



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loma Prieta Joint Union School District

CDS Code: 43695000000000

School Year: 2024-25

LEA contact information:

Dr. Kevin Grier

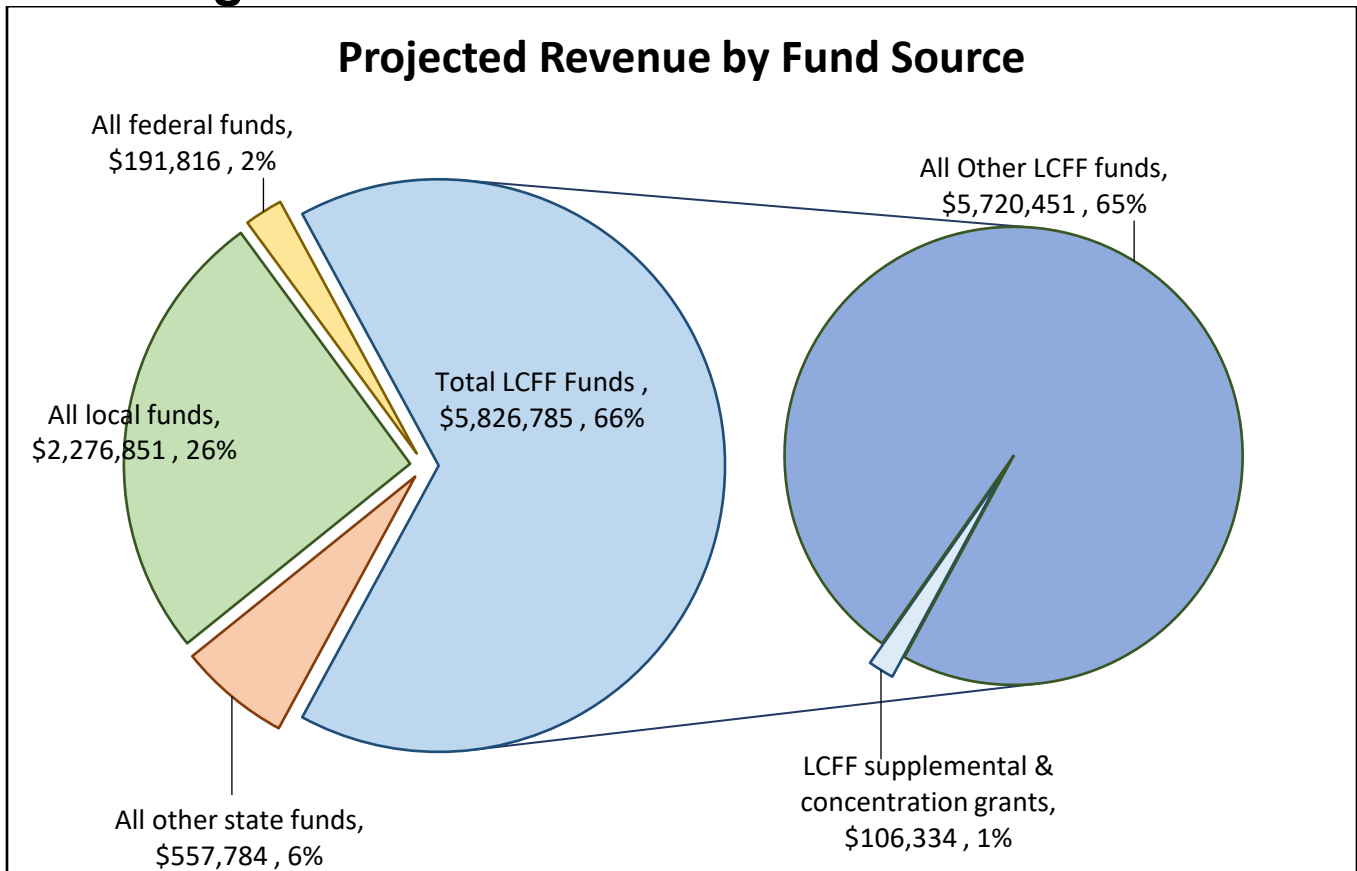
Superintendent

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408-353-1101

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

Budget Overview for the 2024-25 School Year

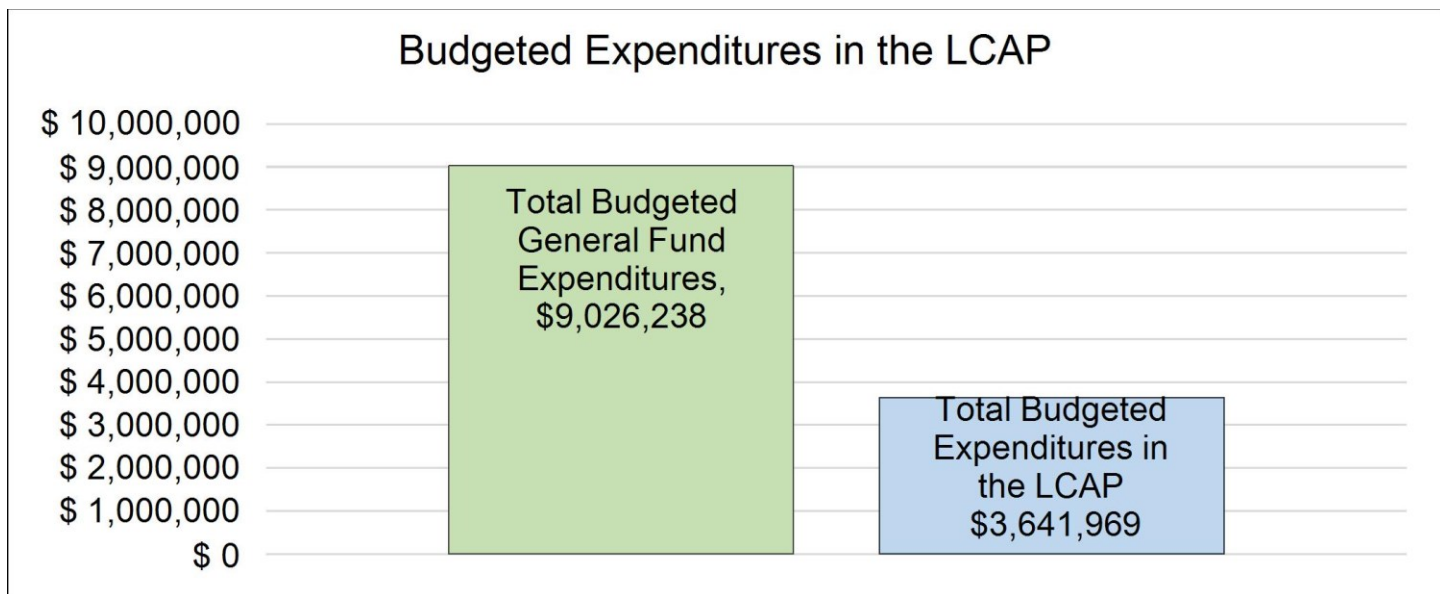


This chart shows the total general purpose revenue Loma Prieta Joint Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loma Prieta Joint Union School District is \$8,853,236, of which \$5,826,785 is Local Control Funding Formula (LCFF), \$557,784 is other state funds, \$2,276,851 is local funds, and \$191,816 is federal funds. Of the \$5,826,785 in LCFF Funds, \$106,334 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 Loma Prieta Joint Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Loma Prieta Joint Union School District plans to spend \$9,026,238 for the 2024-25 school year. Of that amount, \$3,641,969 is tied to actions/services in the LCAP and \$5,384,269 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Budgeted expenditures not included in the LCAP include general and special education teachers, paraeducators, administrators, office staff, maintenance and operations, transportation, afterschool care, supplies, debt service and STRS on behalf payment.

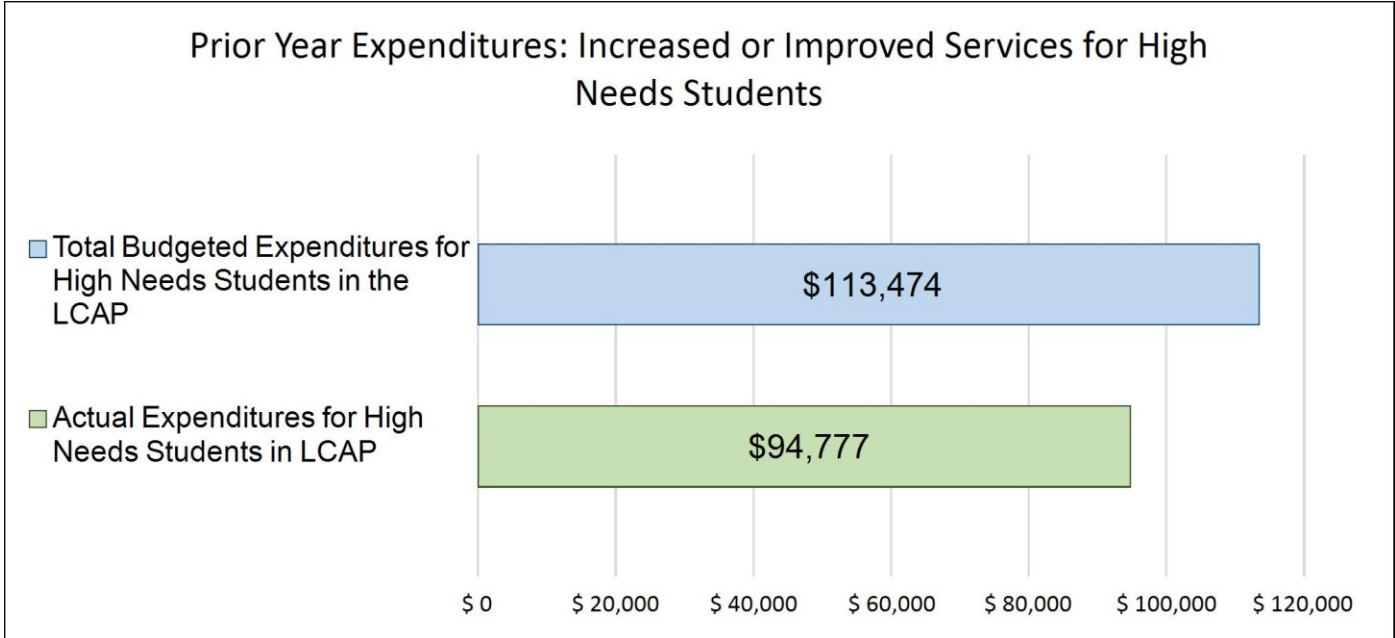
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Loma Prieta Joint Union School District is projecting it will receive \$106,334 based on the enrollment of foster youth, English learner, and low-income students. Loma Prieta Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loma Prieta Joint Union School District plans to spend \$112,318 towards meeting this requirement, as described in the LCAP.

Since the district does not receive additional funds for supplemental and concentration, it is difficult for us to meet this number. We are increasing some of our general fund programs to help reach this goal. Such programs are counseling and reading and math intervention targeting the SED groups.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Loma Prieta Joint Union School District's LCAP budgeted \$113,474 for planned actions to increase or improve services for high needs students. Loma Prieta Joint Union School District actually spent \$94,777 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-18,697 had the following impact on Loma Prieta Joint Union School District's ability to increase or improve services for high needs students:

This year, we were not able to provide professional development for our staff in the area of English Learners. As we will have adopted a new K-8 ELA curriculum, we will incorporate the EL training into the Science of Reading training that comes with the new program.



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
Loma Prieta Joint Union School District	Dr. Kevin Grier Superintendent	k.grier@lpjUSD.us 408-353-1101

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate upward mobility in meeting or exceeding mathematics and English language arts standards, as measured by state (SBAC) and local assessments. (LCAP State Priority #1, #2, #4 and #7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Local Assessment	(2020-2021) spring 54% of K-8 students are meeting or exceeding benchmark in ELA 39% of K-8 students are meeting or exceeding benchmark in mathematics	(2021-2022) winter 69% of K-8 students met or exceeded benchmark in ELA at 2021-2022 midyear administration of iReady assessment 51% of K-8 students met or exceeded benchmark in mathematics at 2021-2022 midyear administration of iReady assessment	(2022-2023) Winter K-5: ELA scores - 63% met or exceeded 6-8: ELA scores - 79% met or exceeded K-5: Math scores - 48% met or exceeded 6-8: Math scores - 67% met or exceeded	(2023-2024) Math 50% K-5 met or exceeded 73% 6-8 met or exceeded ELA 59% K-5 met or exceeded 78% 6-8 met or exceeded	85% of K-8 students will meet or exceed grade level standards for ELA 85% of K-8 students will meet or exceed grade level standards for Math
Fountas and Pinnell Reading Assessment	(2020-2021) 70% of K-5 students are meeting or exceeding grade level benchmark	(2021-2022) 77% of K-5 students met or exceeded grade level benchmark for 2021-2022 school year.	(2022-2023) Lexile converted scores by grade level (scores reflect at or above Lexile range per grade level) Average K-5: 80%	No longer in use. Replaced with DIBELS assessment. (2023-2024) K-5 (mid-year) 65% met or exceeded	85% of K-5 students will meet or exceed grade level benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			K - 76% 1st - 76% 2nd - 84% 3rd - 83% 4th - 76% 5th - 85%		
Student Assessment Results Math/ELA	(2020-2021) ELA (Blue) 59.5 points above standard Mathematics (Blue) 45.3 points above standard	Dashboard data not available for 2021 scores	(2021-2022) - ELA scores - all students 39.9 points above standard MATH scores - all students 15.1 points above standard	(2022-2023) ELA - all students 40.3 points above standard Math - all students 36.8 points above standard	Maintain (Blue) dashboard status in ELA/Math with upward mobility in points above standard
% of students enrolled in lab science	(2020-2021) 100% of all grade 6-8 students (including low income, English learners, students with disabilities, and foster youth) are enrolled in a lab science course as per SIS course files	(2021-2022) 100% of all grade 6-8 students (including low income, English learners, students with disabilities, and foster youth) are enrolled in a lab science course as per SIS course files	(2022-2023) 100% of all grade 6-8 (including low income, English learners, students with disabilities, and foster youth) students are enrolled in a lab science course as per SIS course files	(2023-2024) 100% of all grade 6-8 (including low income, English learners, students with disabilities, and foster youth) students are enrolled in a lab science course as per SIS course files	100% of all grade 6-8 students (including low income, English learners, students with disabilities, and foster youth) are enrolled in a lab science course as per SIS course files
% of students with access to Algebra and Geometry	(2020-2021) 100% of grade 7 & 8 students (including low income, English learners, students with disabilities, and foster youth) have access to algebra as per Student Information	(2021-2022) 100% of grade 7 & 8 students (including low income, English learners, students with disabilities, and foster youth) have access to algebra as per SIS course files and Math	(2022-2023) 100% of grade 7 & 8 students (including low income, English learners, students with disabilities, and foster youth) have access to algebra as per SIS course files and Math	(2023-2024) 100% of grade 7 & 8 students (including low income, English learners, students with disabilities, and foster youth) have access to algebra as per SIS course files and Math	100% of grade 7 & 8 students will have access to algebra as per SIS course files and Math Placement Act Pathway 100% of 8th grade students (including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	System (SIS) course files and Math Placement Act Pathway 100% of 8th grade students (including low income, English learners, students with disabilities, and foster youth) have access to Geometry as per SIS course file and Math Placement Act pathway	Placement Act Pathway 100% of 8th grade students (including low income, English learners, students with disabilities, and foster youth) have access to Geometry as per SIS course file and Math Placement Act pathway	Placement Act Pathway 100% of 8th grade students (including low income, English learners, students with disabilities, and foster youth) have access to Geometry as per SIS course file and Math Placement Act pathway	Placement Act Pathway 100% of 8th grade students (including low income, English learners, students with disabilities, and foster youth) have access to Geometry as per SIS course file and Math Placement Act pathway	low income, English learners, students with disabilities, and foster youth) will have access to Geometry as per SIS course file and Math Placement Act pathway
% of sufficient access to standards-aligned instructional materials	(2020-2021) 100% of students in K-8 have sufficient access to instructional materials	(2021-2022) 100% of students in K-8 have sufficient access to instructional materials	(2022-2023) 100% of students in K-8 have sufficient access to instructional materials	(2023-2024) 100% of students in K-8 have sufficient access to instructional materials	100% of students in K-8 have sufficient access to instructional materials
District Self-Reported progress in providing professional learning for teaching to recently adopted academic standards and/or curriculum frameworks (Priority 2)	(2022-2023) ELA - 5 (Full Implementation and sustainability) ELD - 5 (Full Implementation and sustainability) Math - 4 (Full Implementation) History-Social Science - 3 (Initial Implementation) Next Generation Science - 4 (Full Implementation) Development)	N/A	N/A	(2023 - 2024) ELA - 5 (Full Implementation and sustainability) ELD - 5 (Full Implementation and sustainability) Math - 4 (Full Implementation) History-Social Science - 3 (Initial Implementation) Next Generation Science - 4 (Full Implementation) Development)	All District self-reported progress ratings will be at least a "4" (Full implementation)

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

Goal Analysis

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

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

(1.1) Align K-8 - Our elementary teachers began work on new standards-based report card format for use in 2024-2025.
 (1.4) Differentiated Instruction - We suspended work on this given that we adopted a complete K-8 ELA curriculum and wanted to focus on how best to use these materials. In addition, the new ELA curriculum includes differentiation strategies within the instructional materials and those were included within the implementation professional development that was included in the adoption.

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.

(1.1) Align K-8 - We spent more for the teachers to work outside of the day on developing new standards-based report cards.
 (1.2) Course access/instructional materials - Planned to have adopted a new elementary math and science curriculum in 2023-2024. We delayed that until 2024-2025.
 (1.3) Math and reading intervention - While we trialed AirTutors in 22/23, we did not continue the use of this in 23/24 and chose to expand the FTE for math intervention from 0.4 FTE to 0.8 FTE increasing actual expenditures.
 (1.4) Differentiated instruction - We suspended work on this due to the introduction of a new K-8 ELA curriculum.

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

(1.1) Align K-8 - Effective. Our work with the feeder high school individual departments has allowed us to refine our curricular programs to make for a more successful and seamless transition for our rising freshman.
 (1.2) Course access/instructional materials - Effective especially in helping us to develop/strengthen our Math Placement process to help EL and SED students gain access to Algebra & Geometry courses. We developed additional STEM courses electives around math and science concepts.

(1.3) Math & reading intervention - Effective based on a review of both our student iReady (K-8) for ELA & math and our SBAC results (grades 3-8). Our iReady results showed continued progress throughout the three times the assessment was given during the year. Our SBAC data from 2022-23 showed that we had no student groups in the red for either math & ELA.

(1.4) Differentiated instruction - We chose to suspend this training for this year due to other pressing professional development needs as a result of having adopted new curricular materials in ELA (K-8) and math (grade 6-8). We did not suspend this action as a result of being ineffective but rather based on staff input on their professional development needs. We have a PD committee that surveys the staff annually to help us focus our 3 PD days, as well as our monthly district-directed Wednesdays.

(1.5) MTSS - Effective as demonstrated by the reduction in office referrals and suspensions in 23/24. In addition, the use of common vernacular by our entire staff has helped us to be more consistent on enforcement.

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.

Our staff adopted new ELA curriculum focused on the Science of Reading. As such, we determined that our current reading assessment tool (Fountas & Pinnell) was no longer the best to use. We purchased DIBELS and will be incorporating this data into the the 24-27 LCAP. Due to budget constraints in 24/25, we will need to reduce math intervention from 0.8FTE to 0.6 FTE. However, we will implementing a highly effective math intervention curriculum in 24/25. As a district, we have recently adopted a new K-8 ELA curriculum, a new middle school math curriculum, and a new middle school science curriculum. We are planned to adopted a new K-5 math and science curriculum in 2024-25. As such, it was determined that we needed to focus our professional development work for the next few years around fully implementing with fidelity the many new curricular programs and to suspend work on differentiation strategies.

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	English Learner (EL) students will make progress of at least one level on the summative CA English Language Proficiency Assessment (ELPAC). (LCAP State Priority #2, #3, and #4)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA English Language Proficiency Assessment	(2018-2019) 38.4% of EL students progressed at least one English Language Proficiency (ELP) level.	(2021-22) ELPAC Summative data: 53.3% of students increased at least one ELPAC level.	(2022-23) 50% of EL students moved one (1) level on ELPAC from spring 2022 to spring 2023	(2023-2024) Summative data won't arrive until after June 2024	60% of EL students will make progress of at least one ELP level.
iReady local assessment - ELA	(2020-2021) 44% of 3-8 grade EL students met or exceeded benchmark on 2020-2021 end of year iReady ELA assessment (2020-2021) 42% of K-8 EL students met or exceeded benchmark on 2021-2022 beginning of year iReady ELA assessment.	(2021-22) iReady (winter): 2 of 19 (11%) of EL students met or exceeded grade level standards.	(2022-23) iReady (winter): 6 out of 16 (38%) of EL students met or exceeded grade level standards.	(2023-2024) iReady (winter) 2 out of 18 (11%) of EL students met or exceeded grade level standards.	65% of EL students will meet or exceed grade level benchmark level and be ready for reclassification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation rates	(2021-2022) 65% of our households participated in parent opportunities	(2021-2022) 65% of our households participated in parent opportunities	(2022-23) 82% of families participated in parent opportunities like Open House, Back to School, Parent Ed nights, Math Pathways, 6th grade Parent Orientation, Fentanyl & vaping Awareness, etc.	(2023-2024) 86% of families participated in parent opportunities like Open House, Back to School, Parent Ed nights, Math Pathways, 6th grade Parent Orientation, Parent Ed Nights etc.	90% of our households will participate in parent opportunities like Open House, Back to School, Parent Ed nights, Math Pathways, 6th grade Parent Orientation, Parent Ed Nights etc.
Reclassified English Learner Rates	(2018-2019) 38% of EL students in 2018-2019 were reclassified as fluent English proficient	(2021-22) 20% of EL students in 2021-2022 were reclassified as fluent English proficient	(2022-23) 33% of 2022-23 EL students were reclassified as fluent English proficient.	(2023-2024) 18.75% 2023-24 EL students were reclassified as fluent English proficient.	50% of EL students in any given year will be reclassified as fluent English proficient

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.

(2.2) ELD Teacher: Our district only has 16 EL students and there was a lack of need for a dedicated ELD teacher as many of the sixteen EL students were level 3 or higher.

(2.6) Community Liaison position: Due to lack of funding, we were unable to reinstate the liaison position. We were able to provide for an hourly translator at major school events.

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.

(2.3) Reading Interventionist: Effective as seen in both the CAASPP & iReady ELA results. Title Funds used as well General Funds to implement

(2.4) Translation phone line system: While we had greater use of the translation system, we did not use the full amount allocated for this item

(2.5) Professional Development for EL instruction: We adopted a new ELA program (K-8) and the PD was included in the cost of the adoption so we did not need to purchase EL PD separately.
(2.6) Community Liaison position: not implemented due to lack of funding

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

(2.1) Parent engagement: Effective in the continual effort to create a positive school climate for parents as seen in the CHKS survey data for grades 5 & 7 (only grades we use for the survey)
(2.2) ELD teacher: Not implemented in 2023-2024 due to lack of need and funding
(2.3) Reading Interventionist: Effective as seen in both the CAASPP & iReady ELA results. Title Funds used as well General Funds
(2.4) Translation phone line system: Effective in enabling all parents to participate in understanding their child's progress.
(2.5) Professional development for EL instruction: Effective within the use of the new K-8 ELA curriculum based on number of EL students who progressed 1 or more ELPAC levels.
(2.6) Community Liaison position: not implemented due to lack of funding

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.

Our district will not be able to secure funding for the Community Liaison position nor the ELD teacher position for the next year. For the 2024-2027 LCAP, this goal will be eliminated as a stand alone goal and will instead be accounted for under "Student Achievement" and "School Climate"

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 percent of students reporting attainment of the Search Institute’s developmental assets in partnership with parents, students and community stakeholders. (LCAP State Priority #3, #5, #6 and #8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Developmental asset survey	Overall 69% of grades 4 -8 youth in LPJUSD report having 21 (adequate) or more developmental assets. 31-40 assets is considered optimal.	Data no longer available	Data no longer available	Metric has been retired	This metric has been retired as a result of the survey no longer being available. 80% of youth in grades 4-8 report having 21 or more developmental assets.
Suspension rates	(2018-2019) 2.4% suspended at least once.	(2021-2022) 0.7% of all students suspended at least once.	(2022-2023) 2.5% of all students suspended at least once	(2023-2024) 1.7% of all students suspended at least once	Reduction in suspension rates
Chronic absenteeism rates	(2018-2019) 8.3% chronically absent.	(2021-2022) 7.1% chronically absent	(2022-2023) 18.4% chronically absent	(2023-2024) 9.4% Chronically absent	Reduction in chronic absenteeism
Middle school dropout rates	(2018-2019) 0%	(2021-2022) 0%	(2022-2023) 0%	(2023-2024) 0%	0%
Expulsion rates	(2018-2019) 0%	(2021-2022) 0%	(2022-2023) 0%	(2023-2024) 0%	0%
Attendance rate	(2018-2019) District ADA-to-Enrollment ratio 96.1%	(2021-2022) ADA-to-Enrollment ratio 97.0% 21-22 P2	(2022-2023) District ADA to Enrollment ratio: 93.2%	(2023-2024) District ADA to enrollment ratio: 94.0%	District ADA-to-Enrollment ratio 96.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Developmental Relationship Survey	(2020-2021) New metric - no baseline data established until spring 2022	(2021-2022) Data unavailable	(2022-2023) Data Unavailable	Metric has been retired	Metric has been retired. 85% of students report a meaningful adult relationship
California Healthy Kids Survey	(2022-2023) 5th grade: A caring staff: 89% / Safety 100% 7th grade: A caring staff: 56% / Safety: 59%	N/A	(2022-2022) 5th grade: A caring staff: 57% / Safety 74% 7th grade: A caring staff: 56% / Safety: 52%	(2023-2024) 5th grade: A caring staff: 69% / Safety 66% 7th grade: A caring staff: 75% / Safety: 82%	95% of students in Grade 5 report a high level of a caring staff 90% of students in Grade 7 report a high level of safety on campus

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.

When this goal was written in the spring of 2021, the district has engaged with the Search Institute for a limited grade level students survey not realizing that the survey was only conducted every 5 years. As a result, our district added the California Healthy Kids Survey during the 2022-2023 school year as it allowed for an annual survey of our 5th & 7th grade students and parents. In addition, we survey all staff. We use the results to focus more on sense of safety and belonging then on the original concept of the 41 Developmental Assets. The actions in this goal were easily re-aligned to the more school climate approach that our district was seeking. Our actions of providing student behavior management, general education counseling services, and student orientation programs helped to create a better school climate. In addition, the action to provide behavioral support services assisted in reducing the number of suspensions for our SWD population.

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.

- (3.1) School Based Counseling - Came in under budget. Provided 4 days of general education counseling.
- (3.2) Social-emotional wellness: We had allocated \$5,000 and discovered that we were able to provide the staff and parent trainings without the fully use of the required funding.
- (3.3) Student behavior management/recognition: We had many items used for rewards and recognitions donated from our community such that we needed only around 93% of the allocated funding.
- (3.5) Behavioral support staff: We were only determined the need for 1 day/week of virtual SpEd counseling for the 23/24 school year. Therefore, that action item did not spend all of its allocated funds.

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

- (3.1) School-based counseling: This action was highly effective in increasing the number of students who attended school during the year. This goal also contributed to reducing the number of suspensions so far this year through her use of Zones of Regulation
- (3.2) Social-emotional wellness: This action proved effective in helping stff & parents with ways to support students struggling with issues that may have kept them away from coming to school daily.
- (3.3) Student behavior management/recognition: This action was effective for the elementary students in reducing negative behaviors that could lead to suspensions.
- (3.4) Student orientation programs: There was no action tied to this action. However, it is deemed effective in creating a positive, welcoming school climate & culture.
- (3.5) Behavioral support staff: Counseling for SpEd students, even virtually for the first time, was effective in helping to regulate SpEd student behaviors as indicated by the reduction in SpEd suspensions this year.

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.

During the 2023-2024 school year, there were no changes made to this goal, its actions, or metrics. For teh 2024-2027 school year, this goal will be eliminated and actions will be moved into either the "Pupil Engagement" or "School Climate" goals to better reflect the actions and the associated metrics.

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

Goals and Actions

Goal

Goal #	Description
4	Recruit, retain, and appropriately assign highly qualified teachers, support staff, and substitutes. (LCAP State Priority #1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teacher misassignment	(Incorrectly reported as 0% in 2020-2021) Corrected to 16%	(2021-22) 12%	(2022-2023) 8%	(2023-2024) 4% - 1 teacher without CLAD but working on credential this school year.	0%
% of highly-qualified and/or credentialed teachers	(2020-2021) 100%	(2021-2022) 100%	(2022-2023) 100%	(2023-2024) 100%	100%
% of employee participation in professional learning activities.	(2022-23) 92%	N/A	N/A	(2023-2024) 96%	100%

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.

(4.1) During the 2023-2024 school year, we were able to hire for all vacancies prior to the start of the school year. In addition, we were able to increase the number of both certificated and classified substitutes available throughout the year. We attended the SCCOE Recruitment Fair, as well as reached out to 3rd party vendors for contractors in the area of Special Education counseling.

(4.3) Technology Integration - we had planned to begin work on an IT infrastructure refresh using e-Rate funds, however, we pushed this project forward to the 2024-2025 school year so that we could use funding from a federal earmark grant for small rural schools to support connectivity and resiliency.

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.

(4.2) Our district needed to place two teachers in the teacher induction program during this school year. The budget was for two teachers and due to a late start, we only 1 full year and one half year teachers in the program. Also the amount expended per teacher came in lower than the estimated amount allocated.

(4.3) We did not use matching e-rate funding for the IT infrastructure project as we had planned. Instead, we were able to receive a federal earmark grant that will allow us to not have to use e-rate funds or matching general funding to support this project. However, the part of the project was moved to the 2024-2025 school year resulting in lower expenditures.

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

(4.1) Participation in the SCCOE Job Fair was effective as it allowed us to find applicants to fill known vacancies in the 2023-2024 school year.

(4.2) Use of the Teacher Induction program has been effective at clearing our Year 2 participant's credential. It has also allowed the Year 1 participant to begin clearing her SpE teaching credential.

(4.3) As a result of hiring an excellent IT person and the ability to establish an MOU with the SCCOE for access to additional IT support, we were able to continue the student device refresh plan and to secure a federal earmark grant to upgrade our out-dated IT infrastructure.

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 only change was to the IT Infrastructure refresh project. It was set to be completed in the summer of 2024. But due to a change in funding source, the project completion date has been moved to the summer of 2025. This goal will be eliminated for the 2024-2027 LCAP and be accounted for under the "Resources" goal.

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

Goals and Actions

Goal

Goal #	Description
5	Maintain safe facilities, up-to-date emergency plans and procedures, and clear safety protocols. (LCAP State Priority #1 and #3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Office of Public School Construction Facility Inspection Tool (FIT) data	(2020-2021) 98% of system in good repair.	(2021-2022) 99% on the FIT assessment. Operable windows and flooring are at the issue as well as kindergarten play yard.	Our fall 2022 FIT assessment came back with 100% of areas marked as good	(2023-2024) 100% of areas marked as good on FIT assessment	100% of areas marked as good on FIT assessment
Log of required emergency planning activities and training.	(2020-2021) Compliant, with COVID-19 interruptions.	(2021-2022) Log 100% complete for 2021-22 with regard to earthquake and fire drills	(2022-2023) All Earthquake and fire drills were completed as required. Log is 100% compliant.	(2023-2024) 100% compliant	100% compliant
Log of GO Bond project completion.	100% completion of Phase I projects by summer of 2021	(2021-2022) 25% of Phase 2 Bond projects under contract for completion by summer 2022	(2022-2023) 60% of Phase 2 projects (80% of the Phase 2 funding allocation) is under contract as of the spring 2023	(2023-2024) Still at 60% of Phase 2. Design phase for North & South parking lot projects; Beginning phase of flooring project for Loma.	100% completion of Phase 2 projects.

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.

(5.1) Safety Inspections/Emergency Planning -During the 23-24 school year, we have been able to make substantial progress on Phase II bond projects. Over the coming summer, our district will complete the Loma elementary flooring project. In addition, we will be under contract for the south campus parking lot bond project. As a result of upgrades stemming from the bond projects, we were able to reach 1005 on the 23/24 FIT assessment.

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.

No material difference from budget to expenditures

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

(5.1) Safety Inspections/Emergency Planning - This goal was effective in keeping our district focused on timely completion of Phase II bond projects.
(5.2) Comprehensive Safe Schools Plan - Effective in that we remained compliant on the timeline. In addition, we were able to update the plan to include Workforce Violence plans.

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.

This goal will be eliminated for the 2024-2027 LCAP and be accounted for under the "Resources" goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loma Prieta Joint Union School District	Dr. Kevin Grier Superintendent	k.grier@lpjUSD.us 408-353-1101

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 Loma Prieta Joint Union School District, a partnership of schools, parents and community is committed to providing each student with optimal learning opportunities in a safe, stimulating, and supportive environment so that each student can reach their full academic and social potential. The entire district, and its supporting community strive toward one goal: to produce graduating children who are academically prepared for their futures and who are good citizens. We endeavor to use our resources wisely and provide all our students with a high quality educational experience.

Our two schools work in concert to provide a seamless TK-8 educational pathway that prepares our students for success at a rigorous high school. We also recognize that our schools serve as a hub in the community as the only publicly owned facility in our locale. Our schools are welcoming, in good condition, serve as a gathering place for generations of local residents, and reflect a long tradition of high expectations for all students and exemplary academic achievement. Though small in size, our schools are staffed with fully credentialed teachers assigned accordingly in both elementary and secondary subjects, and we continue to offer enrichment programs in art, music, and world language.

Health and wellness are themes mirrored in our broader community that play out in our schools through inclusion of developmental PE at the elementary level, and a strong health and physical education program at the middle school which also incorporates a robust and fully inclusive sports/athletics program. Additionally, through a partnership with Theater in the Mountains, our students have access to perform and/or attend fully staged musical productions.

Our comprehensive academic offerings encompass mandated subject areas that are supported by a high level of parent volunteerism, a community commitment to the visual and performing arts, and a culture of a safe and caring community. As a transitional kindergarten through 8th grade district, we do not administer the Early Assessment Program exam or Advance Placement (AP) exams, nor do we offer AG coursework nor Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate and dropout rate. Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to take A-G, AP, and CTE courses, and graduate high school.

Reflections: Annual Performance

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

Loma Prieta Joint Union School District academic data for the Spring of 2023 continued to show strong scores for all groups in English Language Art and Math. For ELA, all students collectively were 40.3 points from standard. For our three student groups, we saw our white student group be 42.8 points from standard (green), our hispanic student group be -2.4 points from standard (yellow); and our SWD student group score -38.2 Points from standard (orange). For the 2023-24 school year, we implemented a new ELA curriculum to help support all readers, as well as our struggling readers with its focused approach using the Science of Reading. In addition, we were able to continue to offer 0.8 FTE Reading Interventionist focused on our EL students and our struggling readers.

In the area of math, we saw that our white student group scored 40.9 points from standard (blue); while our hispanic student group was at -22.7 points from standard (green), and our SWD student group was at -41.2 points from standard (orange). We were able to secure a 0.8 FTE math interventionist for the 2nd year in 23-24 to help us with students identified as needing additional support. In addition, we used the year at the elementary level to research a core math program to be implemented in the fall of 2024. We also explored math supplemental programs to support our struggling math learners.

We are watching carefully our SWD students as the scores were close to moving into the red category in both English & math. Both the 2022-23 & 2023-24 school years have been challenging years for us from the standpoint of securing consistent special education teachers for our Specialized Academic Instruction classes. This made it difficult for our district to implement a solid academic program each of these years. For the 2024-25 school, we are optimistic as we intentionally reached out early to recruit for the known positions. We are also researching specific training in our Unique and Cloud9 special education curricular programs for math and English.

During the 2023-24 school year, we were notified that our district was in Differentiated Assistance (DA) in the areas of attendance and suspensions.

1) Schools within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Chronic Absenteeism Indicator (Red - "High" or "Very High")

- Loma Elementary (22.3% chronically absent, Increased 19.3%, N = 269)

2) Student groups within District that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- Socio-Economically Disadvantaged (37.0% chronically absent, increased 21.2%, n=46)
- * Students with Disabilities (27.0% chronically absent, Increased 13%, n= 74)
- * Hispanic (31.3% chronically absent, Increased 22.7%, n= 80)
- * White (17.3% chronically absent, Increased 10.3%, n= 283)

Suspension Rate Indicator (Red - “High” or “Very High”)

- Students with Disabilities (8.1% suspended at least once, Increased 4.4%, n= 74)

3) Student groups within a school within the District that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Loma Elementary

Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- SWD (29.3 % chronically absent, Increased 23.0%, n= 41)
- Hispanic (33.9 % chronically absent, Increased 29.8%, n= 56)
- White (18.6% chronically absent, Increased 15.8%, n= 167)

Suspension Rate Indicator (Red - “High” or “Very High”)

- Students with Disabilities (9.8% suspended at least once, Increased 7.7%, n= 41)

C.T. English

Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- SWD (26.5 % chronically absent, Increased 2.2%, n= 34)

In the area of attendance we had 5 of our 6 students groups placed in the red category: all students, SWD, SED, Hispanic, and White. In addition, 2 of our 6 student groups fell into the red category for suspensions: all students and SWD. As a result, we used the 23/24 school year to identify root causes for the attendance and suspension issues. In the area of attendance, we began to monitor more closely the attendance of all our students (Action 2.1). We sent home 40-day, 80-day, 120-day, 150-day letters to families of students approaching or exceeding the limit for chronic absenteeism (Action 2.1). We also developed our SART and SARB teams and protocols to assist in addressing our attendance concerns (Action 2.1). We have already seen a notable reduction in the number of identified chronically absent students and an increase in the ADA for all student groups.

In the area of suspensions, we worked to develop alternatives to suspensions such as online modules that a student would take in lieu of being suspended (Action 3.1). We also worked to deepen our restorative practices (Action 3.1). Like attendance, we have already seen a reduction in the overall number of students suspended at least once.

Reflections: Technical Assistance

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

Our LEA was identified as needing Differentiated Assistance for our Students with Disability (SWD) student group as a result of this group being red in both attendance and suspensions. In addition, all students in the LEA reached the red level for both attendance and suspensions. As a result, our district has spent since the winter of 2023 working with a DA team from the SCCOE to help us focus on ways to support our identified students groups. They have offered us two full days of training so far this school year as well as monthly meetings with our DA team. We have used the time to drill down on the root causes and to take a deeper dive into the data. The following paragraphs list some of the strategies that we have begun to implement. So far, the data for the 23/24 school year shows huge improvements to both identified areas for all our student groups.

Suspensions: Introduced learning course for first offense for vaping to reduce suspensions. Partnered with Santa Clara County Office of Education to increase student and parent awareness and provide education around the dangers of controlled substances. Implemented restorative practices with the support of our school counselor to support all students who were impacted by a classroom having to be evacuated due to a dysregulated student.

Attendance: At the start of the 2023/2024 school year our administration in partnership with office staff promoted good attendance and independent studies at back to school nights and in weekly school to home communications. We have increased contact including frequent reminders to parents about the importance of school attendance and process for requesting independent study when school absences can not be avoided. Sending notification letters at the 40-day, 80-day, 120-day marks, with hand-written note from Principal; created a school attendance review team which actively analyzes attendance data and meets with parents and students to problem solve for attendance issues. Working with our SARB (Student Attendance Review Board) in conjunction with Santa Clara County Office of Education before a referral is made to the district attorney

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Staff (certificated & classified & admin)	Beginning in January 2024, we met with staff to review our previous LCAP goals and actions. In March, we created a JamBoard activity to help collect input from the groups that we could consider for inclusion into the 24/25 LCAP. During our weekly Instructional Cabinet meetings that include our principal and our Director of Special Education and Student Services, we reviewed the data and discussed at length the goals and actions we would want to see in our LCAP.
School Site Council (includes EL & SpEd parent reps)	During two of our monthly SSC meetings, our superintendent presented for discussion our current LCAP goals and actions. We sought input from the members through a similar JamBoard activity that allowed us to hear what our various represented voices were stressing as areas of focus.
Home School Connection (both C.T. English & Loma Prieta)	In March/April, we met with our two Home School Connection parent organizations to elicit feedback from them about concerns and aspirations they had for their children moving into the 2024-25 school year.
C.T. English Middle School Student Council	To gather student input, we offered a lunch meeting with our 24 student member student council to solicit feedback from them. This meeting was a great experience and yielded much information about curriculum they wanted to see and the instructional delivery systems that they preferred. We also got much need information school climate and ways in which we could make it a more positive and inclusive experience.

Educational Partner(s)	Process for Engagement
Board of Education	Our Board was provided an opportunity at a Board meeting where we presented the mid-year LCAP review in which to offer additional suggestions as we began to build our 24/25 LCAP.
Differentiated Assistance team	The SCCOE DA Team has met with our DA team monthly since December. We also attended two all-day trainings at the County Office of Education. Throughout the process, we have learned much that we could implement within the LCAP that would improve our attendance and suspensions.
Special Education Local Area Plan (SELPA)	Our district did hold a meeting with our SELPA Director in which we reviewed our metrics and actions as they related to Students with Disabilities, especially in the areas of attendance and suspensions.

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

During our listening campaign this year, we learned much from the various groups. Our student group offered great insight into our school climate. They voiced concerns around ways to better provide inclusion. As a result of meeting with this group, we included our Family System program in the LCAP as a focus area in which to build better relationships. This same group of students pushed us to consider adding an additional gender neutral bathroom on our middle school campus. While this is not in the LCAP, we did hear them loud and clear as to how this would impact school climate. Our parent groups provide additional ways in which we could increase parent engagement on campus. They also offered us additional ideas for Parent Education Events. For Goals 2 & 3, the work we have done this year with our DA Team from SCCOE has helped us to hone in on some great new practices that are now included as action items to support increasing attendance and lowering suspensions. The Board, as well as the staff, provided support for items to be included in the area of academics. In particular, the continued need for targeted intervention in math and ELA. We include an action item specifically for interventions under Goal 1. We also included two additional assessment metrics focused on monitoring the success of students throughout the year in the areas of math and ELA. They are the iReady for math (K-8) and ELA (6-8) and the use of DIBELS for grades K-5. Our new LCAP plan is much more focused on specific areas and much cleaner in terms of data we can monitor more frequently as a result of our listening campaign this year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement - Academic success of all students in all content areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our district target is to have all students be at or above grade level standards, especially in English Language Arts, Math, and Science. Recent 2023 SBAC ELA results reported that all students are +40.3 points above standard which is around 70% of students. For Math results reported that all students are +36.8 points above standard which is around 68% of students. For Science we do not have the 2023 SBAC data for distance below or above standard, however based on results 60% of fifth-graders met or exceeded standard and 73% of eighth graders met or exceeded standard. In addition, the iReady assessments enabled us to monitor the success of all grades K through 8 in math and grades 6-8 in ELA. The Dibels assessments enable us to monitor ELA success of students in grades K-5. iReady and Dibels are administered 2-3 times per year and provide us with access to accurate in the moment data to help our teachers provide students with time-relevant interventions when and where needed.

In reviewing our 2023 California Assessment of Student Performance and Progress (CAASPP) Dashboard in the area of students with disabilities, we continue to see a discrepancy in how our SWD student group performed in the area of mathematics and English language arts. The SWD student group are at -41.2 points below standard in mathematics and -38.2 points below standard in English language arts. We have a reading intervention program in place with a reading specialist trained in Sonday. Our SpEd staff uses the Seeing Stars program and Unique Curriculum. For math, we have a math intervention program for elementary and middle school students to receive push in and pull out support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC - English Language Arts	(2022-2023)			(2025-2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dashboard- District From Standard)	All students 40.3 points DFS SWD -38.2 points DFS EL -48.1 points DFS SED 11 points DFS			All students: 75 pts DFS (gain 35 pts) SWD: -10 pts DFS (gain of 28 pts) EL -23.1 points DFS (gain of 25 points) SED 26 points DFS (gain of 15 points)	
1.2	SBAC - Math (Dashboard- District From Standard)	(2022-2023) All students 36.8 points DFS SWD -41.2 points DFS EL -77.5 DFS SED -17.4 DFS			(2025-2026) All students: +75 pts DFS (gain 38 pts) SWD: -10 pts DFS (gain 31 pts) EL -52.5 points DFS (gain of 25 points) SED -2.4 points DFS (gain of 15 points)	
1.3	CA Science Test	(2022-2023) 60% of 5th grade students met or exceeded standard 73% of 8th grade students met or exceeded standard			(2025-2026) 75% of 5th grade students meet or exceeded standard 85% of 8th grade students meet or exceed standard	
1.4	iReady - English Language Arts: percentage of middle	(2023-2024) 78% of grade 6-8 students			(2026-2027) 90% of grade 6-8 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school students who score at/above in winter iReady ELA assessment					
1.5	iReady - Math: percent of students in grades K-8 scoring at/above in winter iReady math assessment	(2023-2024) 50% of grade K-5 students 73% of grade 6-8 students			(2026-2027) 70% of grade K-5 students 85% of grade 6-8 students	
1.6	DIBELs - Reading Assessment: percent of grade K-5 students who are at or above benchmark on winter DIBELS	(2023-2024) 65% of grade K-5 students at or above benchmark			(2026-2027) 75% of grade K-5 students	
1.7	Implementation of State standards: Percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(2023-2024) 78% (18 of 23)			(2026-2027) 91% (21 of 23)	
1.8	English Learners access to common core state standards: percentage of RFEP students who met/exceed ELA on SBAC	(2022-2023) 38% of RFEP students met or exceeded standard on ELA on SBAC			(2025-2026) 60% of RFEP students met or exceeded standard on ELA on SBAC	
1.9	Percentage of English Learner students	(2023-2024)			(2026-2027)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reclassified to Fluent English Proficient	17% of EL students reclassified			30% of EL students reclassified	
1.10	EL students making progress as measured by ELPI	(2022-2023) 50% of current EL students grew at least 1 ELPI level or maintained ELPI level 4			(2025-2026) 60% of current EL students grew at least 1 ELPI level or maintained ELPI level 4	

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	Course access/instructional materials	Ensure that every pupil in the school district has sufficient access to standards-aligned instructional materials based on the most recent state frameworks. Maintain student access to Algebra, Geometry, lab science, and/or STEM. Continue to refresh student devices to ensure digital access.	\$63,200.00	No
1.2	Standards-based reporting	Vertically align K-8 ELA and math curriculums so students are prepared for high school. Modify elementary report cards to be standards-based and tie in with local district-wide assessments. This action is part of regular staff responsibilities therefore there are no additional expenditures.	\$0.00	No
1.3	Math intervention support	Provide research-based math intervention program (K-8) that provides frequent progress monitoring.	\$64,601.00	No
1.4	Reading intervention support	Provide research-based reading intervention program (K-8) that provides frequent progress monitoring.	\$104,358.00	No
1.5	Targeted Math & Reading supports	Additional 0.2FTE (math) and 0.4FTE (reading) targeted to support SED struggling math and reading students	\$68,162.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pupil Engagement - Students will engage on a regular and consistent basis with curricular and extracurricular materials and activities.	Broad Goal

State Priorities addressed by this goal.

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.

Based on the 2023 California Dashboard, five of our qualifying six student groups received a red indicator on the dashboard in chronic absenteeism: All students - 19.2%; SWD - 27%; Hispanic students - 31%; and our socio-economically disadvantage student group - 37%. In addition, due the significant increase in chronic absenteeism for SWD and the fact that our suspension for this student group also received a red indicator, our district was placed in Differentiated Assistance.

Our middle school students have a variety of electives including music, art, forensic science, exploratory math and Spanish. In addition, our middle school offers two accelerated math pathways that involve a significant amount of student self-study for students that are ready for a challenge. Multiple measures and criteria are used to gauge math proficiency and readiness for placement in Algebra or Geometry.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate: percent of students who are chronically absent	(2022-2023) 19% of all students 17% of White 27% of SWD 31% of Hispanic 37% of SED 21% of EL			(2025-2026) 10% of all students 15% White 18% of SWD 20% of Hispanic 25% of SED 15% of EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance rate: average district attendance rate (K-8)	(2022-2023) 91.14% ADA for grade K-5 students 94.40% ADA for grade 6-8 students 85% of ADA for SED std. in K-8 88% of ADA for EL students in K-8			(2025-2026) 94% ADA for grade K-5 students 96% ADA for grade 6-8 students 92% of ADA of SED std. in K-8 92% of ADA for EL students in K-8	
2.3	Middle school dropouts: the percent of middle school students who dropout	(2022-2023) 0% of all middle school students dropped out in the year.			(2025-2026) 0% of all middle school students dropped out in the year.	
2.4	Broad course of study: percentage of middle school students (grade 6-8) enrolled in art and music	(2023-2024) 72% of middle school students enrolled in art or music			(2026-2027) 80% of middle school students enrolled in art or music	
2.5	Broad course of study: percentage of middle school 7th & 8th grade students enrolled in either algebra or geometry	(2023-2024) 55% of all middle school students in either algebra or geometry 9% (1 of 11) SED 0% (0 of 4) EL			(2026-2027) 65% of middle school students in either algebra or geometry 20% SED 25% EL	
2.6	Broad course of study: percentage of SWD students spending greater than 80% of	(2023-2024) 82% (55 of 67) of SWD students spending greater than 80% of			(2026-2027) 90% of SWD students spending greater than 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional day in general ed classes	instructional day in general ed classes			of instructional day in general ed classes	

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	Attendance Initiatives	Provide SART and SARB meetings as need arises for students identified as struggling with daily attendance. Purchase Personalized Learning Instruction (PLI) from iReady as a means to assist with Independent Study options so that our district can improve attendance for all students and specifically SWD, SED, Hispanic, and White student groups. iReady expenditure costs are under different goals and actions	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student-Led Organizations	<p>Provide more opportunities for students to connect and participate in student-led groups (i.e. Leos, Club 41, Buddies, Peer-tutoring, etc.)</p> <p>This action is part of regular staff responsibilities therefore there are no additional expenditures.</p>	\$0.00	No
2.3	School-based counseling/support services	<p>Provide school-based counseling and support services for all students. Provide additional services to our Hispanic, White, SED, and SWD students struggling with attendance issues.</p> <p>Counseling and support service expenditure costs are under different goals and actions</p>	\$0.00	No
2.4	Translation Services	<p>Provide annual translation phone line to allow staff and parents to effectively communicate with our non-English speaking parents. Utilize PowerSchool translation module to convert enrollment documentation. Offer Community Liaison services to support and navigate our EL families.</p>	\$3,500.00	Yes
2.5	Targeted counseling for attendance	<p>Counseling services for students identified as at risk for chronic absenteeism.</p>	\$15,000.00	Yes
2.6	Targeted Transportation Services	<p>Provide bus passes for EL & SED students to assist with improving attendance</p>	\$25,656.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Climate - Students will feel physically and mentally safe and secure at school. In addition, parents/guardians will feel supported and appreciated at our schools while engaging in our school activities and events.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey given to students in grades 5 and 7 to collect data about school climate and safety, student wellness, and youth resiliency. The survey is also taken by the parents of the 5th and 7th grade students. Our staff and School Site Council reviewed the results of the 2022/2023 survey which indicated 74% of the 5th graders reported feeling safe on the school campus while 52% of the 7th graders reported feeling safe on the school campus. In response to the survey results, we decided to hold an "Expect Respect Workshop" to learn more from our current 6th-8th grade students about their perceptions around school climate and safety. Project Cornerstone's Expect Respect workshop is designed to engage student leaders from a diverse cross-section of your school community in promoting a more caring, inclusive and safe school environment. We pulled 40 middle school students representing a variety of social and ethnic groups on our campus to participate in the workshop and share their ideas and perspectives on reasons for our reported low safety percentages. Additionally, the group offered suggestions on how to improve school climate and safety. The 2023/2024 survey results reflect that 84% of 7th graders feel safe on campus while 67% of 5th graders feel safe on campus.

We implemented a district-wide Family System based around the Search Institutes developmental assets to increase pupil engagement and promote healthy relationships between students and staff. In the spring of 2024, our 6th grade participated in a 6-lesson evidence-based curriculum created by Stanford to teach all youth about the facts and harms of vapes/e-cigarettes along with resources on how to quit vape/e-cigarette use.

Our district fell into Differentiated Assistance as a result of our SWD group receiving red indicators in both suspensions and chronic absenteeism. In 2022-2023, 3.2% of all students (14 students) in grades K-8 were suspended at least once with over half of them for vaping. Of those 14 students, 8.1% (6 students) were students with disabilities which is a significant increase from the previous year. As a result, we have been working to develop alternatives to suspensions to reduce the number of students suspended during the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey (CHKS)(grades 5 & 7): Percentage of student responses and parent responses around pupil safety rated as agree or strongly agree	(2023-2024) 67% of 5th grade students reported feeling safe on campus 84% of 7th students reported feeling safe on campus 97% of 5th and 7th parents reported feeling safe on campus			(2026- 2027) 85% of 5th grade students reported feeling safe on campus 95% of 7th grade students reported feeling safe on campus 100% of 5th & 7th grade parents reported feeling safe on campus	
3.2	Tobacco Use Prevention Education survey- Healthy Futures: Tobacco/Nicotine/Vaping (grade 6): Percentage of 6th grade students who know how substance use impacts a person's body.	(2023-2024) 86% of 6th grade students reported that they know how substance use impacts a person's body.			(2026-2027) 93% of 6th grade students reported that they know how substance use impacts a person's body.	
3.3	Pupil Expulsion Rate: percentage of students expelled	(2023-2024) 0% of students expelled			(2026-2027) 0% of students expelled	
3.4	Percentage of students suspended at least once in the year	(2022-2023) 3.2% of all students (14 students) 8.1% SWD (6 students)			(2025-2026) 1% of all students (4 students) 4% SWD (3 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Promote SWD parent participation based on percent of SWD parents who indicate "full participation in IEP process"	(2023-2024) 95% of SWD parents			(2026-2027) 100% of SWD parents	
3.6	Parent participation: percent of grade 5 & 7 parents who indicate agree/strongly agree on input sought based on CHKS survey	(2023-2024) 51% of grade 5 & 7 parents agree/strongly agree that the school actively seeks their input before making important decisions.			(2026-2027) 70% of grade 5 & 7 parents agree/strongly agree that the school actively seeks their input before making important decisions.	
3.7	Parent participation: Number of parents who sign in for volunteer opportunities during the year (K-5) classrooms	(2023-2024) 1,664 parent sign ins throughout the year for volunteer opportunities in grade K-5 classrooms			(2026-2027) 2,000 parent sign ins throughout the year for volunteer opportunities in grade K-5 classrooms	
3.8	Percent of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)	(2023-2024) 59% of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)			(2026-2027) 70% of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)	

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	Alternatives to suspension	<p>Develop & implement alternatives to suspensions and offer restorative practices to reduce the number of annual suspensions per student, especially for our SWD students.</p> <p>This action is part of regular staff responsibilities therefore there are no additional expenditures.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Loma Family System	<p>Continue to provide ways to include all students in our Loma Family System so that each student feels more connected to our district and to encourage cross-age relationships.</p> <p>This action is part of regular staff responsibilities therefore there are no additional expenditures.</p>	\$0.00	No
3.3	Student Wellness Strategies	Support ways to promote wellness and safety on campus: Provide 4 days/week of counseling (K-8); Provide digital wellness check-in system; Increase access to the Zen Dens on each campus; Increase mental health posters and informational materials on campus; Paws to Share program; and Trusted Adult program.	\$500.00	No
3.4	Parent/Community Communication	Provide multiple avenues for one & two way communication with parents & community: Maintain webpages (Apptegy); Use ThrillShare to push out social media posts and emergency communications; Provide quarterly Parent Ed & Special Ed nights; Offer monthly Board Chats; Send out weekly newsletters.	\$8,000.00	No
3.5	Behavioral support staff	Provide for a Special Education counselor; Behavioral Specialist, and Safety Care trained para-educators to support and reduce SWD discipline and suspensions.	\$53,592.00	No
3.6	Student behavior management/recognition programs	<p>Reinforce positive student behaviors through district-wide behavior management procedures and recognition activities.</p> <p>This action is part of regular staff responsibilities therefore there are no additional expenditures.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Student orientation programs	<p>Conduct orientation programs to support seamless transitions between elementary, middle, and high school to increase school climate on campus.</p> <p>This action is part of regular staff responsibilities therefore there are no additional expenditures.</p>	\$0.00	No
3.8	Improve safety on campus	Increase cameras on campus; increase vaping sensors in restrooms; improve partnership with Sheriff's office; Open gender-neutral bathrooms for students.	\$13,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Resources - Students will have access to the best staff and safest, healthiest, up-to-date facilities that promote intellectual growth and well-being	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

As a small school district, we have limited fiscal and physical access to resources. As such, we need to hone in on providing high quality staff and facilities possible to ensure that our students have the access to the best education possible. While our salaries are the lowest in Santa Clara County, we need to strive to find the best educators and support staff possible through active recruitment strategies and outreach to service providers. We are pushing into our final phase of our recent bond allocation and need to ensure that projects selected are our highest priority and greatest need projects. We continue to focus on ensuring fiscally solvent and non-deficit spending budgets.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of appropriately placed teachers	(2023-2024) 96% of teachers are appropriately placed			(2026-2027) 100% of teachers appropriately placed	
4.2	Sufficient access to instructional materials	(2023-2024) 100% of students have access to their own set of instructional materials			(2026-2027) 100% of students have access to their own set of instructional materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	School Facilities: percent of sites scoring good on annual FIT assessment	(2023-2024) 100% of sites in district rated as good as per the annual FIT report			(2026-2027) 100% of all sites in district rated as good as per the annual FIT report	
4.4	Bond project completion: percent of Phase 2 and Phase 3 projects completed	(2023-2024) 70% of Phase 2 completed 0 % of phase 3 completed			(2026-2027) 100% of Phase 2 completed 25% of phase 3 completed	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher development programs	Support teacher induction programs focusing on credentialing requirements and mentoring program; Provide effective professional development; Ensure all staff is highly qualified.	\$22,400.00	No
4.2	Improve technology access	Continue to provide support for the effective integration of instructional technology; Update IT infrastructure; Continue refresh cycle on student devices; improve phone access; replace bells, clocks, notification system.	\$200,000.00	No
4.3	Monitor annual safety plans	Annually review the Comprehensive School Safety Plan (CSSP); Workplace Violence Prevention Plan (WVPP); Expulsion Plan through our School Site Council and Board. Complete the annual FIT assessment; Conduct required fire and earthquake drills. This action is part of regular staff responsibilities therefore there are no additional expenditures.	\$0.00	No
4.4	Improve facilities	In order to ensure our staff and students have access to the best facilities and resources, we will focus to complete Phase 2 Bond projects and begin work on Phase 3 bond projects.	\$3,000,000.00	No

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
\$106,334	\$0

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
2.377%	0.212%	\$9,951.00	2.589%

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
1.5	<p>Action: Targeted Math & Reading supports</p> <p>Need: Support for SED students in reading and math</p> <p>Scope: LEA-wide</p>	While SED is not a significant student group, they are significantly below all students in both ELA and math results as indicated on the 2023 SBAC results.	(1.1) SBAC ELA (1.2) SBAC Math

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
2.4	<p>Action: Translation Services</p> <p>Need: Students and families for whom English is not primary language being able to understand school procedures especially around attendance</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Will enable telephonic access for use in meetings, especially those related to attendance (SARB & SART)	(2.1) Chronic absenteeism rate (2.2) Attendance rates
2.5	<p>Action: Targeted counseling for attendance</p> <p>Need: School avoidance issues with EL & SED students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Offer support structures to students and families	(2.1) Chronic absenteeism for EL, FY, and SED
2.6	<p>Action: Targeted Transportation Services</p> <p>Need: Students struggling to get to school daily and on time</p>	Provide consistent school transportation	(2.1) Attendance of EL, FY, SED students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

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	4,473,350	106,334	2.377%	0.212%	2.589%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$228,140.00	\$157,256.00	\$3,035,000.00	\$221,573.00	\$3,641,969.00	\$226,821.00	\$3,415,148.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course access/instructional materials	All		No				July 2024 - June 2027	\$0.00	\$63,200.00		\$25,200.00		\$38,000.00	\$63,200.00	
1	1.2	Standards-based reporting	All		No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Math intervention support	All		No				July 2024 - June 2027	\$56,491.00	\$8,110.00		\$64,601.00			\$64,601.00	
1	1.4	Reading intervention support	All		No				July 2024 - June 2027	\$103,208.00	\$1,150.00	\$94,822.00	\$1,150.00		\$8,386.00	\$104,358.00	
1	1.5	Targeted Math & Reading supports	Low Income		Yes	LEA-wide	Low Income	All Schools	July 2024 - June 2027	\$67,122.00	\$1,040.00	\$68,162.00				\$68,162.00	
2	2.1	Attendance Initiatives	Hispanic, SED All Students Disabilities	White, with	No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Student-Led Organizations	All		No				July 2024 - July 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	School-based counseling/support services	Hispanic, White All Students Disabilities	SED, with	No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Translation Services	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024 - June 2027	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Targeted counseling for attendance	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.6	Targeted Transportation Services	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$25,656.00	\$25,656.00				\$25,656.00	
3	3.1	Alternatives to suspension	All Students Disabilities	with	No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Loma Family System	All		No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Student Wellness Strategies	All		No				July 2024 - June 2027	\$0.00	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	
3	3.4	Parent/Community Communication	All		No				July 2024 - June 2027	\$0.00	\$8,000.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	
3	3.5	Behavioral support staff	Students Disabilities	with	No				July 2024 - June 2027	\$0.00	\$53,592.00	\$0.00	\$48,450.00	\$0.00	\$5,142.00	\$53,592.00	
3	3.6	Student behavior management/recognition programs	All		No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Student orientation programs	All		No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Improve safety on campus	All		No				July 2024 - June 2027	\$0.00	\$13,000.00	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00	
4	4.1	Teacher development programs	All		No				July 2024 - June 2027	\$0.00	\$22,400.00		\$17,355.00		\$5,045.00	\$22,400.00	
4	4.2	Improve technology access	All		No				July 2024 - June 2027	\$0.00	\$200,000.00			\$35,000.00	\$165,000.00	\$200,000.00	
4	4.3	Monitor annual safety plans	All		No				July 2024 - June 2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Improve facilities	All		No				July 2024 - June 2027	\$0.00	\$3,000,000.00			\$3,000,000.00		\$3,000,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,473,350	106,334	2.377%	0.212%	2.589%	\$112,318.00	0.000%	2.511 %	Total:	\$112,318.00
								LEA-wide Total:	\$68,162.00
								Limited Total:	\$44,156.00
								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	1.5	Targeted Math & Reading supports	Yes	LEA-wide	Low Income	All Schools	\$68,162.00	
2	2.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,500.00	
2	2.5	Targeted counseling for attendance	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.6	Targeted Transportation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$25,656.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$843,455.00	\$770,790.00

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	K-8 Math and ELA curriculum alignment	No	\$10,000.00	13581
1	1.2	Course access/instructional materials	No	\$190,475.00	266432
1	1.3	Math and reading intervention	Yes	\$155,594.00	168321
1	1.4	Differentiated Instruction	No	\$12,562.00	0
1	1.5	Multi-tiered systems of support (MTSS)	No	\$0.00	0
2	2.1	Parent Engagement	No	\$0.00	0
2	2.2	English Language Development Teacher	No	\$0.00	0
2	2.3	Reading Interventionist	Yes	\$41,240.00	38949
2	2.4	Translation Phone Line System	Yes	\$150.00	150
2	2.5	Professional Development for EL Instruction	Yes	\$9,973.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Community Liaison position	Yes	\$3,000.00	109
3	3.1	School-based counseling/support services	No	\$88,800.00	72000
3	3.2	Social-emotional wellness	No	\$5,000.00	3889
3	3.3	Student behavior management/recognition	No	\$38,855.00	36054
3	3.4	Student Orientation Programs	No	\$0.00	0
3	3.5	Behavioral Support Staff	No	\$103,720.00	46618
4	4.1	Recruitment protocols	No	\$0.00	0
4	4.2	Teacher Induction	No	\$16,003.00	7800
4	4.3	Technology Integration	No	\$168,083.00	116887
5	5.1	Safety Inspections/Emergency planning	No	\$0.00	0
5	5.2	Comprehensive Safe Schools Plan (CSSP)	No	\$0.00	0

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)
\$104,728.00	\$113,474.00	\$94,777.00	\$18,697.00	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	1.3	Math and reading intervention	Yes	\$59,111.00	64916.00		
2	2.3	Reading Interventionist	Yes	\$41,240.00	29602		
2	2.4	Translation Phone Line System	Yes	\$150.00	150.00		
2	2.5	Professional Development for EL Instruction	Yes	\$9,973.00	0.00		
2	2.6	Community Liaison position	Yes	\$3,000.00	109.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
\$4,700,613	\$104,728.00	0.00	2.228%	\$94,777.00	0.000%	2.016%	\$9,951.00	0.212%

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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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).

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