and mainstreamed in the general education classroom for access to a broad course of study.</p>	<p>Administrator walkthrough checklist (2021) - 85% of time ELD observed in general education classrooms</p> <p>Curriculum audit survey for monitoring broad course of study (2021) - 92%</p>	<p>Administrator walkthrough checklist (2022) - 88% of time ELD observed in general education classrooms</p> <p>Curriculum audit survey for monitoring broad course of study (2022) - 93.8%</p>	<p>Administrator walkthrough checklist (2023) - 88% of time ELD observed in general education classrooms</p> <p>Curriculum audit survey for monitoring broad course of study (2023) - 94%</p>	<p>Administrator walkthrough checklist (2024) - 79% of time ELD observed in general education classrooms</p> <p>Curriculum audit survey for monitoring broad course of study (2024) - 100%</p>	<p>Administrator walkthrough checklist (2024) - 100% of time ELD observed in general education classrooms</p> <p>Curriculum audit survey for monitoring broad course of study (2024) - 92%</p>
Standards-aligned instructional materials	Williams report for standards-aligned	Williams report for standards-aligned	Williams report for standards-aligned	Williams report for standards-aligned	Williams report for standards-aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
are measured in the Williams report.	instructional materials (2021) - 100%	instructional materials (2022) - 100%	instructional materials (2023) - 100%	instructional materials (2024) - 100%	instructional materials (2024) - 100%
Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)	CAASPP E/LA (2019) - 20.97% met or exceeded standard CAASPP Math (2019) - 7.69% met or exceeded standard	CAASPP E/LA (2022) - 19.64% met or exceeded standard CAASPP Math (2022) - 9.44% met or exceeded standard	CAASPP E/LA (2023) - 11.3% met or exceeded standard CAASPP Math (2023) - 15.1% met or exceeded standard	CAASPP E/LA (2023) - 11.3% met or exceeded standard CAASPP Math (2023) - 15.1% met or exceeded standard Latest available data	CAASPP E/LA (2024) - improve by 5% each year students meeting or exceeding standards CAASPP Math (2024) - improve by 5% each year students meeting or exceeding standards

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.

The overall implementation of the actions in this Goal were partially implemented during the 2023-24 year.

Action 2.1: Fully Implemented

Teachers were supported through professional development during early release days to better support English learners and low-income students.

Action 2.2: Not implemented

The Literacy Coaches and Reading Specialists grant teacher was not hired until 12/1/2023 causing a delay in the program. This was due to the fact that there had been no applicants for the position up until that time. The district was not provided with a credentialed teacher for tutoring in the after school program this year from MCOE Homeless Liaison services.

Action 2.3: Fully Implemented

The district continued to provide extended learning activities and homework assistance in the ASES program.

Action 2.4: Fully Implemented

The district continued to use AERIES Analytics for the standards-based Common Core-aligned electronic grade book to which parents have access.

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.

There was a material difference of the budgeted expenditure for Action 2.2 of \$129,720.48 and the estimated actual expenses of \$105,136.75. This was due to the fact that a Literacy Coach/Reading Specialist could not be found for the position. The district was able to hire the Reading Specialist as on 12/1/2023.

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

The overall effectiveness of the actions and services in Goal 2 in making progress of improving academic outcomes for students is evidenced by the increase in percentages who are making progress as measured by the English Language Proficiency Assessments in California (ELPAC) as being 69.4% and as a “Blue” indicator on the CA Dashboard. The district anticipates reclassifying approximately 10% of its English Learner population this year. This is very consistent with previous years’ data. It is also evidenced as being effective for increasing the number of students proficient in mathematics and being reported as a “Yellow” indicator on the CA Dashboard increasing by 9.1 points. We will not know the increase made in English Language Arts for the current year until State testing is completed. We do anticipate large gains due to the fact we changed curricula, have been regularly assessing students using the diagnostic testing, and added another reading specialist to work with older students. Teachers also completed the Science of Reading training over the summer. The Interim Comprehensive Assessments were also administered twice throughout the year. Student progress on IEP goals for the year was 70% for resource goals and 80% for speech goals. The progress in goal completion for students with IEP’s increased from 60.78% in 2022-23 overall to 75% in 2023/24. The district’s annual attendance percentage will be unknown until the school year is completed on June 7, 2024, as well as the chronic absenteeism rate. It is anticipated it will be high due to the continued absences of students and a lack of an ability to retain a school counselor to oversee absenteeism. The student suspension rate decreased from 6.32% to 5.81%. According to the CA Dashboard it improved from a “Red” indicator to “Yellow”. The middle school dropout rate remained at 0%.

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.

Action 1 - iReady diagnostic testing in reading and mathematics added to metrics. Curriculum Associates iReady classroom reading materials were adopted and will be taken out.

Action 2 - no changes.

Action 3 - the 1.5 FTE paraprofessionals to assist with small group instruction will be taken out due to the loss of ESSER III funding. The credentialed teacher for the after school program provided by MCOE Homeless Liaison services will be taken out as it is no longer provided. The ELOP six week summer school program will be added to this goal.

Action 4 - no changes.

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	Increase the percentage of parents who feel welcomed and participate in the learning environment and are engaged with the school community. Increase the communication and the timeliness of the communication between the school and families (Priority 3).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent surveys Parent Participation Logs (on file) See Appendix A ,parents of unduplicated students and students with special needs disaggregated here.	Parent survey questions March 2021 Q. 3 - Participate in school activities - 70% Q. 5 - feel welcomed at school - 88% Q. 9 - Input in decision making - 64% Families responding to survey - 25% Q. 21 - Timely communication - not asked	Parent survey questions March 2022 Q. 3 - Participate in school activities - 82.9% Q. 5 - feel welcomed at school - 76.5% Q. 9 - Input in decision making - 70.2% Families responding to survey - 79.6% Q. 21 - Timely communication - 91.48%	Parent survey questions March 2023 Q. 3 - Participate in school activities - 80% Q. 5 - feel welcomed at school - 100% Q. 9 - Input in decision making - 86.66% Families responding to survey - 54.54% Q. 21 - Timely communication - 90%	Parent survey questions April/May 2024 Q. 3 - Participate in school activities: 95% Q. 5 - feel welcomed at school: 100% Q. 9 - Input in decision making: 85% Families responding to survey: 35.71% Q. 10 - Timely communication: 75%	Parent survey questions - desired outcome Q. 3 - Participate in school activities - 70% Q. 5 - feel welcomed at school - 100% Q. 9 - Input in decision making - 75% Families responding to survey - 80% Q. 21 - Timely communication - 90%

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.

Most of the planned actions were implemented in this goal with the exception of one The action of providing relevant parent education seminars was not met due to the inability to bring any to the rural town of San Ardo. All other components in Action 3.1 were implemented.

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.

There were no material differences.

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

The actions and services were effective in that all of the measurable outcomes were achieved for the goal. Parents participated in school activities 95% and felt they were able to give parental input on school activities and programs, as evidenced by 85% agreeing in the parent survey. Parents responded 75% that they felt they received timely communication from the school. The district is still struggling to recruit and retain parents for the School Site Council (SSC) and District English Language Advisory Committee (DELAC). Parent suggestions have included providing an incentive to come, providing childcare, holding the meeting later in the evening, and providing food. The district held the meeting later in the evening and provided food this year and it still did not produce greater participation. Childcare is an issue for a small, rural school district with a limited number of employees who typically work full-time during the school day. This year 35.71% of families had at least one parent respond to the survey indicating a need for improvement.

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

The district will continue with this goal and actions and work to provide relevant parent education seminars through Differentiated Assistance with MCOE. There will also not be a one-time set-up fee of \$3500 for the website.

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



FALCONS

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ardo Union Elementary School District	Catherine Reimer, Ed.D. Superintendent/Principal	creimer@sanardousd.org 8316272520

Plan Summary [2024-25]

General Information

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

The single-school district of San Ardo Union Elementary, established in the 1930s, is located within the rural confines of southern Monterey County, Salinas Valley, nestled amongst three smaller districts. This district, approximately 19 miles south of King City and 35 miles north of Paso Robles, operates on a uniquely modified year-round schedule. The most up-to-date data indicates that the enrollment count for the academic year 2023/24 stands at 86 students. While historical trends present some considerable variation in this figure, a recent downturn is most likely attributable to the prevailing pandemic situation. The District consistently offers a thorough education for students ranging from transitional kindergarten through eighth grade, often highlighted for its innovative educational strategies and continuous modernization of teaching methods. Instruction at this district is significantly shaped by standards-aligned curriculums, frequent assessment of student progress relating to the Common Core State Standards, habitual professional development for instructors, and decidedly committed to student support and interventions. Particularly noteworthy among these interventions are the specific assistance services provided by the

Monterey County Office of Education, primarily focused on Positive Behavior Interventions and Supports. Parental involvement contributes positively to the district, as parents routinely collaborate with the Board of Trustees, the School Site Council, District English Learner Advisory Committee, and other staff to define and pursue educational transitions and objectives. Of the involved parents, a prominent portion are also employed as seasonal field workers. Despite living in the town for more than ten years, around 40% of these parents continue to struggle with English language proficiency. Considerable improvement at the district level was made achievable through voters granting a \$6.8 million General Obligation bond in 2016. To date, \$3.8 million of these funds have been utilized, with projection plans to expend the remaining \$3.0 million for future district enhancements. Modernizing ventures thus far have included rolling out the new iReady English/Language Arts program and diagnostic tests commencing in the 2023/24 academic year. In their steadfast pursuit of top-tier education, the San Ardo Union Elementary School District employs an array of support structures. These mechanisms comprise of a full-time special education teacher, supplemental assistance for English-Language Arts scholars needing extra help, a reading specialist for fourth to eighth grade students, and additional paraprofessional aid across all class levels. Additional learning support is extended through the After School Education and Safety and the Expanded Learning Opportunities Program. A Physical and Health Education teacher is also accessible two days per week, funded by the Learning Loss Mitigation resources. In addition to its academic concerns, the district also seeks to nurture student overall welfare and growth by providing an Associate Marriage & Family Therapist for counseling two days per week. A bilingual liaison position also continues, reflecting the district's emphasis on bilingual engagement. The district sustains robust communication with all educational stakeholders across diverse mediums. With the guidance of the Local Control Accountability Plan, the District's overarching goal is to provide a highquality education to all students. The Plan serves as a progressive monitoring tool, identifying sectors requiring enhancement to meet students' needs effectively. Within the predominantly agricultural local economy, the district, containing 64.5% English Language Learners, collaborates with various institutional bodies such as School Site Council, District English Learner Advisory Committee, staff, and parents to establish and accomplish long-term educational goals.

Reflections: Annual Performance

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

The annual performance of the school district has been critically evaluated. The specific areas with the lowest performance level are explored further. The necessity for a thorough investigation of underperforming areas has been identified, with notable struggles found in English/Language Arts (E/LA) and Chronic Absenteeism, for the All student group, as well as chiefly among English Learners (ELs), Socio-economically Disadvantaged (SED) students, and Hispanic students which appear Red on the California School Dashboard. A review of the comprehensive dashboard report is suggested to understand the school district's yearly advancements and achievements. Chronic struggles including high absenteeism rates and escalating disciplinary issues hinted at an unstable academic environment, negatively impacting the overall performance. The need for immediate attention and suitable strategies in these challenging areas was recognized to ensure the continued progression of the school district. On the optimistic side, substantial advancements were noted during the last academic year despite the challenges faced. Improvements were observed in English Language Development and Mathematics, which were categorized as 'Blue' and 'Yellow' respectively. The introduction of comprehensive counseling services fostered emotional and social development, and robust community engagement was recognized and successfully implemented. Not only within classrooms but also through various field trips, student learning was fostered, contributing to the students' holistic development. The appointment of a reading specialist was another strategic move aiming to boost the overall academic performance.

Reflections: Technical Assistance

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

The necessity for technical aid transpired as a result of the English Learners student cohort satisfying the criteria in two or more Local Control Funding Formula (LCFF) priorities. The highlighted priorities were priority 4, which emphasized English/Language Arts (E/LA) and Mathematics, along with priority 5, focusing on chronic absenteeism. In order to deliver required support, a joint effort with the Monterey County Office of Education (MCOE) team was established. The concentration of this mutual endeavor was on Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered System of Support (MTSS) guidelines. A collective conviction that student behaviour issues needed prioritization and effective handling was maintained. Nonetheless, the sustainability of the support faced difficulties owing to alterations in the MCOE team membership, where the team composition was changed twice during the technical assistance period. The Comprehensive Support and Improvement narrative boxes are left empty because San Ardo is not eligible for Comprehensive Support and Improvement.

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.

The District has no sites 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.

The District has no sites identified for CSI.

Monitoring and Evaluating Effectiveness

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

The District had no sites identified for CSI.

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 and the San Ardo Teachers' Association	<ul style="list-style-type: none">Engaged in meetings with the teaching staff and the San Ardo Teachers' Association to foster collaborative dialogue aimed at realizing mutual educational objectives. These meetings focused on the evaluation of current approaches, exploration of potential enhancements, and solicitation of professional insights to inform the Local Control and Accountability Plan (LCAP) development [August, October, December]Collected essential data during the meetings conducted on 8/8/2023 and 8/16/2023. The data was scrutinized to detect the existence of underrepresented groups, and subsequent measures were implemented to involve these groups, thereby ensuring comprehensive participation from all educational stakeholders [August]Orchestrated a crucial meeting on 10/25/2023 with the goal of aligning the district's strategy with the needs and aspirations of the teaching staff, thereby improving the efficiency of the educational process [October]Arranged an event on 12/6/2023 for meaningful interaction with the San Ardo Teachers' Association, seeking their insights to develop a comprehensive and well-informed LCAP [December]Conducted a staff survey on 1/31/2024, seeking their perspectives on student needs, potential actions, and

Educational Partner(s)	Process for Engagement
	possible amendments to the LCAP, ensuring inclusivity in decision-making processes [January, March]
Classified Staff/CSEA and other School Personnel	<ul style="list-style-type: none"> • Maintained consistent communication and collaboration with the Classified Staff/CSEA through a series of meetings conducted on the following dates: 8/8/2023, 1/19/2024, 2/1/2024, 2/15/2024, 3/13/2024, 3/20/2024, 3/27/2024, and 4/23/2024. [August-April] • Undertook meticulous data analysis to pinpoint potential representation gaps. Proactive communication methods, such as direct phone calls and local meetings, were employed to connect with these identified groups. [February] • Arranged consultation meetings with local bargaining units to gather constructive feedback, which was intended to guide the progression and development of the LCAP. [January/March] • Administered surveys amongst staff members to gather their insights on various areas including student needs, potential measures to address these needs, and necessary updates to the LCAP. [January] • Sustained engagement with Classified Staff/CSEA was prioritized to ensure transparent communication and effective incorporation of their inputs into the teaching-learning paradigm. [August-April]
Parents	<ul style="list-style-type: none"> • Engaged in numerous consultations with parents to gather their insights and discuss academic plans. These meetings were held on the following dates: 8/31/2023, 9/6/2023, 2/27/2024, 5/2/2024, and 6/3/2024. • Arranged a back-to-school evening and an open house event to foster a dynamic environment for parents to engage with the school district and staff. This initiative aimed to enhance parents' comprehension of the academic milieu. The events were conducted on 8/31/2023 and 5/2/2024.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> Coordinated SSC & DELAC meetings on 9/6/2023, 2/27/2024, and 6/3/2024 to invite parents' input on various school-related matters and incorporate their suggestions into decision-making processes. Developed Parent Surveys to acquire a deeper understanding of parents' views on the education system, pinpoint areas that require enhancement, and better comprehend their needs and expectations. This survey was conducted between April-May 2024. Advocated for the participation of all parents in these events, particularly those from underrepresented groups. This approach was adopted to boost inclusivity and ensure a holistic discussion about the educational objectives and strategies of the school district. This endeavor was pursued throughout the year.
Students	<ul style="list-style-type: none"> Engaged student body representatives in monthly Associated Student Body (ASB) meetings to solicit feedback and identify potential obstacles in achieving educational objectives. These meetings were conducted on a regular monthly basis. Developed and administered student surveys with the purpose of obtaining individual student views on areas for enhancement and satisfaction concerning the district's services. The timeline for distribution and collection of these surveys was March 2024. Solicited ideas and suggestions from student representatives for the Local Control and Accountability Plan (LCAP) development in April. This step was taken to ensure that student needs are adequately addressed. Reviewed the feedback data collected to identify any underrepresented groups. Outreach initiatives were then launched to these groups via individual meetings. This strategy was implemented to ensure comprehensive input from all stakeholders.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • In January, additional feedback was collected from staff regarding student needs, potential actions to address these needs, and updates to the LCAP. This exercise was designed to augment student support and development initiatives.
Administrator/Principal	<ul style="list-style-type: none"> • Ongoing daily interactions were established with the sole on-site administrator, who fulfilled multiple roles including those of superintendent, principal, and CBO. • Comprehensive data reviews were conducted to identify any underrepresented groups. Following this, targeted outreach was initiated in-person to ensure an all-inclusive input process. This was executed in February. • Meetings were organized with local bargaining units to collect feedback, which proved crucial in guiding the development of the LCAP. These meetings took place in January and March.
SSC/DELAC	<ul style="list-style-type: none"> • On September 6, 2023, meetings were conducted with SSC/DELAC to discuss the implications of the data derived from various educational groups. • A new series of visits was organized on February 27, 2024, to gather accurate feedback from all underrepresented groups within the school district. • Comprehensive surveys were developed and initiated in an interactive session with SSC/DELAC on June 3, 2024. These surveys were aimed at identifying student needs and potential changes to the LCAP. • Follow-up meetings with SSC/DELAC were scheduled to discuss the feedback received and the subsequent actions taken to address the identified issues. • A comprehensive report encapsulating our partnership activities with SSC/DELAC was compiled. This report highlighted the feedback-centered approach used for the overall development of the school district.

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area Administrator	Consulted as needed throughout the school year

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

In response to the feedback received from parents and teachers advocating for the continuation of counseling to ensure a healthy and safe learning environment, the San Ardo Union Elementary School District has developed a progress-oriented goal to address this feedback through appropriate actions...

- The Quarterly Report on Williams Compliance is to be completed diligently by the District, as directed by the Monterey County Office of Education. (Action 1.1)
- A meticulous list of certificated staff and their corresponding credentials is ostensibly maintained by the District. (Action 1.1)
- To adhere to Common Core educational standards, the District persistently evaluates and procures necessary instructional materials. (Action 1.3)
- Ensuring a safe and healthy learning environment, the district, executing action 1, methodically continues its minor repairs of school facilities using available funds and procures maintenance supplies - an effort to ensure the upkeep of said facilities. This commitment extends to remunerating 50% of the Maintenance and Operation Team Lead's salary to manage custodial staff and attend to facility maintenance. (Action 1.2)
- Efforts to improve school climate are ongoing, with the district persisting with Positive Behavioral Interventions and Supports and the Character Counts program; training directed towards staff monitoring all students is assured, with ongoing services from the Associate Marriage and Family Therapist for individual and group counseling subject to availability of funds. (Action 1.2). The collaboration of the district with the Monterey County Office of Education focusing on PBIS and MTSS tiers I, II, and III under Differentiated Assistance shall persist. (Action 1.4)

Additionally, a Multi-Tiered System of Supports will be instituted, backed by a grant received from the State. (Action 1.5)
In response to the feedback received from students, advocating for an expansion of school activities and enhanced training for teacher aides to foster a more engaging learning environment and a broader course of study, the San Ardo Union Elementary School District has developed a broad goal to address these concerns with the following actions...

- High-quality professional development, oriented towards the state-adopted academic content and performance standards along with ELD standards, will be made accessible to teachers by the district in their endeavors to support English learners and low-income students (Action 2.1)
- The school district, with the assistance of an additional teacher (1.00 FTE), will ensure the continuation of maintaining an average class size of 20 students per class, limiting the grade levels taught to a minimum of two per class - with seventy-five percent (75%) of the salary being funded by concentration funds (Action 2.2)
- Twice a year, the administration of Interim Comprehensive Assessments in E/LA and math by the district will persist (Action 2.2).
- The district will continue to administer iReady diagnostic assessments in reading and mathematics throughout the academic year to monitor and track proficiency levels (Action 2.4)
- To prevent potential failure among seventh and eighth grade students, an intervention plan is being instituted, administrated by a resource teacher who would provide specialized instruction to underperforming individuals; additionally, support for struggling readers from grades 5-8 is intended to be provided. (Action 2.2)

- An existing pull-out program is being maintained by the District, in which a part-time, veteran, credentialed teacher provides English Language Arts interventions to students from grades 1-6. (Action 2.3)
- To enhance literacy skills, the District continues to utilize a literacy coach/reading specialist, funded through the Literacy Coaches and Reading Specialists grant program. (Action 2.4)
- Enhanced coordination with auxiliary staff and extended learning programs is undertaken by the district to provide comprehensive educational services and assistance, ensuring alignment with the school's instructional objectives and fostering multi-grade classroom support in the After School Education and Safety program and an extended summer learning program (Action 2.3)
- Continuation of AERIES Analytics use for the standards-based Common Core-aligned gradebook has been ensured by the district, facilitating parent access and monitoring of student attendance and tardies - a mechanism through which truancy notices are disseminated following the third unexcused absence or tardy. (Action 2.4)
- The district has committed to preserving an additional teacher's position for the conduction of a pull-out program for physical education and health in the 2024-25 academic year - a project funded by the Learning Recovery Block Grant. (Action 2.5)
- Fiscal resources are being allocated by the district to cover the Project Lead the Way participation cost and other relevant educational software as deemed suitable. (Action 2.6)
- A comprehensive education inclusive of visual and performing arts standards is provided to the students by the district, encompassing disciplines like dance, music, theatre, and visual arts - a program currently delivered through Sol Treasures on a weekly basis and funded by the Arts, Music, and Instructional Materials Discretionary Block grant. (Action 2.7)
- Regular monitoring and appropriate classification of English Language Learners as Redesignated Fluent English Proficient (RFEP) is maintained by the district once the required criteria have been fulfilled, with recognition ceremonies being organized for reclassification. (Action 2.8)
- Extended educational excursions aligned with existing educational programs, such as the Science Camp for 5th-6th grade students, are provided by the district. (Action 2.9)
- The district ensures the perpetuation of a library program and compensates a teacher for its management. (Action 2.10)

In response to the feedback received from parents, who requested more family events and improved communication to enhance parental engagement and participation in school activities, the San Ardo Union Elementary School District has developed a broad goal to address these concerns with the following actions...

- The school district administration is persistently involving parents in key decision-making processes and school-wide events, such as School Site Council (SSC) and District English Language Advisory Committee (DELAC) – to foster a sense of community and inclusivity within the educational environment. (Action 3.1)
- As part of the school district's active engagement strategy – the organization promotes various school-community events, including but not limited to: back-to-school nights, annual performances, open house events, sporting competitions, and other special festivities, ensuring that staff actively engage parents and community involvement in these celebrations. (Action 3.2)
- The District strives to provide ongoing growth opportunities for parents by actively sourcing appropriate and relevant educational seminars throughout the school year. (Action 3.3)
- Communication with parents and the wider community is constantly maintained by the administration, with the assistance of newsletters and digital communication tools, such as Apptegy, which offers instant messages and newsletters in both English and Spanish. This not only includes updates on the school's progress, but also upcoming events and schedules. (Action 3.4)
- A bilingual liaison will continue to be provided by the District, with a 1.0 full-time equivalent position – ensuring communication and translation services for parents are addressed effectively and efficiently. (Action 3.5)

- The District will bear the expenses for the web-service program (DTS), which is used for both the Local Control and Accountability Plan's (LCAP) development as well as its translation into Spanish, ensuring language inclusivity within the school's operation and planning. (Action 3.6)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The objective under Goal 1 is to continue the progress accomplished in Priority 1, encompassing the essential conditions of learning, as well as improvements pertaining to the school's climate in Priority 6. This inclusively ensures a secure, healthy learning environment, access to appropriately assigned and fully certified teachers, and instructional materials perfectly in line with the standards. The timeline and the corresponding actions for this goal will engulf the entire academic year. Consistent focus will be geared toward guaranteeing the specified conditions, faithfully persisting in attaining the set objective. Progress and implemented actions will be monitored and evaluated frequently. This evaluation will be executed through regular checks, audits, and systematic feedback analysis from both students and teachers. The goal is to certify that specifics about a safe learning environment, teacher certification, and standard-aligned teaching materials are not only met but also sustained.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Under State Priority 1, which refers to the Basic Conditions of Learning, the District's objective was formulated to ensure the delivery of high-quality instructional material by fully qualified teachers in well-maintained facilities. This approach confronts issues of equity and allocation of resources. The District concentrates its efforts on maintaining a consistent rate of teacher assignments and standard-aligned instructional materials to provide equitable opportunities for all students, regardless of their backgrounds. Additionally, keeping the facilities in good repair demonstrates the District's dedication to cultivating a positive learning culture and environment. In a similar vein, with respect to State Priority 6, pertaining to School Climate, an aim was established to enhance the school environment and provide social-emotional support for students. The implementation of programs such as Positive Behavioral Interventions and Supports (PBIS) and the Multi-Tiered System of Supports (MTSS) underscores the District's commitment to creating a nurturing and inclusive academic milieu. This fortifies the District's equity focus while also working towards improving rates of pupil suspension and expulsion, thereby promoting a secure and interconnected school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers appropriately assigned and fully credentialed - Williams Audit	Williams Audit 85.51% Year: 2023-24			Williams Audit 100%	
1.2	Percent of content areas provided to ensure a Broad Course of Study including programs and services provided to unduplicated students and students with special needs Source: Curriculum Audit	100% completion for curriculum audit Year: 2023-24			Maintain 100% completion for curriculum audit	
1.3	Chronic Absenteeism Rate Source: CA Dashboard	2022-23 Dashboard 27.02%			2025-26 Dashboard Under 5%	
1.4	Degree to which safe, clean functional facilities are provided Source: FIT inspection	Inspection Results Good Year: 2023-24			Inspection Results Maintain Good	
1.5	Response rate for Parent Surveys Source: Internal records	35% Participation Rate Year: 2023-24			80% Participation Rate Year: 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	<p>Percentage of students with a high sense of safety and who are connected to the school</p> <p>Source: California Healthy Kids Survey (CHKS)</p>	<p>2023-24 Survey 100% Response Rate</p> <p>– Happy to be at School: Always: 19.64% Sometimes: 71.43%</p> <p>– Feel Safe at School: Always: 39.29% Sometimes 55.36%</p> <p>– Treated with Respect: Always: 83.64%</p>			<p>2026-27 Survey 100% Response Rate</p> <p>– Happy to be at School: Always: 80% Sometimes: 20%</p> <p>– Feel Safe at School: Always: 65% Sometimes 35%</p> <p>– Treated with Respect: Always: 100%</p>	
1.7	<p>Student Suspension</p> <p>Source: CA Dashboard</p>	<p>Student Suspensions: 5 (5.81%)</p> <p>English Learner: 4.9% Socioeconomically Disadvantaged: 4.8%</p> <p>Year: 2022-23</p>			<p>2026-27 Dashboard</p> <p>Student Suspensions: Under 5%</p>	
1.8	<p>Expulsion Rates</p> <p>Source: DataQuest</p>	<p>Expulsion Rates: 0%</p> <p>Year: 2022-23</p>			<p>Expulsion Rates: 0%</p>	

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	Safe and healthy learning environment/teacher credentials/instructional materials	<p>The District has a schedule in place to complete the Quarterly Report on Williams Compliance, as outlined by the Monterey County Office of Education. There will also be ongoing maintenance of a comprehensive list of the certified staff and their credentials by the District. Furthermore, the District will persist in purchasing instructional materials which align with Common Core standards, but only after thorough evaluations have been conducted.</p> <p>Spending Items:</p> <p>Supplemental Common Core aligned instructional materials</p> <p>Concentration: State-adopted, standards-aligned Common Core instructional materials</p>	\$21,561.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Metrics:</p> <p>Metric 2.11: CAASPP ELA and Math</p> <p>Metric 1.1: Percentage of teachers appropriately assigned and fully credentialed - Williams Audit</p> <p>Metric 1.2: Curriculum Audit</p>		
1.2	Safe & healthy learning environment - facilities	<p>The District will perpetually conduct minor repairs on school facilities using the funds available specifically for unduplicated students. Necessary supplies to maintain the upkeep of these facilities will also be procured by The District. In relation to the Maintenance and Operations Team, The District is tasked with remunerating 50% of the Team Lead's salary. The role of the Team Lead encompasses supervising the janitorial staff and managing repairs of the facilities.</p> <p>Spending Items:</p> <p>Concentration: Minor projects to fix and upkeep the facilities</p> <p>Concentration: Maintenance materials for facilities upkeep</p> <p>Concentration: Salary of MOT Lead to oversee maintenance and upkeep 50%</p> <p>Concentration: Statutory benefits for MOT Lead 50%</p> <p>Metrics:</p> <p>Metric 2.11: CAASPP ELA and Math</p> <p>Metric 2.4: Chronic Absenteeism</p> <p>Metric 1.4: FIT inspection</p> <p>Metric 1.7: Student Suspension</p> <p>Metric 1.8: Expulsion Rates</p>	\$79,218.00	Yes
1.3	School climate - PBIS/MTSS	The District will continue the implementation of Positive Behavioral Interventions and Supports (PBIS). Additionally, the preservation of the Character Counts program will be guaranteed. The District will provide the	\$35,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>necessary training for all staff members tasked with the supervision of students. As financial resources permit, the District will maintain the services of an Associate Marriage and Family Therapist for both individual and group counseling. Collaborating with the Monterey County Office of Education, the District will further its efforts on the PBIS and Multi-Tiered System of Supports (MTSS) for tiers I, II, and III in conjunction with the assistance of a state grant. This action will specifically address the Red indicators for Chronic Absenteeism for All students, English Learners, Hispanic students and Socioeconomically Disadvantaged students. (Technical Assistance)</p> <p>Spending Items:</p> <p>Concentration: Materials for PBIS, MTSS, Character Counts, and bullying prevention</p> <p>Concentration: Professional development for student supervision</p> <p>Resource 7435: Consulting fee for Associate Marriage and Family Therapist</p> <p>Metrics :</p> <p>Metric 2.4: Chronic Absenteeism</p> <p>Metric 1.5: Parent Surveys</p> <p>Metric 1.6: California Healthy Kids Survey (CHKS)</p> <p>Metric 1.7: Student Suspension</p> <p>Metric 1.8: Expulsion Rates</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The aim of Goal 2 is to enhance student performance in English Language Arts (ELA), Mathematics, and Science. This is achieved through high-quality instruction and efforts to improve English language proficiency. Regular attendance, access to comprehensive study across various subjects, are just as crucial. A detailed evaluation scheme will be set up to accurately measure action effectiveness in terms of student performance, proficiency, and course variety within the established timeline. A carefully planned schedule will be adhered to ensure appropriate progress monitoring.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal development of the District directly addresses four State-level priorities. Firstly, priority 2, featuring State Standards, is addressed with a specific goal assuring provision of standards-aligned academic content and English language development standards to all students. The District's initiatives are strategically set to enrich and streamline instruction in sync with assessment practices. The idea is to accurately determine student proficiency. The focal points in this enhancement are technology integration, improved accessibility for English learners, and differentiated learning materials. Secondly, for Priority 4, which pertains to Student Achievement, carefully designed interventions aim to enhance proficiency levels in English Language Art (ELA), mathematics, and science. The District plans to implement instructional strategies like targeted direct instruction and scaffolding to ensure a consistent improvement of student achievement levels. In respect to Priority 5, which focuses on Pupil Engagement, the District is formulating strategies for monitoring and improving student attendance, aiming at reducing chronic absenteeism. The emphasis in this regard is to foster a supportive, collaborative environment, where students can feel more engaged, which in turn could potentially increase attendance rates and lessen absences. Lastly, addressing Priorities 7 & 8, which speak to Course Access and Other Pupil Outcomes respectively, the District adopts a comprehensive approach to grant access to an all-inclusive curriculum covering all essential educational domains. The aspiration here is to make certain that all students, regardless of their socio-economic status or abilities, can access and participate with the curriculum, ultimately fulfilling the state's intention of equal educational opportunity. The District, through these alignments, has developed its goal focusing on the fundamental principle of equity and the steadfast improvement in every facet of a student's educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Formative Assessments: ELA Source: ICA for ELA	November 2023 ICA's for E/LA Met or Exceeded Standard: 3rd - 25% 4th - 12% 5th - 0% 6th - 17% 7th - 25% 8th - 22% Total proficient - 17% March 2024 ICA's for E/LA Met or Exceeded Standard: 3rd - 21% 4th - 13% 5th - 0% 6th - 18% 7th - 21% 8th - 22% Total proficient - 15.66%			District ICA percent proficient in E/LA (2027) 3rd - 40% 4th - 40% 5th - 40% 6th - 40% 7th - 40% 8th - 40% Total proficient - 40%	
	District Formative Assessments: ELA Source: iReady	iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level:			iReady Reading Diagnostic #3 (April 2027) Percent early on and mid	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K - 0% 1 - 17% 2 - 25% 3 - 17% 4 - 0% 5 - 0% 6 - 20% 7 - 0% 8 - 0% iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 75% 1 - 66% 2 - 50% 3 - 33% 4 - 0% 5 - 14% 6 - 0% 7 - 8% 8 - 13% iReady Reading Diagnostic #3 (April/May) Percent early on and mid or above grade level: K - 69% 1 - 100% 2 - 60% 3 - 42% 4 - 13%			or above grade level: K - 80% 1 - 80% 2 - 75% 3 - 75% 4 - 75% 5 - 75% 6 - 75% 7 - 75% 8 - 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 - 0% 6 - 17% 7 - 8% 8 - 10%				
2.2	District Formative Assessments: Mathematics Source: ICA for Math	November 2023 ICA's for Mathematics Met or Exceeded Standard 3rd - 15% 4th - 0% 5th - 0% 6th - 0% 7th - 15% 8th - 11% Total proficient - 6.83% – March 2024 ICA's for Mathematics Met or Exceeded Standard 3rd - 32% 4th - 19% 5th - 10% 6th - 0% 7th - 9% 8th - 17% Total proficient - 14.5%			District ICA percent proficient in Math (April 2027) 3rd - 35% 4th - 35% 5th - 35% 6th - 35% 7th - 35% 8th - 35% Total Proficient 35%	
	District Formative Assessments: Mathematics	iReady Percent Early-On & Mid or Above Grade Level:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: iReady	<p>Math Diagnostic #1 (Aug):</p> <p>K - 8%</p> <p>1 - 0%</p> <p>2 - 25%</p> <p>3 - 0%</p> <p>4 - 0%</p> <p>5 - 0%</p> <p>6 - 0%</p> <p>7 - 0%</p> <p>8 - 0%</p> <p>Math Diagnostic #2 (Jan)</p> <p>K - 25%</p> <p>1 - 0%</p> <p>2 - 25%</p> <p>3 - 17%</p> <p>4 - 0%</p> <p>5 - 20%</p> <p>6 - 0%</p> <p>7 - 9%</p> <p>8 - 14%</p> <p>iReady Math Diagnostic #3 (April/May) Percent early on and mid or above grade level:</p> <p>K - 54%</p> <p>1 - 40%</p> <p>2 - 20%</p> <p>3 - 18%</p> <p>4 - 13%</p> <p>5 - 0%</p> <p>6 - 0%</p> <p>7 - 0%</p>			<p>iReady Math Diagnostic #3 (May 2027) Percent early on and mid or above grade level:</p> <p>K - 55%</p> <p>1 - 55%</p> <p>2 - 55%</p> <p>3 - 55%</p> <p>4 - 55%</p> <p>5 - 55%</p> <p>6 - 55%</p> <p>7 - 55%</p> <p>8 - 55%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 - 0%				
2.3	<p>ELD progress monitoring - the English Language Proficiency Assessments for California (ELPAC)</p> <p>Source: CA Dashboard</p> <p>Reclassification Rate</p> <p>Source: Dataquest</p>	<p>69.4% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI)</p> <p>Year: 2022-23</p> <p>11.39% EL reclassification rate (2023)</p>			<p>75% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI)</p> <p>5% EL reclassification rate (2027)</p>	
2.4	<p>School attendance rates</p> <p>Source: School Information System</p> <p>Chronic Absenteeism Rate</p> <p>Source: CA School Dashboard</p>	<p>2023-24 Dashboard</p> <p>92.5% School Attendance Rate</p> <p>2022-23 Dashboard</p> <p>All Students: 27.2%</p> <p>English Learners: 27.9%</p> <p>Hispanic: 25.3%</p> <p>Socioeconomically Disadvantaged: 29.1%</p>			<p>96% School Attendance Rate</p> <p>Under 5% Chronic Absenteeism Rate</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle school dropout rates	0% Year: 2022-23			Maintain 0%	
2.6	Progress on IEP goals	IEP Goals Progress (2024) Overall: 75% Resource Goals: 70% Speech: 80%			IEP Goals Progress (2027) Overall: 90%	
2.7	The administrator monitors the implementation of state adopted academic content and performance standards by weekly classroom checks and lesson plans utilizing a checklist maintained throughout the year.	Administer check-list for academic content and performance standards (2024) 100%			Administer check-list for academic content and performance standards (2027) 100%	
2.8	All students are given access to the CCSS, as ELD is embedded into the general education classrooms. Monitored by administrator classroom walkthrough checklists.	Administrator walkthrough checklist (2024) 79% of time ELD observed in general education classrooms			Administrator walkthrough checklist (2027) 100% of time ELD observed in general education classrooms	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	The administrator monitors the broad course of study by conducting a yearly curriculum audit. Students with IEP's are given support in the content area by a resource teacher and mainstreamed in the general education classroom for access to a broad course of study. ELs are given support that is embedded into the general education classrooms	Curriculum audit survey for monitoring broad course of study (2024) 100%			Curriculum audit survey for monitoring broad course of study (2027) 100%	
2.10	Standards-aligned instructional materials are measured in the Williams report.	Williams report for standards-aligned instructional materials (2024) 100%			Williams report for standards-aligned instructional materials (2027) 100%	
2.11	Performance on Statewide Standardized Tests - ELA Source: CAASPP	CAASPP 2023 E/LA: All students: 11.32% met or exceeded standard English Learners: 5.26%			CAASPP 2026 E/LA: 26.3% EL: 26% SED: 26% Hispanic: 26%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Performance on Statewide Standardized Tests - Math</p> <p>Source: CAASPP</p>	<p>Socioeconomically disadvantaged: 13.04%</p> <p>Hispanic: 13.04%</p> <p>CAASPP 2023 Math:</p> <p>All students:15.10% met or exceeded standard</p> <p>English Learners: 13.16%</p>			<p>CAASPP 2026</p> <p>Math: 30.1%</p> <p>EL: 30%</p> <p>SED: 30%</p> <p>Hispanic: 30%</p>	
	<p>Performance on Statewide Standardized Tests - Science</p> <p>Source: CAASPP</p>	<p>Socioeconomically disadvantaged: 10.87%</p> <p>CAASPP 2023 Science:</p> <p>All students:16.7% met or exceeded standard</p> <p>English Learners: N/A for privacy</p> <p>Socioeconomically disadvantaged: N/A for privacy</p>			<p>CAASPP 2026</p> <p>Science: 31.7%</p>	

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

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	Professional development/coaching/additional teacher	The District will provide high-quality professional development focused on State-adopted academic content, performance standards, and ELD standards for teachers. Furthermore, teachers will receive guidance during early-release days to meet their professional development needs and offer better support to English Learners, long-term English Learners (and the language development programs- sheltered immersion), and low-income students. A class size average will be maintained at 20 students, and a minimum of two grade levels per class, through the continuous support of an additional teacher(1.00 FTE). Seventy-five percent of this teacher's salary will be derived from concentration funds. This action is specifically	\$79,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>designed to address the Red Indicators for ELA for All Students, English Learners, Hispanic Students and Socioeconomically Disadvantaged Students.</p> <p>Spending Items: Supplemental: Professional Development in GLAD, reading, and mathematics Supplemental: Administration to oversee professional development Concentration: Administration to oversee professional development Concentration: 75% of Teacher's salary to reduce class sizes Supplemental: Statutory benefits for Administration Concentration: Statutory benefits for Administration Concentration: Statutory benefits for Teacher</p> <p>Metrics: Metric 2.1: District Formative Assessments ELA: ICA's and iReady Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)</p>		
2.2	Intervention/additional programs	<p>The objective of "Enhancement of Student Performance through Quality Instruction and Broad Course Study" is realized via numerous interventions and extra programs put into operation by the District. The focus is mainly on the students who are facing the threat of failure in seventh or eighth grade. For these students, a well-structured intervention plan will be offered by the resource teacher. Moreover, additional supportive measures will be given to learners experiencing reading difficulties in grades 5 to 8. Additionally, the resource teacher and paraprofessional will further manage intervention instructions in mathematics during the morning sessions. The District will uphold a pull-out program, administered by a part-time, experienced, and credentialed teacher. This program caters to English Language Arts interventions for students in grades 1 to 6. Ultimately, the</p>	\$148,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>grant program of Literacy Coaches and Reading Specialists lends monetary support to continue the role of a literacy coach or reading specialist in the District.</p> <p>Spending Items:</p> <p>Concentration: 25% of Resource Teachers Salary to work with struggling 5th-8th grade students</p> <p>Concentration: 25% of Resource Teachers statutory benefits to work with struggling 5th-8th grade students</p> <p>Concentration: 50% of E/LA Intervention Teacher's salary</p> <p>Concentration: 50% of E/LA Intervention Teacher's statutory benefits</p> <p>Resource 6211: Literacy Coaches & Reading Specialist's salary</p> <p>Resource 6211: Literacy Coaches & Reading Specialist's statutory benefits</p> <p>Metrics:</p> <p>Metric 2.1: District Formative Assessments ELA: ICA's and iReady</p> <p>Metric 2.2: District Formative Assessments Math: ICA's and iReady</p> <p>Metric 2.3: ELD Progress on ELPAC</p> <p>Metric 2.4: School attendance rates</p> <p>Metric 2.5: Middle school dropout rates</p> <p>Metric 2.6: Progress on IEP's</p> <p>Metric 2.7: Administrator checklist on content and performance standards</p> <p>Metric 2.8: Administrator walkthrough checklist ELD</p> <p>Metric 2.9: Curriculum audit survey</p> <p>Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)</p>		
2.3	Coordination with extended learning programs/auxiliary staff	The District is committed to coordinating with extended learning programs and auxiliary staff to enhance student performance through high-quality instruction and a diverse course of study. Activities associated with extended learning, as well as homework assistance, are provided in our After School Education and Safety (ASES) program. This program is run by The District and employs two paraprofessionals who each dedicate two hours per day to these services. Their key responsibilities include overseeing homework clubs and preparing materials that are consistent	\$100,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with the school's instructional objectives. As a result, two employees' salaries are covered – specifically, one at a .25 full-time equivalent (FTE) and another at a .20 FTE. Supplemental funds provide another paraprofessional at a .60 FTE who offers classroom support in multi-grade classrooms. This position is also facilitated by The District. Furthermore, an expanded summer learning program that extends for six weeks is made available by The District, made possible through funding from the Extended Learning Opportunities Program (ELOP).</p> <p>Spending Items: Supplemental: Paraprofessionals 1.05 FTE salary Supplemental: Paraprofessionals 1.05 FTE statutory benefits Resource 2600: ELOP summer school program</p> <p>Metrics: Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)</p>		
2.4	Technology/Visual and Performing Arts/RFEP	<p>The District is committed to the ongoing use of AERIES Analytics to monitor student performance and attendance. This commitment includes the generation of truancy notices after the third unexcused absence or tardy.</p> <p>Additionally, The District will ensure the continuation of a pull-out program for physical education and health, delivered by an extra teacher for the 2024-25 academic year. This program is funded by the Learning Recovery Block Grant. The District also commits to covering the participation fee for Project Lead the Way and any other relevant supplementary educational software. A comprehensive education, incorporating visual and performing arts standards (dance, music, theatre, visual arts) will be consistently delivered weekly by Sol Treasures. The District is dedicated to maintaining this initiative, which is funded by the Arts, Music, and Instructional Materials Discretionary Block grant, subject to further opportunities. The District is devoted to continuous monitoring of English Language Learners' progress, ensuring reclassification to Redesignated Fluent English Proficient (RFEP) when the criteria are met. Additionally, The District will</p>	\$88,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>organize regular recognition ceremonies for newly reclassified individuals. In harmony with the educational programs, The District will organize extended educational excursions, including a Science Camp for 5th-6th grade students. The District will sustain the operation of a library program, led by a teacher who will receive a stipend. The effectiveness of these actions will be measured through the tracking of progress reports and attendance rates, analysis of reclassification rates to RFEP, and the evaluation of student performance in both academic and extracurricular activities. An analysis of expenditure tracking will facilitate an evaluation of the efficient use of funds.</p> <p>Spending Items: Supplemental: Supplies for art and music programs Supplemental: Educational excursion - Science Camp Supplemental: Stipend for library program Supplemental: Statutory benefits for library program Concentration: Aeries, PLTW, library software, and supplemental educational software programs Concentration: Additional educational excursions Resource 7435: Salary for PE and Health Teacher Resource 7435: Statutory benefits for PE and Health Teacher Resource 6762: Art and music program consult</p> <p>Metrics: Metric 2.3: ELD Progress on ELPAC/reclassification rates Metric 2.4: School attendance rates / Chronic Absenteeism Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.9: Curriculum audit survey Metric 2.10: Standards-aligned instructional materials are measured in the Williams report.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District's third goal aims to enhance parental involvement and refine communication with families. This seeks to encourage parent participation, foster a welcoming environment in schools, and strengthen the school community's engagement. Plans for this goal's achievement will be created and executed. However, timelines and specific actions are not detailed. Success will be measured by indicators reflecting increased parental interaction, better communication, and efficient community involvement. Still, additional context is necessary for a more elaborate description of these indicators.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District has established a goal that specifically targets State Priority 3, which pertains to Parent Involvement. The intention behind this goal is to enrich the involvement of parents and to do so, a variety of innovative communication methods are being implemented. Additionally, we are organizing inclusive events for the school-community. An equal emphasis is placed on ensuring that all communications are made available in both English and Spanish. The creation of this goal is purposeful in endorsing the importance of a supportive school Culture and Climate. It strongly highlights our commitment to Equity, and it strengthens the Family and Community involvement within the pursuit of quality education. This goal is anticipated to yield a positive effect on parental contribution in decision-making. It is especially designed to intensify the involvement of parents linked primarily with unduplicated pupils and groups with special needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent surveys Parent Participation Logs (on file)	Parent Survey Questions (March 2024) Parents of all students:			Parent Survey Questions (March 2027) Parents of each student group: Q.3 Participate in School Activities:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Q.3 Participate in School Activities: 95%</p> <p>Q.5 Feel Welcomed at school: 100%</p> <p>Q.9 Input in Decision Making: 85%</p> <p>Families responding to survey: 35.71%</p> <p>Q.10 Timely Communication: 75%</p> <p>Parents of unduplicated students students:</p> <p>Q.3 Participate in School Activities: [to be disaggregated in future years]</p> <p>Q.5 Feel Welcomed at school: [to be disaggregated in future years]</p> <p>Q.9 Input in Decision Making: [to be disaggregated in future years]</p> <p>Families responding</p>			<p>100%</p> <p>Q.5 Feel Welcomed at school: 100%</p> <p>Q.9 - Input in Decision Making: 90%</p> <p>Families Responding to Survey: 80%</p> <p>Q10 - Timely Communication: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>to survey: [to be disaggregated in future years]</p> <p>Q.10 Timely Communication: [to be disaggregated in future years]</p> <p>Parents of students with disabilities students:</p> <p>Q.3 Participate in School Activities: [to be disaggregated in future years]</p> <p>Q.5 Feel Welcomed at school: [to be disaggregated in future years]</p> <p>Q.9 Input in Decision Making: [to be disaggregated in future years]</p> <p>Families responding to survey: [to be disaggregated in future years]</p> <p>Q.10 Timely Communication: [to be disaggregated in future years]</p>				

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent involvement actions	The District will undertake necessary steps to ensure active parental involvement for English Learners, Students with Disabilities, Low Income students and all students. This will entail involving parents in school-wide decisions via the School Site Council (SSC) and District English Language Advisory Committee (DELAC). The District will emphasize the consistent promotion of events inclusive of parents, students, and the community, such as back-to-school nights, student performances, the yearly open house, among others. The District will provide parent educational seminars to promote engagement and support of student education. To facilitate effective communication, the District will strive to provide newsletters and correspondence in both English and Spanish promptly. The District will	\$99,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>utilize Apptegy and ParentSquare, a parental communication tool, for immediate messaging in English and Spanish, and on the school website. The District will sustain a bilingual liaison to aid in communication and translation for parents. The District will also fund the web-service program (DTS) used for the development of LCAP and its translation to Spanish. Effectiveness of parental engagement will be measured by various metrics. Attendance at parent, student, and community events, participation rates in the SSC and DELAC, and the frequency of communication between the school and parents will be analyzed. Parental feedback will be routinely collected and evaluated. Financial tracking will be meticulously done, accounting for the cost for Apptegy implementation, parent educational seminars, expenses related to the bilingual liaison, parent and community events, and the DTS service.</p> <p>Spending Items: Supplemental: Parent education seminars Supplemental: Salary for Bilingual Liaison Supplemental: Statutory benefits for Bilingual Liaison Concentration: Parent, student, and community events</p> <p>Metrics: Metric 2.11: CAASPP ELA and Math Metric 3.1: Parent Surveys, Parent Participation Logs (on file)</p>		

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
\$445,338.00	\$59,016

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
38.057%	0.000%	\$0.00	38.057%

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	<p>Action: Safe and healthy learning environment/teacher credentials/instructional materials</p> <p>Need: Needs:</p> <p>The primary catalyst behind this action was the pressing requirement for a uniform educational setting that is readily accessible to all student groups, including English learners</p>	<p>Explanation:</p> <p>The reach of this action plan extends to all the student groups within the district, reinforcing the commitment towards an equitable and inclusive educational environment. The action plan upholds a district-wide scope due to the fundamental need of uniformity in an educational setting that is accessible for all student demographics, regardless of their distinct circumstances.</p>	<p>Metric 2.11:</p> <p>CAASPP ELA and Math</p> <p>Metric 1.1:</p> <p>Percentage of teachers appropriately assigned and fully credentialed - Williams Audit</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and low-income students, regardless of their individual circumstances. The establishment of an inclusive, standardized learning environment is thus the heart of this action, designed specifically to guarantee equal learning opportunities for all.</p> <p>Assessment: There is an emphasis on the documentation of certificated staff and their respective credentials, an effort to ascertain that all educators are well-qualified to deliver a standardized level of education. In keeping with the focus on holistic wellbeing, the District will be adhering to the guidelines of the Monterey County Office of Education, compiling the Quarterly Report on Williams Compliance to ensure a safe, healthy learning atmosphere. This will be complemented by the appraisal and procurement of instructional materials that harmonize with Common Core standards, thereby pledging equal resource quality for all learners.</p> <p>Scope: LEA-wide</p>	<p>Rationale:</p> <p>There is a recognized correlation between the level of a teacher's preparation and certification and the academic achievement of students, thereby emphasizing the requirement for administering a list of certificated staff. Furthermore, the availability of necessary tools such as textbooks, instructional materials, and technology is crucial in setting a standards-based education system. Therefore, this action is constructed on the premise that all students should be taught by fully qualified teachers and have access to suitable instructional materials.</p>	<p>Metric 1.2:</p> <p>Curriculum Audit</p>
1.2	<p>Action: Safe & healthy learning environment - facilities</p> <p>Need: Needs:</p>	<p>Explanation:</p> <p>Our decision to implement an LEA-wide scope is guided by the understanding that deteriorated or outdated school facilities compromise English Learner and low income students' health and, consequently, their academic performance. To</p>	<p>Metrics:</p> <p>Metric 2.11: CAASPP ELA and Math Metric 2.4: Chronic Absenteeism Metric 1.4: FIT inspection</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>This action stems from the understanding that a well-preserved school environment plays a pivotal role in boosting effective learning and cultivating a promising wellbeing for the students, especially for English learners and low-income students who may face additional challenges. Our primary aim is to ensure the safety and health of our diverse student body by fostering an environment conducive to effective learning and overall wellbeing. Addressing community concerns, minor repairs of school facilities using available funds have been planned. We see differences manifest in different academic outcomes and standardized test results for different student groups in our school.</p> <p>Assessment:</p> <p>In order to fulfill these identified needs, the District has ideated a comprehensive action plan. This ensures that all potential issues related to the physical infrastructure impeding the learning experiences are promptly rectified. Additionally, the action plan includes procurement of maintenance supplies to aid in maintaining the upkeep of school facilities, thus upholding a clean and healthy learning environment.</p> <p>A chief element of the action plan incorporates the allocation of 50% of the Maintenance and Operations Team Lead's salary towards overseeing the custodial staff and managing facility repairs. This strategy promises efficient administration of the maintenance team and effective accomplishment of repair tasks.</p>	<p>realize this, we have proposed to keep up with minor repairs of school facilities, buy necessary maintenance supplies, and assigned half the salary of the Maintenance and Operations Team Lead to oversee the custodial staff, and handle the management of facility repairs.</p> <p>Rationale:</p> <p>Academic achievement can fluctuate by 5-17 percentile points when comparing above-standard buildings to those below standard, as confirmed by Schneider, M. (2002). It is therefore crucial to keep facilities in good repair to uphold student success. Our district, historically, has prioritized facility maintenance, which can be evidenced by our Facilities Master Plan and the completion of modernization endeavors. The current projects awaiting approval further emphasize our commitment to this cause.</p>	<p>Metric 1.7: Student Suspension Metric 1.8: Expulsion Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	<p>Action: School climate - PBIS/MTSS</p> <p>Need: Needs:</p> <p>The need for constant application of Positive Behavioral Interventions and Supports (PBIS) was identified as a primary necessity. This tool aids in fostering a beneficial academic environment by instigating good behavior among all student groups. The District believes it is vital to continuously uphold the Character Counts program, designed to infuse students with ethical values and traits – an indispensable component to the overall school climate. There was also a notable need for all staff involved in student supervision to undergo relevant training, enabling them to manage and support students effectively. Similarly, the services of an Associate Marriage and Family Therapist were deemed necessary for individual and group counseling, subject to the availability of funds. Lastly, continuity of collaboration with the Monterey County Office of Education on PBIS and MTSS tiers I, II, and III was identified as essential in catering to students' unique needs and challenges.</p>	<p>Explanation:</p> <p>The implementation of the action plan is across the entire Local Education Agency (LEA), given our goal of nurturing a sense of connectivity and safety within the school environment. Commencing in the academic year 2023/24, our collaboration with the Monterey Office of Education will serve to enhance the influence of these actions in mitigating chronic absenteeism and suspensions while simultaneously increasing student contentment within the school environment. As such, deploying these actions at an LEA-wide scale presents the most optimal approach to addressing the identified requirements of our diverse student groups.</p> <p>Rationale:</p> <p>This strategy was initially bolstered through PBIS, a proven effective method in amplifying school organizational health and student performance (Bradshaw, Koth, Thorton, and Leaf, 2009). The subsequent introduction of MTSS during the Summer of 2022 further augmented tiered interventions for academics, social-emotional learning, and behavior.</p>	<p>Metric 2.4: Chronic Absenteeism</p> <p>Metric 1.5: Parent Surveys</p> <p>Metric 1.6: California Healthy Kids Survey (CHKS)</p> <p>Metric 1.7: Student Suspension</p> <p>Metric 1.8: Expulsion Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In addition, out All Students, English Learners, Hispanic students and Socio-Economically Disadvantaged students are all demonstrating high levels of chronic absenteeism (greater than 25%) and are Red on the CA Dashboard. PBIS supports we believe will change the conditions at the school and encourage greater attendance through an improved sense of belonging.</p> <p>Assessment: To adequately address the needs identified, the District has resorted to the implementation of a Multi-Tiered System of Supports (MTSS), using a State-awarded grant. The MTSS scheme would offer levels of support that vary according to the students' diverse necessities, enhancing the overall learning atmosphere. The core aim behind the development of this action: enhancing the school climate.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Professional development/coaching/additional teacher</p> <p>Need: Needs:</p>	<p>Explanation:</p> <p>The district-wide scope is valuable as it not only elevates the skills and capabilities of our teachers but also guarantees an optimal learning environment for our students. The district plans to implement the Interim Comprehensive Assessments twice a year for E/LA and math, as</p>	<p>Metric 2.1: District Formative Assessments ELA: ICA's and iReady Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A key necessity is for teachers to undergo comprehensive professional development that focuses on State-adopted academic content, performance standards, and ELD standards. This demand was primarily precipitated by the diverse student population, which includes English Learners and low-income students whose unique learning needs call for specialized instructional strategies. Additionally, the district sees the value in maintaining an average class size of 20 students and limiting the number of grade levels taught in a single class to two, to guarantee individual attention and effective teaching for every student.</p> <p>Assessment:</p> <p>To address the recognized needs, the district's plan includes provision of professional development for teachers, specifically on early release days, thereby enhancing their teaching abilities. Hiring an additional teacher, whose 75% salary will be covered by concentration funds, is also proposed to help maintain the desired student-teacher ratio.</p> <p>Scope: LEA-wide</p>	<p>well as iReady diagnostic assessments for reading and mathematics throughout the academic year. These measures will yield important data regarding student proficiency levels, thus informing instruction and strategies for intervention.</p> <p>Rationale:</p> <p>Research has demonstrated that such extensive professional development and reduced class sizes can considerably boost learning outcomes, especially for English Learners and students from high poverty backgrounds. Therefore, the rationale behind this approach derives from the positive impact it promises for both our teaching staff and the diverse student community they serve. (http://projectgladstudy.educationnorthwest.org/#1)</p>	<p>Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)</p>
2.2	<p>Action: Intervention/additional programs</p> <p>Need:</p>	<p>Explanation:</p> <p>The intended scope of our action plan envisions an LEA-wide application, to ensure that all</p>	<p>Metric 2.1: District Formative Assessments ELA: ICA's and iReady</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Needs:</p> <p>Needs are primarily centered on providing support for students at risk of failing the 7th or 8th grade, struggling readers from the 5th to 8th grade, and students in grades 1-6 requiring interventions in English Language Arts. Moreover, All students, English Learners, Hispanic Students and Socioeconomically disadvantaged students all appear in the lowest performance category (Red) on the California Dashboard for ELA. The necessity for these intervention programs originated from various situations such as learning difficulties, scarcity of resources, and personal issues that may affect the academic performance of the students.</p> <p>Assessment:</p> <p>The action plan puts forward an intervention program, to be executed by a resource teacher, specifically for students at risk of failing the seventh or eighth grade, and to provide support for struggling readers from the 5th to the 8th grade. This also includes intervention instruction in mathematics during the morning block hours. An ongoing pull-out program will also be maintained in which a part-time, veteran, credentialed teacher provides interventions for students in grades 1-6 in English Language Arts. Moreover, the district will further engage the literacy coach/reading specialist, funded by the Literacy Coaches and Reading Specialists grant program. It is a comprehensive plan,</p>	<p>students stand to benefit from these measures. It's been designed specifically to cater to English Learners and low-income students who will not only reap the benefits of added support, but also acquire learning strategies that are imparted in a smaller, more personal setting. By providing targeted support and interventions, the action plan works to address the identified needs, creating a more supportive and inclusive learning environment for all students.</p> <p>Rationale:</p> <p>A more nuanced and personable learning experience enables a stronger grasp of the subject matter, thus enhancing their learning trajectory. It's been observed that such environments facilitate better understanding and application of the skills learned, ensuring a benefit for all students involved in these programs.</p>	<p>Metric 2.2: District Formative Assessments Math: ICA's and iReady</p> <p>Metric 2.3: ELD Progress on ELPAC</p> <p>Metric 2.4: School attendance rates</p> <p>Metric 2.5: Middle school dropout rates</p> <p>Metric 2.6: Progress on IEP's</p> <p>Metric 2.7: Administrator checklist on content and performance standards</p> <p>Metric 2.8: Administrator walkthrough checklist ELD</p> <p>Metric 2.9: Curriculum audit survey</p> <p>Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>employing a 0.25 FTE resource teacher, a 0.50 FTE part-time teacher, and a literacy coach/reading specialist for effective implementation, serving to all student groups and aiming to provide every student the opportunity to successfully complete their grade.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Coordination with extended learning programs/auxiliary staff</p> <p>Need: Needs:</p> <p>These needs are largely rooted in the necessity for strengthened academic support and more comprehensive learning opportunities accessible to all student groups. The diverse student groups within our district face a series of challenges necessitating additional educational support services, more significantly during extended school hours and the summer break.</p> <p>Assessment:</p> <p>The district is committed to expanding learning activities and offering homework assistance via the After School Education and Safety (ASES) program. The district has allocated for</p>	<p>Explanation:</p> <p>The implementation of these actions on a district-wide scale assures that all students, most notably English learners and low-income students, are recipients of these additional resources and interventions.</p> <p>Rationale:</p> <p>Acquiring additional assistance to complete standards-aligned assignments helps to streamline the learning path for students. Furthermore, conducting focused instruction in small groups enables a thorough understanding of the course material, catered to individual strengths and weaknesses. All these, combined with the avoidance of summer learning loss through the ELOP, are robust steps towards supporting our students. Our approach is bolstered by numerous studies that highlight how summer programs can notably reverse learning loss and foster cognitive gains.</p>	Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>two dedicated paraprofessionals to assist in the homework club while concurrently ensuring the ASES program aligns with the broad instructional goals of the school. An extra paraprofessional shall provide additional classroom support in multi-grade classrooms. It's anticipated that these measures will significantly enhance the educational experience and boost the academic performance of all student groups. Notably, resource allocation has been measured to facilitate the efficient implementation of these solutions.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Technology/Visual and Performing Arts/RFEP</p> <p>Need: Needs:</p> <p>Our student body had expressed several needs for improvement in our educational approach. These identified needs included increased transparency in regards to their progress and attendance, enriched physical education and health guidance, a comprehensive education that incorporates visual and performing arts, a proficient system to monitor and reclassify our English Language Learners (ELLs), and prolonged educational excursions.</p>	<p>Explanation:</p> <p>Acting on a school-wide level ensures that we meet the needs of all our students, while optimally using the resources available to us. But more importantly, these actions are geared predominantly towards addressing the specific needs of our English Language Learners (ELLs) and socio-economically disadvantaged students.</p> <p>Rationale:</p> <p>Our justification for these actions lies in their extensive reach and effectiveness in utilizing our resources. Our implemented actions will greatly contribute to bridging educational gaps and provide opportunities for a more equitable</p>	<p>Metric 2.3: ELD Progress on ELPAC/reclassification rates</p> <p>Metric 2.4: School attendance rates / Chronic Absenteeism</p> <p>Metric 2.7: Administrator checklist on content and performance standards</p> <p>Metric 2.8: Administrator walkthrough checklist ELD</p> <p>Metric 2.9: Curriculum audit survey</p> <p>Metric 2.10: Standards-aligned instructional materials are measured in the Williams report.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Assessment:</p> <p>In response to these needs, we have instituted a number of actions. Among these actions are the introduction of AERIES Analytics to boost transparency, hiring an additional educator for a pull-out program to support physical and health education, and establishing a partnership with Sol Treasures for weekly arts programs. Additionally, we have implemented a thorough procedure for monitoring and reclassification of English Language Learners (ELLs) and have organized educational journeys and commenced a library program for comprehensive learning. The organization of extended educational trips like Science Camp for middle schoolers and operating a teacher-supervised library program hints at efforts towards enriching learning beyond the classroom. To financially support these initiatives, the district ensured judicious use of various grants and funds such as the Learning Recovery Block Grant and the Arts, Music, and Instructional Materials Discretionary Block grant.</p> <p>Scope: LEA-wide</p>	<p>education. It is duly backed by various educational mandates and resources such as the California School Dashboard, Learning Recovery Block Grant, and the Arts, Music, and Instructional Materials Discretionary Block grant.</p>	
3.1	<p>Action: Parent involvement actions</p> <p>Need:</p>	<p>Explanation:</p> <p>The scope of this initiative covers the entire region under the jurisdiction of the entire district. This is</p>	Metric 2.11: CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Needs:</p> <p>The school community has identified a pertinent requirement that drove the conception of the Parent Involvement Actions. The primary need was to amplify parent engagement in school-wide consultations and exercises. The community has recognized the universal advantage all student groups stand to gain from an enhanced integration between the school and its community.</p> <p>Assessment:</p> <p>The administration promises to promote events catering to parents, students and the community at large. In addition, the District proposes to offer educational seminars for parents and issue timely newsletters in both English and Spanish to keep all parents updated. A bilingual liaison is part of the action plan to aid in effective communication and translation for parents. Additionally, a web-service program will be utilized for the LCAP development, as well as for its translation into Spanish.</p> <p>Scope: LEA-wide</p>	<p>essential as it guarantees every parent, regardless of their socio-economic or linguistic background, an opportunity to contribute significantly to the school community. This is especially beneficial for families with lower incomes or those who communicate in a language other than English.</p> <p>Rationale:</p> <p>Our approach is grounded on conclusive research that has shown a positive correlation between robust school-parent relations and improved student performance (Marshall, 2006) by building stronger school-parent relations. By increasing parental involvement, we anticipate an escalation in their participative roles, contribution in decision making, and overall contentment with the communication efforts of the school.</p>	<p>Metric 3.1: Parent Surveys, Parent Participation Logs (on file)</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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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.

San Ardo does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

San Ardo UESD received an additional \$59,061 in LCFF Concentration Grant Add-on funds due to our Unduplicated Count. The additional funding was used to hire an additional custodial staff member to support cleaning and sanitizing the school (Goal 1, action 2). This allowed for additional improvements to facilities and to keep up the maintenance. The increase in operations also helped ensure clean, adequate and a safe campus. San Ardo UESD also hired an additional paraprofessional to assist with classroom support in multi-grade classrooms to support students individual needs (Goal 2, Action 3). Lastly, it was determined by the certificated staff and administration that the curriculum adopted in 2014 was not meeting the needs of our EL population and student living in poverty therefore, with the remaining funds a new standards-aligned English-language arts curriculum was purchased and professional development was provided for teachers. Ardo UESD hired an additional paraprofessional at to assist with classroom support in multi-grade classrooms utilizing supplemental funds (Goal 2, Action 1).

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	NA	1:7.81

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:9.55

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	1,170,180	445,338.00	38.057%	0.000%	38.057%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$452,676.00	\$200,200.00	\$0.00	\$0.00	\$652,876.00	\$481,984.00	\$170,892.00

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	Safe and healthy learning environment/teacher credentials/instructional materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	\$0.00	\$21,561.00	\$21,561.00				\$21,561.00	
1	1.2	Safe & healthy learning environment - facilities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	\$47,300.00	\$31,918.00	\$79,218.00				\$79,218.00	
1	1.3	School climate - PBIS/MTSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$0.00	\$35,450.00	\$11,450.00	\$24,000.00			\$35,450.00	
2	2.1	Professional development/coaching/additional teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$74,146.00	\$5,000.00	\$79,146.00				\$79,146.00	
2	2.2	Intervention/additional programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$148,990.00	\$0.00	\$67,790.00	\$81,200.00			\$148,990.00	
2	2.3	Coordination with extended learning programs/auxiliary staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$100,225.00	\$0.00	\$60,225.00	\$40,000.00			\$100,225.00	
2	2.4	Technology/Visual and Performing Arts/RFEP	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$32,240.00	\$56,516.00	\$33,756.00	\$55,000.00			\$88,756.00	
3	3.1	Parent involvement actions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$79,083.00	\$20,447.00	\$99,530.00				\$99,530.00	

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
1,170,180	445,338.00	38.057%	0.000%	38.057%	\$452,676.00	0.000%	38.684 %	Total:	\$452,676.00
								LEA-wide Total:	\$452,676.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	LEA-wide	English Learners Low Income	All Schools	\$21,561.00	
1	1.2	Safe & healthy learning environment - facilities	Yes	LEA-wide	English Learners Low Income	All Schools	\$79,218.00	
1	1.3	School climate - PBIS/MTSS	Yes	LEA-wide	English Learners Low Income	All Schools	\$11,450.00	
2	2.1	Professional development/coaching/addit ional teacher	Yes	LEA-wide	English Learners Low Income	All Schools	\$79,146.00	
2	2.2	Intervention/additional programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$67,790.00	
2	2.3	Coordination with extended learning programs/auxiliary staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,225.00	
2	2.4	Technology/Visual and Performing Arts/RFEP	Yes	LEA-wide	English Learners Low Income	All Schools	\$33,756.00	
3	3.1	Parent involvement actions	Yes	LEA-wide	English Learners Low Income	All Schools	\$99,530.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$813,076.51	\$612,065.00

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	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	\$21,400.01	11,572.72
1	1.2	Safe & healthy learning environment - facilities	Yes	\$85,261.34	83,291.28
1	1.3	School climate - PBIS	Yes	\$191,444.87	48,011.78
2	2.1	Professional development/coaching/additional teacher	Yes	\$74,997.91	70,080.85
2	2.2	Intervention/additional programs	Yes	\$129,720.48	105,136.75
2	2.3	Coordination with extended learning programs/auxiliary staff	Yes	\$135,530.79	129,946.13
2	2.4	Technology/Visual and Performing Arts/RFEP	Yes	\$75,915.94	71,466.92
3	3.1	Parent involvement actions	Yes	\$98,805.17	92,558.57

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)
\$422,915.00	\$437,729.00	\$612,065.00	(\$174,336.00)	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	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	\$21,400.01	11,572.72		
1	1.2	Safe & healthy learning environment - facilities	Yes	\$85,261.34	83,291.28		
1	1.3	School climate - PBIS	Yes	\$10,650.00	48011.78		
2	2.1	Professional development/coaching/additional teacher	Yes	\$74,997.91	70080.85		
2	2.2	Intervention/additional programs	Yes	\$57,973.34	105136.75		
2	2.3	Coordination with extended learning programs/auxiliary staff	Yes	\$56,374.87	129946.13		
2	2.4	Technology/Visual and Performing Arts/RFEP	Yes	\$32,266.36	71466.92		
3	3.1	Parent involvement actions	Yes	\$98,805.17	92558.57		

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)
\$952,839	\$422,915.00	0%	44.385%	\$612,065.00	0.000%	64.236%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023