



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
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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.

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

SBPSD and its community of parents, students and staff value an education that empowers all students to thrive academically, socially and emotionally to be contributing members of society. We believe it is our responsibility and opportunity to equip our students with the skills to succeed in life, and the current legislation in the state of California requiring each school district throughout the state to build a Local Control Accountability Plan, (LCAP) plays a major role in ensuring that this happens. The District's vision is to provide an educational experience that not only provides for the acquisition of rigorous academic content, but is also intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills our young people need to thrive in this complex, rapidly changing world. To this end

many community stakeholders including parents, students, business partners, teachers, and educational leaders, have engaged in a process to clarify and establish the vision for the educational competencies for SBPSD students who promote from our schools on to high school.

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

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

San Bruno Park School District is a diverse community serving many ethnic and socio-economic backgrounds. As reported by the CA Dashboard, the largest racial and ethnic groups are Hispanic (46.5%), White/Caucasian (0.7%), Asian (18%), and the most commonly identified primary language is Spanish = 984 (50.46%). The District currently serves 2,019 students, a decline from 2,452 during the 2019-20 school year. Overall, the District has seen a rapid decline in enrollment over the past nine years of approximately 23% since 2015-16 when the overall enrollment was 2,727, considered to be in part due to the high cost of living in San Bruno. The current composition of the District is represented by the following demographic groups according to 2022-23 Census Data:

English Learners - 605 (30%)
Students with Disabilities - 244 (12%)
Socio-Economically Disadvantaged - 847 (42%)
Foster Youth - 7 (<0.003%)
Homeless - 17 (<0.008%)
Total Unduplicated = 1028 (51%)

Each school's unique composition is represented below:

Parkside Intermediate
Total Enrollment: 614
Unduplicated - 336 (55%)
English Learners - 196 (32%)
Students with Disabilities - 83 (14%)
Socio-Economically Disadvantaged - 270 (44%)
Foster Youth - 4(>.007%)

Allen Elementary

Total enrollment: 305

Unduplicated: 220 (72%)

English Learners - 138 (45%)

Students with Disabilities - 49 (16%)

Socio-Economically Disadvantaged - 206 (66%)

Foster Youth - 1 (0.003%)

Belle Air

Total enrollment: 240

Unduplicated: 188 (78%)

English Learners - 133 (54%)

Students with Disabilities - 31 (13%)

Socio-Economically Disadvantaged - 153 (64%)

Foster Youth - 2 (0.008%)

John Muir

Total enrollment: 395

Unduplicated: 132 (33%)

English Learners - 71 (18%)

Students with Disabilities - 24(6%)

Socio-Economically Disadvantaged - 53 (24%)

Portola

Total enrollment: 258

Unduplicated: 66 (26%)

English Learners - 28 (11%)

Students with Disabilities - 21 (8%)

Socio-Economically Disadvantaged - 55 (21%)

Reflections: Annual Performance

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

The SBPSD community has identified several areas of success and progress this past year. We believe our success is contributed to the continued work towards building systems for collaboration across the district as well as continuing the initiatives embedded in the action and services. We will build upon these successes by growing the programs and services as well as improving our implementation over the next

three years. Indicators on the 2023 CA Dashboard only report the most current year of data, with status color levels ranging from very high-Blue to very low or Red.

The dashboard revealed that SBPSD achieved a Green for all subgroups indicating that suspensions were any area of annual improvement since 2019 when the district had an orange indicator. In the 2023 school year, MTSS teams were instituted to provide support for tier 2/3 as well as providing more tier 1 preventative programs. These Dashboard results indicated that implementing more mental health and wellness programs was definitely a positive decision.

In English Language Arts there was an overall 1% gain and a 1% gain for our Socioeconomically Disadvantaged Students. English Learners declined by 5.9 points, and are still below standard by 74 points. Students with Disabilities declined by 17 points and are below standard by over 128 points. As a whole, our overall color is Yellow demonstrating a gain of 3.5% districtwide.

In Mathematics, the indicator displayed a Yellow with an overall 5% gain and a 2% gain for our English Learners and as a whole a gain of 9.4 points.

While Science is not an area displayed on our dashboard data indicates an overall 1% improvement.

While the district is very proud of the gains, there is a continued need to focus on the achievement of specific student groups, including those who are considered high need. According to the 2023 CA Dashboard, there was an overall decline for our English Learners and Students with Disabilities as it relates to chronic attendance a direct correlation to ELA , Math and Science scores. The Dashboard indicator as it relates to Climate and Chronic Absenteeism, displayed a Red color revealing that 30.7% of our students (including all subgroups) are chronically absent. The local panorama and iReady data revealed the same.

With regards to the Dashboard Academic Indicators Schools with a "Red Indicator:"

Chronic Absenteeism Indicator: Parkside Elementary

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

Red Indicators for Chronic Absenteeism are addressed in actions 1.1, 1.2,1.3, 1.4, 1.7, 1.8, 1.10, 1.11. 2.3, 2.5, 2.9, 2.12, 2.14

Red Indicators for ELA are addressed in actions 1.1, 1.2,1.3, 1.4, 1.7, 1.8, 1.10, 1.11.

Red Indicators for math are addressed in actions 1.1, 1.2,1.3, 1.4, 1.7, 1.8, 1.10, 1.11.

Chronic Absenteeism Indicator: Allen (Decima M.) Elementary

Student groups within the LEA: Multiple Races/Two or More

Red Indicators for Chronic Absenteeism are addressed in actions: 1.1, 1.2,1.3, 1.4, 1.8, 1.10, 1.11,. 2.3, 2.5, 2.9, 2.12, 2.14

Chronic Absenteeism Indicator: John Muir Elementary

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

English Language Arts Indicator: English Learners

Mathematics indicator : English Learner

English Learner Progress Indicator: English Learner

Red Indicators for ELA addressed in actions: 1.1, 1.2,1.3, 1.4, 1.8, 1.10, 1.11.
Red Indicators for math addressed in actions: 1.1, 1.2,1.3, 1.4, 1.8, 1.10, 1.11.
Red indicators for ELPI are address in actions 1.1, 1.2, 1.3, 1.8, 1.10.

Chronic Absenteeism Indicator: Rollingwood Elementary:
Student groups with the LEA: Asian
English Language Arts Indicator: Hispanic
Red indicators for ELPI are address in actions 2.3, 2.5, 2.9, 2.12, 2.14

The CA Dashboard 2023 also revealed that Parkside Middle School was identified as ATSI or Additional Target Support & Improvement. This means one or more student group(s), for two consecutive years had a red indicator. The subgroup for "two or more races," consistently revealed a red indicator for two consecutive years in the Chronic Absenteeism Dashboard. SMCOE will work closely with SBPSD to offer technical support while monitoring for continuous improvement. Parkside can exit this status when all identified low-performing student groups show sufficient growth and no longer meet the criteria for identification for two consecutive years. Additionally, the indicator for English Learners indicated a 24.5% decline for English Learners and area for continued attention and growth.

The following goals provide key features and reflections of the 2023-24 LCAP, which contained three goals created collaboratively with all community partners and the Board of Education. Each goal reflects our commitment to meet the needs of and ensure equity for all students.

In 2022, SBPSD began its strategic plan for improvement by implementing actions In Broad Goal 1 as it relates to Academic Achievement. SBPSD hired several staff members to provide support in the following: Human Resources Specialist, a Director of Intervention and Instruction, TOSAs in various areas across school sites for coaching and support, SBPSD created various plans for communications, professional development including Student Services and Special Ed Strategic Plans. With a human resource specialist SBPSD was able to implement recruitment efforts, employee recognition activities, increase the number of employees participating in educational activities that serve students, increase retention and support staffing. Other areas of success were a communications team that implemented and streamlined their communication plan over the course of the school year, as requested by the community. Staff Development plans were implemented increasing the number of teachers learning. This also included Communities of Practice and Pilot Teams dedicated to examining our practices in multiple areas of the district. Student Services and Student Success Teams designed and implemented processes for MTSS and special services for students, increasing the number of students accessing core instruction. While the team is the beginning stages of improvement, gains are clearly visible. SBPSD is very proud to have met approximately half of their goals listed above. The team developed strategic plans for professional development and for English Learners which led to increased improvement in core areas. Additionally, a great investment into extended day programs, also contributed to improvement in student scores.

While growth continues to be visible there were some areas that posed a challenge. For example, the district if facing some maturing of buildings, as evidenced by the FIT reports. With regards to professional development and collaboration, time posed some difficulties due to limited time for teachers. Subsequently, in the 2024 school year the goal is to increase implementation of professional development, increasing the effectiveness and coherence of our systems. The action for Guided and Readers/Writers Workshop was not implemented as our English Language Acquisition Programs were prioritized along with mathematics as well as the now questioned legitimacy of the workshop model.

With regards to broad goal 2 (Achievement), the action for Student Data Chats was also not implemented fully as there were competing priorities such as rebuilding district wide systems, addressing climate and building cohesion in the district. During the school year the team recognized there were systems for professional development, English Learner compliance and data systems that still need attention in the coming 2024-25 school year that will help to move the district forward. Lastly, with the SPBSD Senior Cabinet being fairly new the team continues to analyze and identify foundational systems that need attention such as actions that relate to broad goal 3. Next year marks the first Superintendent who will remain in the district for a third year in more than eleven years.

Broad Goal 3 (Engagement) are areas that include site parent education activities, a sense of belonging district wide-engagement and chronic absenteeism. In the 2023-24 school year training for MTSS and SSTs were initiated, however data revealed the actions ineffective at this time, due to the continued need for training and support. We look forward to the 2024-25 school year where the team can continue cultivating these systems for further implementation.

Reflections: Technical Assistance

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

San Bruno Park School District works closely with San Mateo County Office of Education to address the disparities identified in the CA School Dashboard. The teams have been working closely since 2021. In the 2022-23 school year the teams have met at least five times to analyze data, generate solutions and ideas and work together towards continuous improvement. San Mateo County has supported SBPSD in various areas such as Differentiated Assistance for Students with Disabilities and other areas such mental health, math and climate support services.

San Bruno Park was identified as needing Differentiated Assistance in 2023 for the 2022 Dashboard indicator for our Students with Disabilities (to be eligible for differentiated assistance, the same student group must meet the criteria in two different State Priority Areas):
Pupil Achievement: Very Low Status on both the ELA and Mathematics Academic Indicators
Pupil Engagement: Very High Status on the Chronic Absenteeism Indicator

Some of our goals as it relates to Differentiated Assistance were formalized into The SBPSD Strategic Plan/LCAP in 2023-24:

LCAP Goal 1: Actions Focus on IEPs, supports and modifications for students with disabilities. Specific actions identified to support students with disabilities are as follows:

Action 1.1 Professional development in LETRS/DIBELS, SIPPS and mathematics standards and lesson planning

Action 1.2 Expanded Learning Opportunities for extended learning time

Action 1.3 Integrated enrichment learning opportunities for extended learning time

Action 1.4 Before and After school tutoring

Action 1.5 STEAM/Outdoor spaces to provide hands on support

Action 1.11 Intervention teachers will provide one on one extra support for students in ELA and mathematics

Action 1.15 Instructional Aides will support students with more one on one extra support within the classroom

<p>LCAP Goal 1: Academic Indicator Metrics for Students with Disabilities in Math. Specific actions identified to support students with disabilities are as follows:</p> <p>Action 1.1 Professional development in mathematics standards and lesson planning</p> <p>Action 1.2 Expanded Learning Opportunities for extended learning time</p> <p>Action 1.3 Integrated enrichment learning opportunities for extended learning time</p> <p>Action 1.4 Before and After school tutoring</p> <p>Action 1.5 STEAM/Outdoor spaces to provide hands on support</p> <p>ACtion 1.11 Intervention teachers will provide one on one extra support for students in ELA and mathematics</p> <p>Action 1.15 Instructional Aides will support students with more one on one extra support within the classroom</p> <p>LCAP Goal 2: Actions and metrics focused on Attendance, Suspensions, and Special Education supports. Specific actions identified to support students with disabilities are as follows: Our plan will include a review and use of the improvement science model to inform our plan of support.</p> <p>A plan to address Chronic Truancy and Supports for Students with Disabilities by developing & implement MTSS Teams to address Tier 1, Tier 2, Tier 3</p> <p>A plan to address Students who have learning disabilities (55 out of 62 students) and are hispanic/Latino. Representing a large majority of IEPs.</p> <p>A plan to include to more Students with disabilities in the mainstream general education population.</p> <p>Enhance SIS systems and utilize Panorama Dashboard programs for data analysis. Specific actions identified to support students with disabilities are as follows:</p> <p>Action 2.3 Attendance engagement and monitoring of our student groups.</p> <p>Action 2.5 Sites will provide engagement activities to build a positive climate including MTSS monitoring teams for students and families.</p> <p>Our District and SMCOE Teams began drafting the DA support plan including the continuous improvement process, timeline for support, frequency of meetings, activities/strategies etc.</p> <p>With the new Senior Cabinet, achieving the targeted plan has been a slow but thoughtful process. The SBPSD Senior Cabinet has prioritized working to rebuild systems and develop trust and relationships first. At the same time, we have recognized the improvement of these ongoing efforts with technical assistance. Recent data indicates that our special education students are now 85% or more in the mainstream up 35% from last year. The team looks forward to continued growth in the years to come.</p>
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Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>San Bruno Park Elementary School District, led by the Assistant Superintendent of Educational Services provides multiple levels of updates through the year. Some of these included DELAC/ELAC representatives, SSC (School Site Council) representatives, PTA president representatives, parents of students with disabilities, teachers, classified staff, bargaining unit leaders, principals, parent liaisons, and district administration. Additionally, parent representatives included parents of Foster and Homeless Youth. These efforts, as well as sharing the continuous improvement information about these meetings at other gatherings like principal coffees, parent 2 parent nights, and board meetings led to meaningful input utilized to write our LCAP engages all partners (teachers, principals, parents, administrators, students, local bargaining units, and community members throughout the entire year in the cycle of continuous improvement. The team ensures that input and feedback are used to develop the LCAP for future decision making, ongoing monitoring and communication of progress. Many groups and communities of Practice meet monthly and have consistent collaboration/communication regarding the needs of the district. Updates and feedback is elicited throughout the rest of the school year.</p> <p>Simultaneously, beginning in February through May a deeper dive of data analysis continued and shared with the community while engaging families and the community on a more personal level. The</p>	

Educational Partner(s)	Process for Engagement
<p>families and community share in conversations and collaboration providing personalized feedback. Additionally, the team creates a community initiative with various forms of feedback such as stakeholder feedback include surveys, data updates, site specific feedback forums, outreach efforts with specific emphasis on families who speak languages other than English planning committees, presentations to the Board of Trustees and stakeholders, online public review and comment, meetings with advisory committees and groups, and community forums.</p> <p>Spanish Translation is available at all meetings held and in some cases sessions are provided in Spanish entirely. Below is a list of the teams that meet throughout as well during the deeper dives.</p>	
<p>Special Education Inclusion Meetings Monthly (Teachers, Classified Staff):</p>	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In may, the information is posted in the LCAP and then the LCAP is posted to the website / Parentsquare, the board for hearing, and input.</p>
<p>Special Education Department Meetings Monthly (Administrators, Teachers, Classified Staff):</p>	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose</p>

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	<p>not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In may, the information is posted in the LCAP and then the LCAP is posted to the website and the board for hearing, and input. Finally in July 2024 it is finalized.</p>
SMCOE Differentiated Assistance Team/SMCOE (Administrators):	<p>The SBPSD Team met September 7, 2023, October 10, 2023, January 24, 2024, and February 15, 2024, May 26th and via email and phone conversations throughout the LCAP season in the 2023-24 school year to review data and discuss/support for addressing gaps and inequities and the work towards the continuous improvement process.</p>
SMCOE SELPA Consultation: (Administrators):	<p>The SBPSD Team met with SMCOE SELPA on March 8th: Initial meeting, February 14th; April 29th: Planning/consult meeting, and March 15th.</p>
EL Advocate Meetings (Teachers):	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.</p>
CIAEC Meetings(Teachers) :	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During</p>

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<p>Parent Liaison Meetings (Classified Staff):</p>	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.</p>
<p>Parent 2 Parent/PIQE/PTA (Teachers, Classified Staff, Parents):</p>	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose</p>

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ELAC/DELAC (Teachers, Classified Staff, Parents):	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.</p>
STEAM Team (Teachers):	<p>The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is</p>

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Community Engagement Team ((Teachers, Classified, Administrators, Students, Community):	The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.
Report Card Team (Teachers):	The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.
CSSPP/CEI Advisory Team (Teachers, Classified, Administrators, Students, Community):	The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and

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Local Bargaining Units (SBEA/CSEA Teachers and Classified Staff):	The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Thereafter, surveys are collected for those who choose not to share in meetings for further questions and or comments. Thereafter the data is gathered and the information is provided for ongoing discussions, suggestions, and comments for the community to continue to address. These process of meetings continues throughout the rest of the school year. In May, the information is posted in the LCAP and then the LCAP is posted to the website for continued feedback. Thereafter, the LCAP draft is posted to the board for hearing, and input. Finally in July 2024 it is finalized.
District Student Council (Students):	Students from all schools met monthly with the Superintendent and Assistant Superintendent to review and analyze data and share in conversations and questions where feedback is provided around the needs of students. Together this group returns to their sties to gather feedback from their peers as an advocacy group.
Site Leader, Cabinet, MTSS, ILT Teams: (Administrators, Teachers):	The Team met weekly monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is

Educational Partner(s)	Process for Engagement
	collected and gathered in the ongoing notes shared with the community. During LCAP season beginning in February, all groups continue to meet monthly however meetings are more targeted around the CA Dashboard, local indicator surveys and Local Data to continue the conversation, analyze the data and engage in conversations around improvement. Together the team reviewed data together with SPSA feedback from families, held planning sessions for additional feedback.
Board Meetings/Special Board Meetings (Staff, Parents, Community):	The Board received updates on the LCAP through the monthly Superintendent updates. Additionally, the Mid-Year update and the LCAP indicators were presented in the February Board Meeting. An additional special board meeting for planning and feedback regarding the LCAP was held on April 24, 2024.
Superintendent Meetings with Community Partners (Staff, Parents, Community):	San Bruno Education Foundation, SMUHSD, San Bruno Community Foundation, PTA/PTO, You Tube, Lions Club, and Rotary meet with the Superintendent monthly where updates are provided and feedback is sought out from our community members regarding the CA Dashboard data results and the LCAP.
Senior Cabinet and Cabinet Level Meetings (Administrators, Classified):	The Team met weekly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared. During LCAP season special conversations are held regarding goal setting, site SPSA which include Dashboard data analysis, and other targeted conversations based on LCAP feedback presented at various meetings.
Equity Meetings (Administrators, Teachers, Parents, Classified):	In 2023-24 the district began moving towards an equity initiative. During the LCAP season empathy interviews were held to seek feedback regarding the needs of the district.
Special Education Parent Advisory Committee (PAC Parents):	The Team met monthly in the 2023-24 school year to review data and discuss addressing gaps and inequities. Feedback is collected and gathered in the ongoing notes shared. During LCAP season special

Educational Partner(s)	Process for Engagement
	conversations are held regarding goal setting, site SPSA which include Dashboard data analysis, and other targeted conversations based on LCAP feedback presented at various meetings. The team met specifically on May 9th and June 13th.

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

SBPSD Community Partners provided valuable feedback that focused on ensuring gaps and inequities are reduced for various subgroups. This influenced the prioritization of Broad Goal 2 (Achievement), thus moving achievement goal 2 to our priority goal 1. Subsequently, all goals are now more targeted as it relates to the inequities that were visible in our data. Broad Goals will now emphasize and prioritize the need to keep subgroups at the forefront of the work we do. Additionally, the community consolidated some actions as some were repetitive and/or no longer necessary due to the improvements.

Action removed was LCAP previous goal 1.14 Inclusive Practices. Data revealed that in January 2023-24, 84% of students were in regular education. This data shows almost a 50% improvement. Other actions not tied to funding or repetitive were consolidated within the new actions.

Now in goal 1 (Achievement), is the key area (that the community addressed) of ensuring a high-quality instructional environment with rigorous learning. Parents and students requested a continued focus on integrated supports and additional extended day support. Teachers continued to highlight the need for professional development and support for implementation of new curricula. Another focus area consistently discussed in conversations were the support for unduplicated students and compliance for servicing English Learners.

Now in goal 2 (Engagement), is the key area (that the community addressed) of ensuring all students and staff feel a sense of belonging. CA Dashboard data revealed a 30.7% Chronic Truancy rate, signifying the need to help students want to come to school. Students indicated that there needs to be more support with climate as it relates to appropriate social skills with their peers. Additionally, there was an emphasis to help build relationships in schools a clear correlation to the truancy rate. Finally, the suspension rate was met with great improvement across the district. The CA Dashboard Indicator reflected green and blue. Therefore this metric was removed.

Now in goal 3 (Conditions), a the key area (that the community addressed) to ensure retention of staff due to the turnover in the prior years. Students and staff indicated the need for conditions to be improved for example students impressed upon the need for facility improvement. Staff indicated the need to address retention of staff.

The Local Indicators were presented with the Mid-Year Update at the February Board Meeting. Upon completion of the draft a notification was sent to the community for final comments or questions via Parentsquare and social media postings. The district held a public hearing on June 10th.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners value feedback was provided. Feedback that focused on ensuring gaps and inequities are reduced for various subgroups. This influenced the prioritization of Broad Goal 2 (Achievement), thus moving achievement goal 2 to our priority goal 1. Subsequently, all goals are now more targeted as it relates to the inequities that were visible in our data. Broad Goals will now emphasize and prioritize the need to keep subgroups at the forefront of the work we do. Achievement, was a key area that the community addressed ensuring a high-quality instructional environment with rigorous learning. Parents and students requested a continued focus on integrated supports and additional extended day support. Teachers continued to highlight the need for professional development and support for implementation of new curricula.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator Metrics for ALL students in ELA. CAASPP Assessment	2023 CA Dashboard ELA for ALL: Yellow 21.1 points below standards Improved by 3.5 points. 22-23 CAASPP:			CA Dashboard ELA for ALL:(Blue) CAASPP: 60% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43.34 Met or Exceeded				
1.2	Academic Indicator Metrics for Current EL students in ELA.	2023 CA Dashboard for ELs in ELA: Orange 21.1 points below standard Declined 3.8% 22-23 CAASPP: 10.82% Met or Exceeded			CA Dashboard for ELs in ELA: (Blue) CAASPP: 30% Met or Exceeded	
1.3	Academic Indicator Metrics for Students with Disabilities in ELA.	2023 CA Dashboard for Students with Disabilities in ELA: Red 128.3 points below standards Declined 17.7 points 22-23 CAASPP: 8.39 Met or Exceeded			CA Dashboard for Students with Disabilities in ELA: Green CAASPP: 25% Met or Exceeded	
1.4	Academic Indicator Metrics for Socio-Economically Disadvantaged in ELA.	2023 CA Dashboard for Socioeconomically Disadvantaged in ELA: Orange 22-23 CAASPP: 27.61% Met or Exceeded			CA Dashboard for Socioeconomically Disadvantaged in ELA: Blue CAASPP: 52% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Academic Indicator Metrics for all student in Math.	2023 CA Dashboard Math for All: Yellow 40.8 below standard Improved by 9.4 points 22-23 CAASPP: 38.10% Met or Exceeded			CA Dashboard Math for All: Blue CAASPP: 53% Met or Exceeded	
1.6	Academic Indicator Metrics for Current EL students in Math.	2023 CA Dashboard Math for ELs: Yellow 93.7 points below standard Improved by 3.4 points 22-23 CAASPP: 11.20% Met or Exceeded			CA Dashboard Math for ELs: Blue CAASPP: 30% Met or Exceeded	
1.7	Academic Indicator Metrics for Students with Disabilities in Math.	2023 CA Dashboard Math for Students with Disabilities: Orange 137.3 points below standard Improved by 8.1 points 22-23 CAASPP: 10.26% Met or Exceeded			CA Dashboard Math for Students with Disabilities: Blue CAASPP: 30% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Academic Indicator Metrics for Socio-Economically Disadvantaged in Math.	2023 CA Dashboard Math for Socioeconomically Disadvantaged: Yellow 80.1 points below standard Improved by 8 points 22-23 CAASPP: 21.84% Met or Exceeded			Dashboard Math for Socioeconomically Disadvantaged: Blue CAASPP: 40% Met or Exceeded	
1.9	English Learner Performance Indicator (ELPI)	2023 CA Dashboard ELPI: Orange 49.8% Making progress Declined 3.8% 22-23 Summative ELPAC 16.82% Proficient			CA Dashboard ELPI: Orange Summative ELPAC 35% Proficient	
1.10	Reclassification Rate as English Language Proficient While reducing the numbers of LTEL	22-23 Dataquest Reclassification Rate: 14.8% Reclassified LTELs: 132			Dataquest Reclassification Rate: 30% Reclassified LTELs: Reduce by 10%	
1.11	As of January 2024 iReady Diagnostic ELA:	As of January 2024 iReady Diagnostic ELA:			iReady Diagnostic ELA:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	45% of students in grades 1-8 reading at or above grade level.	45% of students in grades 1-8 reading at or above grade level.			60% of students in grades 1-8 reading at or above grade level.	
1.12	CAST 28.02% Met or Exceeded	January 2023-24 CAST 28.02% Met or Exceeded			CAST Science Test 45% Met or Exceeded	
1.13	As of March 2023 iReady Diagnostic Math: 39% of students in mathematics for grades K-8 are at or above grade level	As of March 2023 iReady Diagnostic Math: 39% of students in mathematics for grades K-8 are at or above grade level			iReady Diagnostic Math 55% of students in mathematics for grades K-8 are at or above grade level	
1.14	Self-Reflection Tool Implementation of CCSS Professional Development	Self-Reflection Tool Score: 2.8			Self-Reflection Tool Score: 4	
1.15	SEIS Tool/Local Indicator Develop a tool for tracking tool for students to increase access to a broad course of study, based on unduplicated student groups, and individuals with exceptional needs served.	SEIS Tool/Local Indicator Increase time by 5 percent for students with exceptional needs.			SEIS Tool/Local Indicator 80% students with exceptional needs enrolled in mainstream classrooms	

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	Professional Development	Targeted Professional Development will be provided in the area of ELA/ELD with an emphasis in Language Acquisition and designated/integrated ELD to provide data driven student groups for instruction (including LTELs). Mathematics Professional Development will also be provided to support the new math adoption. Professional Development will include Certificated and Classified Faculty.	\$274,000.00	Yes
1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	SBPSD will provide expanded enrichment learning opportunities (prioritized) for unduplicated students and subgroups identified according to the CA School Dashboard during the summer and intercessions. Targeted sites with red dashboard indicators such as the district/Parkside.	\$629,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Expanded Learning Opportunities (ELO) - Regular School Year	We will provide expanded enrichment learning opportunities (prioritized) for unduplicated students and subgroups identified according to the CA School Dashboard.	\$1,172,363.00	Yes
1.4	Before/After School Tutoring ASES Services - Regular Year and Summer	SBPSD Teachers will utilize iReady data to target select students for additional tutoring services.	\$424,613.00	Yes
1.5	Enriching Instructional Materials for STEAM and Outdoor Learning Spaces	SBPSD will provide enrichment activities for students such as STEAM Labs, garden spaces and materials for all students.	\$66,291.00	No
1.6	Inclusive Libraries	SBPSD will increase and extend libraries to families as well as improve library resources in support of the instructional program focused on resources that address diversity, equity and inclusion.	\$253,368.00	No
1.7	Academic Counselors and Targeted Academic Plans	SBPSD will provide Parkside Intermediate with two Academic/Wellness Counselors that will provide targeted services. Student Plans will developed for unduplicated students will support the need to improve achievement gaps.	\$283,213.00	Yes
1.8	English Learner Extra Support	An English Learner Staff Support Member will provide additional targeted language acquisition support for level 0 and 1 English Learner students and families.	\$98,379.00	Yes
1.9	College and Career Readiness	A CTE Teacher will be provided to provide a CTE Media pathway to enhance the transition to high school and beyond.	\$139,439.00	No
1.10	Newcomer -English Learners Transition Teachers	SBPSD will provide two transition courses for students that directly support new students to the country and US Education.	\$196,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Math/Reading Intervention Teachers	SBPSD will provide targeted integrated support for students in the areas of math, and English Language Arts/ELD.	\$544,046.00	Yes
1.12	STEAM Teacher	SBPSD will provide enriching STEAM activities for students to enhance the core curriculum	\$126,000.00	No
1.13	Planning Time and Substitutes for Teachers	Teachers will be provided with substitute coverage and additional planning time as necessary to develop and strengthen lessons and support their professional growth.	\$51,101.00	No
1.14	Site Supplemental Materials (including software) for Math, Science and ELA	SBPSD will provide teachers with additional supplemental learning materials to meet the needs of all students.	\$10,000.00	No
1.15	Instructional Aides	Instructional Aides will be provided to support targeted integrated intervention services for unduplicated students.	\$630,117.00	Yes
1.16	Least Restrictive Environment	All students will have access to the general education program and utilize standards aligned curriculum. Special Education Staff and Classroom Teachers will implement, collaborate and monitor the individual education plan.	\$2,029,799.00	No
1.17	TOSAs Teacher Support	Three Teachers on Special Assignment will provide direct teacher and student support for professional growth and continued compliance for English Learners and Unduplicated Students. This support includes professional development in partnership with the California Reading and Literacy Project for language acquisition. Targeted support will provide both a newcomer transition plan and professional development for targeting LTEL students.	\$296,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Communities of Practice	SPBSD Teacher leaders play a great role in the continuous improvement cycle and planning for the future. Communities of Practice seek to learn and improve ELA/ELD, STEAM, mathematics and inclusion.	\$76,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners value feedback was provided. Feedback that focused on ensuring gaps and inequities are reduced for various subgroups. This influenced the prioritization of Broad Goal 2 (Achievement), thus moving achievement goal 2 to our priority goal 1. Subsequently, all goals are now more targeted as it relates to the inequities that were visible in our data. Broad Goals will now emphasize and prioritize the need to keep subgroups at the forefront of the work we do. Engagement, was a key area that the community addressed ensuring all students and staff feel a sense of belonging. CA Dashboard data revealed a 30.7% Chronic Truancy rate, signifying the need to help students want to come to school. Students indicated that there needs to be more support with climate as it relates to appropriate social skills with their peers. Additionally, there was an emphasis to help build relationships in schools a clear correlation to the truancy rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate for ALL students as	22-23 CA Dashboard Chronic Absenteeism			CA Dashboard Chronic Absenteeism	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monitored by CDE Dashboard/Data Quest.	All Students: 30.7% increased			All Students: 15% Decrease	
2.2	Suspension Rate for ALL students as monitored by CDE Dashboard/Data Quest	22-23 CA Dashboard Suspension Rate All Students: 0.7% declined			CA Dashboard Suspension Rate All Students: 0%	
2.3	Parent Educational Workshops Offered	Parent Educational Workshops Offered 3/5 Sites			Parent Educational Workshops Offered 5/5 Sites	
2.4	Panorama Parent Engagement Dashboard	2022-23 Panorama Parent Data indicates the following: *School engagement 82% responded favorably. *School safety 78% *Learning Recovery 56%			Panorama Parent Data indicates the following: *School engagement 90% responded favorably. *School safety 90% *Learning Recovery 75%	
2.5	Chronic Absenteeism Rate for ELs as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism English Learners Red			CA Dashboard Chronic Absenteeism English Learners: 15% Decrease	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Chronic Absenteeism Rate for SWDs as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism SWDs Red			CA Dashboard Chronic Absenteeism SWDs: 15% Decrease	
2.7	Chronic Absenteeism Rate for SED as measured by the CDE Dashboard	22-23 CA Dashboard Chronic Absenteeism SEDs Red			CA Dashboard Chronic Absenteeism SEDs: 15% Decrease	
2.8	A new tracking system for identifying the number of English Learners participating in After School Programs	Number of English Learners participating in After School Programs			50% of Students participating in After School Programs	
2.9	A new tracking system for identifying the number of Tier 2 students receiving integrated intervention support	Number of Unduplicated students receiving integrated interventions			50% of unduplicated students receiving integrated interventions	
2.10	All students with IEPs will have access to not only mainstreaming opportunities but access to Core Curriculum and Common Core State Standards.	Number of mainstream students with IEPs receive core Access			100% students with IEPs receive core access	
2.11	Students with severe behavior, mental health, academic concerns will be addressed by tier 1 interventions, as well as to rule out cultural or	Number of referrals to SPED include SST process.			100% of students referrals IEPs receiving tier 1 intervention/SST	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	language development issues, and to ensure that students, families, and site staff have adequately participated in the SST process.					
2.12	Local Attendance Rate (ADA Aeries):	District: 93.37% Allen: 92.04% Belle Air: 91.42% John Muir: 95.24% Parkside: 93.49% Portola: 94.61%			2026-27 District: 98% Allen: 98% Belle Air: 98% John Muir: 98% Parkside: 98% Portola: 98%	
2.13	Expulsion Rate (Dataquest):	2023 0%			2026-27 0%	
2.14	Middle School Drop Out Rate (Dataquest):	2023 0%			2026-27 0%	
2.15						
2.16						
2.17						

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	Parent Education Activities	School Sites will submit and provide families with a calendar of activities with enriching educational activity nights and coffee chats for families to learn about school culture, literacy, mathematics & science activities.	\$61,000.00	No
2.2	DELAC & ELAC	Provide DELAC and ELAC members with educational activities that lead to the understanding of English Learner Support in the home.	\$17,600.00	Yes
2.3	Attendance Engagement	School Sites will submit and develop strategic attendance plans to increase engagement in school and increase attendance rates especially those sites with red indicators such as (District/Parkside School). Activities will address reducing the disparities for subgroups identified in the CA School Dashboard. MTSS Teams will continue monitoring students and families needing support services.	\$12,162.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Translation Services	Provide access to translation services for all families needing support.	\$17,000.00	Yes
2.5	Student Engagement, Mental Health & Belonging	Sites will provide student engagement activities & supplemental resources such as positive climate activities & assemblies such as restorative justice, mindfulness, trauma informed, wellness, and more to develop a sense of belonging. MTSS Teams will continue to monitor and support the needs of students families.	\$113,200.00	No
2.6	Communications	SPBSD will provide frequent communication for all community stakeholders via parentsquare, Devrie and other methods.	\$118,000.00	No
2.8	Foster & Unhoused Youth	SBPSD will provide resources, materials and transportation services for foster and unhoused youth to access education. See 2.14 for unhoused Transportation costs.	\$198,000.00	Yes
2.9	Parent Liaisons	SPBSD provides a parent liaison at every school site to partner with families to ensure success for students.	\$380,951.00	No
2.10	Mental Health Services	Five Wellness Counselors and 3 School Psychologists are positioned in the district. Each site will provide direct services to students for school based counseling and mental wellness.	\$538,579.00	No
2.11	School Safety & Security	2 Middle School Dean of Students, campus safety supervisors will support student safety and security of all staff and students. Additional Safety Equipment to support staff communication.	\$378,653.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Health/Nursing Services	SBPSD provides a wellness coordinator that facilitates the coordination of the wellness plan, health education, medical screenings for students, 504 monitoring and compliance and housing services for unduplicated students/families. Additionally, an LVN will be provided for each site to support the needs of students with physical health needs.	\$183,338.00	No
2.13	Behavioral Support Services	A Behavior Therapist provides support for students with greater needs and also provides professional development and training for teachers. Three to five Behavior Assistants provide direct student support.	\$310,356.00	No
2.14	Transportation Services	SPBSD provides transportation for Students with Disabilities and Unhoused Youth.	\$456,305.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through a collaborative effort with SBPSD Community Partners value feedback was provided. Feedback that focused on ensuring gaps and inequities are reduced for various subgroups. This influenced the prioritization of Broad Goal 2 (Achievement), thus moving achievement goal 2 to our priority goal 1. Subsequently, all goals are now more targeted as it relates to the inequities that were visible in our data. Broad Goals will now emphasize and prioritize the need to keep subgroups at the forefront of the work we do. Conditions was a key area that the community addressed to ensure retention of staff due to the turnover in the prior years. Students and staff indicated the need for conditions to be improved for example students impressed upon the need for facility improvement. Staff indicated the need to address retention of staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4						
3.18	Maintain appropriately assigned, fully credentialed teachers, and support staff according to SARC reports.	2023-24 100% of Teachers have full credentials 100% of Teachers are appropriately assigned			2026-27 100% of Teachers have full credentials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					100% of Teachers are appropriately assigned	
3.19	FIT Inspection Report	2023-24: 20% of schools received a rating of "good"			2026-27: All schools maintained rating of "good" on the FIT report	
3.20	Teacher/staff attendance at full-day professional development according to sign in sheets.	23-24 Percent Present at District Professional Development August: = 98% January: 76%			Percent Present at District Professional Development August: = 100% January: 100%	
3.21	Retention Rate Certificated Classified	2023-2024 65% Teacher retention rate 73% Classified retention rate			2026-27 90% Teacher retention 90% Classified retention	
3.22	DashBoard Indicator for CA Common Core Implementation	2023-24 Rating of 2			2026-27 Rating of 4	
3.23	Least Restrictive Environment	2023-24 Target is 50% of Students in regular education 80% or more of the day.			2026-27 80% of Students in regular education 80% of the day.	

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	CA State Board Approved Instructional Materials	SBPSD will Provide all learners with CA State Board Approved core instructional materials.	\$150,000.00	No
3.2	Qualified Classified Staff	Provide students with access to highly qualified, appropriately assigned educators.	\$8,090,455.00	No
3.5	Data Driven Software & Platforms for Progress Monitoring	Provide access to assessment systems for data driven instruction, ongoing progress monitoring of all students including the student information system, attendance and mental health dashboards.	\$0.00	No
3.7	Administrative Staff	All schools will have site leadership for effective implementation of the SBPSD district vision.	\$1,136,519.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Well Maintained Grounds & Facilities	Provide students with well maintained facilities via custodial, maintenance and grounds services evidenced by the FIT.	\$2,266,627.00	No
3.9	High Qualified Certificated Staff	Provide students with access to highly qualified, appropriately assigned educators.	\$10,599,514.00	No
3.10	Child Nutrition Services	Provide access to nutrition services which includes breakfast, lunch and afterschool snacks.	\$771,689.00	No
3.13	Technology Planning/Support	SBPSD will develop a technology plan and provide students and staff with technology and the technology infrastructure to maintain services. This includes equipment and replacement of materials.	\$1,130,633.00	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
\$2,049,747	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.828%	0.000%	\$0.00	9.828%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: Dashboard indicates a "Red" ELPI, for student that are English Learners, and socio-economically disadvantaged and Foster Youth across the district are 30.7% Chronically truant (According to CDE Dashboard) and are missing valuable instruction. A direct</p>	<p>The district believes that when students are engaged in learning and connected to the classroom they learn. Because students have loss of time in learning the goal is to ensure that teachers receive valuable professional development as it relates to ELA, language acquisition and mathematics to develop lessons that target the needs of students and the learning missed.</p> <p>Teachers will also learn how to support unduplicated students such as EL students in</p>	<p>LCAP Indicators, Feedback surveys from Teachers as well as ILT surveys will provide feedback to monitor effectiveness while instructional walks will provide learning and collaboration to ensure implementation of new learning.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>correlation to achievement in Math and ELA /ELD.</p> <p>Scope: LEA-wide</p>	Language Acquisition through the California Reading and Literacy Project, LTRS, Dibels and SIPPs. Moreover, they will receive professional development in utilizing data to identify targeted students listed above to and reduce achievement gaps and loss of learning due to inattendance.	
1.2	<p>Action: Expanded Learning Opportunities (ELO) - Summer School and other Intercessions</p> <p>Need: English Learners and unduplicated Students CA Dashboard indicates a "Red." SEDs and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction.</p> <p>Scope: LEA-wide</p>	Expanded programs will allow for English Learners, and Socioeconomically disadvantaged and other subgroups need more time in learning. Unduplicated students will be prioritized to receive services first.	iReady data and assessments will reveal progress
1.3	<p>Action: Expanded Learning Opportunities (ELO) - Regular School Year</p> <p>Need: The district believes that when students are engaged in learning and connected to the classroom they learn. Because students have loss of time in learning (across the district are 30.7% Chronically Truant according to CA Dashboard) and are missing valuable instruction--this is a direct correlation to academic achievement in ELA/ELD and mathematics.</p>	The goal is to ensure that all students Unduplicated, foster youth, and low income will be prioritized first to receive extended services first. Students across the district will receive additional opportunities for time in learning via various after school programs.	iReady data and varied assessments will reveal progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	<p>Action: Before/After School Tutoring ASES Services - Regular Year and Summer</p> <p>Need: For English Learners and other unduplicated Students CA Dashboard indicates a "Red." SEDs , foster youth and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction--a direct correlation to academic achievement in ELA/ELD and mathematics.</p> <p>Scope: LEA-wide</p>	The goal is to ensure that all students Unduplicated, foster youth, and low income will be prioritized first to receive extended services first. Students across the district will receive additional opportunities for time in learning via various after school programs.	iReady and progress monitoring meetings.
1.7	<p>Action: Academic Counselors and Targeted Academic Plans</p> <p>Need: For English Learners and other unduplicated Students CA Dashboard indicates a "Red." SEDs , foster youth and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction--a direct correlation to academic achievement in ELA/ELD and mathematics.</p> <p>Scope: Schoolwide</p>	Academic Plans will be prioritized to ensure Unduplicated Pupils (English Learners and Socioeconomically Disadvantaged students) will receive a plan. Academic plans will include goals for students and families targeted to the needs of the individual students. All other students will receive a general tier 1 plan for support services.	Academic plans will be monitored throughout the school year.

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
1.8	<p>Action: English Learner Extra Support</p> <p>Need: For English Learners and other unduplicated Students CA Dashboard indicates a "Red." SEDs , foster youth and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction--a direct correlation to academic achievement in ELA/ELD and mathematics.</p> <p>Scope:</p>	Additional Time in Language Acquisition will support English Learners	Progress Monitoring Forms will ensure continued progress.
1.11	<p>Action: Math/Reading Intervention Teachers</p> <p>Need: SEDs and ELs across the district are 30.7% Chronically Truant- "Red" Dashobard Indicators. Students are missing valuable instruction affecting their ELA Scores. CA Dashboard indicates that English Learners declined by 5.9% in their ELA Scores.</p> <p>Scope: LEA-wide</p>	Reading and Math Intervention outside of the core will be provided at all sites in an effort to serve unduplicated students with targeted instruction. This will be additional time in ELA and Mathematics.	CA Dashboard ELA and Math, iReady Assessment Monitoring/SIPPs intervention data
1.15	<p>Action: Instructional Aides</p> <p>Need: All students SEDs and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction. The impact of truancy is</p>	Data above reveals the need to target unduplicated students students within classrooms by providing integrated supports.	Ca Dashboard and Ongoing, iReady assessments, SiPPs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>directly correlated to low ELA and Math scores at all sites.</p> <p>Scope: LEA-wide</p>		
1.17	<p>Action: TOSAs Teacher Support</p> <p>Need: Unduplicated students such as English Learners and SEDs across the district are red in the CA Dashboard and identified as 30.7% Chronically Truant a direct correlation to missing valuable instruction in ELA which is also RED.</p> <p>Scope: LEA-wide</p>	<p>Additional support above and beyond core will be provided by TOSAs for English Learners and unduplicated students will be served at all sites. ELD TOSAs will provide direct support/transition plan for specific support to newcomer students as they mainstream into classrooms. ELD TOSAs will provide designated support. The EL TOSA Specialist will provide data driven professional development for teachers regarding LTELs in partnership with the California Reading Project for Language Acquisition. This is provided LEA wide because data indicates that we have LTELs at all sites.</p>	<p>CA Dashboard improvement in ELPI and ELA scores, progress monitoring Ellevation.</p>
2.4	<p>Action: Translation Services</p> <p>Need: Parent Feedback/Surveys indicated a need for more translation surveys.</p> <p>Scope: LEA-wide</p>	<p>By providing additional translation services, it will help educate and support parent partnership in closing the achievement gap.</p>	<p>Attendance at meetings, feedback & surveys</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p>Action: English Learner Extra Support</p> <p>Need: For English Learners and other unduplicated Students CA Dashboard indicates a "Red." SEDs , foster youth and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction--a direct correlation to academic achievement in ELA/ELD and mathematics.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The LEA will provide additional time in language for English learners to help students to gain language. This action is provided across the LEA in an effort to ensure supporting the needs of all English Learners at every school site.	CA Dashboard Chronic Absenteeism and ELPI, EL Progress Monitoring meetings, elevation, dashboard data.
1.10	<p>Action: Newcomer -English Learners Transition Teachers</p> <p>Need: For English Learners and other unduplicated Students CA Dashboard indicates a "Red." SEDs , foster youth and ELs across the district are 30.7% Chronically Truant and are missing valuable instruction--a direct correlation to academic achievement in ELA/ELD and mathematics.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Allen & Belle Air Elementary have increasing students that need extra support with new students arriving from out of the country. This course will provide a transition support system above and beyond the core for language acquisition and designated ELD for success in the mainstream classroom.	Progress Monitoring Meetings, Elevation Data, Dashboard Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	<p>Action: DELAC & ELAC</p> <p>Need: Unduplicated students across the district are 30.7% Chronically Truant according to the CA Dashboard and are missing valuable instruction. A direct correlation to their low scores in ELA a RED Dashboard.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	SBPSD will create more opportunities for engaging and helping parents become more engaged and educated regarding the needs of their children will help parents support their children	% of parents attending educational nights and meetings. CA Dashboard ELPI, progress monitoring Ellevation.
2.8	<p>Action: Foster & Unhoused Youth</p> <p>Need: Local Data reveals that most unhoused students are ELs and SEDs across the district and need services. The Chronic Truancy rate for SBPSD across the district 30.7% reveals a direct correlation to learning in classrooms. Most Unhoused students cannot make it to school due to barriers of transportation and other home needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing services for unhoused and Foster Youth to eliminate barriers that bring them to school. Providing resources and education for our SED families include education nights, housing, transportation and instructional materials.	iReady Scores and number of supports/referrals.YMCA/C CSPP services.

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.

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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.

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

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	20,856,320	2,049,747	9.828%	0.000%	9.828%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$29,670,857.00	\$3,495,117.00	\$442,109.00	\$623,641.00	\$34,231,724.00	\$30,948,018.00	\$3,283,706.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$50,000.00	\$224,000.00	\$50,000.00	\$196,000.00		\$28,000.00	\$274,000.00	
1	1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$352,354.00	\$277,333.00	\$0.00	\$497,722.00	\$131,965.00		\$629,687.00	
1	1.3	Expanded Learning Opportunities (ELO) - Regular School Year	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$279,356.00	\$893,007.00	\$0.00	\$1,172,363.00			\$1,172,363.00	
1	1.4	Before/After School Tutoring ASES Services - Regular Year and Summer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$424,613.00	\$0.00	\$424,613.00			\$424,613.00	
1	1.5	Enriching Instructional Materials for STEAM and Outdoor Learning Spaces	All	No			All Schools	2024-25	\$0.00	\$66,291.00	\$0.00	\$56,291.00	\$10,000.00		\$66,291.00	
1	1.6	Inclusive Libraries	All	No			All Schools	2024-25	\$253,368.00	\$0.00	\$253,368.00				\$253,368.00	
1	1.7	Academic Counselors and Targeted Academic Plans	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Parkside Elementary Grades 6-8	2024-25	\$283,213.00	\$0.00	\$283,213.00				\$283,213.00	
1	1.8	English Learner Extra Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	2024-25	\$98,379.00	\$0.00	\$98,379.00				\$98,379.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.9	College and Career Readiness	All	No			Specific Schools: Parkside Intermediate Grades 6-8	2024-25	\$134,439.00	\$5,000.00	\$5,000.00	\$134,439.00			\$139,439.00	
1	1.10	Newcomer -English Learners Transition Teachers	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Allen and Belle Air Elementary P-5	2024-25	\$196,392.00	\$0.00	\$196,392.00				\$196,392.00	
1	1.11	Math/Reading Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$544,046.00	\$0.00	\$513,058.00			\$30,988.00	\$544,046.00	
1	1.12	STEAM Teacher	All	No			Specific Schools: Allen Elementary TK-5	2024-25	\$126,000.00	\$0.00	\$126,000.00				\$126,000.00	
1	1.13	Planning Time and Substitutes for Teachers	All	No			All Schools	2024-25	\$51,101.00	\$0.00	\$51,101.00				\$51,101.00	
1	1.14	Site Supplemental Materials (including software) for Math, Science and ELA	All	No			All Schools	2024-25	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.15	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$630,117.00	\$0.00	\$612,977.00			\$17,140.00	\$630,117.00	
1	1.16	Least Restrictive Environment	All	No			All Schools	2024-25	\$2,029,799.00	\$0.00	\$1,577,286.00			\$452,513.00	\$2,029,799.00	
1	1.17	TOSAs Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$296,335.00	\$0.00	\$121,191.00		\$175,144.00		\$296,335.00	
1	1.18	Communities of Practice	All	No			All Schools	2024-25	\$76,000.00	\$0.00	\$26,000.00		\$50,000.00		\$76,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Parent Education Activities	All	No			All Schools	2024-25	\$0.00	\$61,000.00				\$61,000.00	\$61,000.00	
2	2.2	DELAC & ELAC	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$17,600.00	\$17,600.00				\$17,600.00	
2	2.3	Attendance Engagement	All	No			All Schools	2024-25	\$0.00	\$12,162.00	\$7,162.00			\$5,000.00	\$12,162.00	
2	2.4	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$17,000.00	\$0.00	\$17,000.00				\$17,000.00	
2	2.5	Student Engagement, Mental Health & Belonging	All	No			All Schools	2024-25	\$0.00	\$113,200.00	\$2,200.00	\$92,000.00		\$19,000.00	\$113,200.00	
2	2.6	Communications	All	No			All Schools	2024-25	\$0.00	\$118,000.00	\$118,000.00				\$118,000.00	
2	2.8	Foster & Unhoused Youth	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$98,000.00	\$100,000.00	\$188,000.00			\$10,000.00	\$198,000.00	
2	2.9	Parent Liaisons	All	No			All Schools	2024-25	\$380,951.00	\$0.00	\$380,951.00				\$380,951.00	
2	2.10	Mental Health Services	All	No			All Schools	2024-25	\$538,579.00	\$0.00	\$538,579.00				\$538,579.00	
2	2.11	School Safety & Security	All	No			All Schools	2024-25	\$367,153.00	\$11,500.00	\$378,653.00				\$378,653.00	
2	2.12	Health/Nursing Services	All	No			All Schools	2024-25	\$183,338.00	\$0.00	\$108,338.00		\$75,000.00		\$183,338.00	
2	2.13	Behavioral Support Services	Students with Disabilities	No			All Schools	2024-25	\$310,356.00	\$0.00	\$310,356.00				\$310,356.00	
2	2.14	Transportation Services	Students with Disabilities & Unhoused Students	No			All Schools	2024-25	\$156,305.00	\$300,000.00	\$456,305.00				\$456,305.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	CA State Board Approved Instructional Materials	All	No			All Schools		\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
3	3.2	Qualified Classified Staff	All	No			All Schools		\$8,090,455.00	\$0.00	\$8,090,455.00				\$8,090,455.00	
3	3.5	Data Driven Software & Platforms for Progress Monitoring	All	No			All Schools	2024-25	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.7	Administrative Staff	All	No			All Schools		\$1,136,519.00	\$0.00	\$1,136,519.00				\$1,136,519.00	
3	3.8	Well Maintained Grounds & Facilities	All	No			All Schools	2024-25	\$2,266,627.00	\$0.00	\$2,266,627.00				\$2,266,627.00	
3	3.9	High Qualified Certificated Staff	All	No			All Schools	2024-25	\$10,599,514.00	\$0.00	\$10,599,514.00				\$10,599,514.00	
3	3.10	Child Nutrition Services	All	No			All Schools		\$771,689.00	\$0.00		\$771,689.00			\$771,689.00	
3	3.13	Technology Planning/Support	All	No			All Schools		\$630,633.00	\$500,000.00	\$1,130,633.00				\$1,130,633.00	

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
20,856,320	2,049,747	9.828%	0.000%	9.828%	\$2,097,810.00	0.000%	10.058 %	Total:	\$2,097,810.00
								LEA-wide Total:	\$1,314,226.00
								Limited Total:	\$500,371.00
								Schoolwide Total:	\$283,213.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.2	Expanded Learning Opportunities (ELO) - Summer School and other Intercessions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Expanded Learning Opportunities (ELO) - Regular School Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.4	Before/After School Tutoring ASES Services - Regular Year and Summer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.7	Academic Counselors and Targeted Academic Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Parkside Elementary Grades 6-8	\$283,213.00	
1	1.8	English Learner Extra Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$98,379.00	

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	1.10	Newcomer -English Learners Transition Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Allen and Belle Air Elementary P-5	\$196,392.00	
1	1.11	Math/Reading Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$513,058.00	
1	1.15	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$612,977.00	
1	1.17	TOSAs Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,191.00	
2	2.2	DELAC & ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$17,600.00	
2	2.4	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	
2	2.8	Foster & Unhoused Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$188,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$24,646,781.75	\$26,189,702.00

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	Appropriately assigned staff	No	\$10,377,660.00	10,955,052.00
1	1.2	Administrative Staffing	No	\$936,987.00	1,058,633.00
1	1.3	New Teacher and New Administrator Support	No	\$164,890.00	72,200.00
1	1.4	Ongoing Professional Collaboration	No	\$145,103.00	77,424.00
1	1.5	Formative Assessment	Yes	\$160,400.00	110,360.00
1	1.6	Equitable Access to Common Core/NGSS-aligned Course Materials	No	\$195,000.00	142,986.00
1	1.7	Supplemental instructional supports	No	\$41,062.00	40,000.00
1	1.8	Maintenance & Operations	No	\$2,119,791.00	1,776,507.00
1	1.9	Child Nutrition Services	No	\$405,030.00	463,543.00
1	1.10	Social Emotional Support	No	\$906,386.00	1,026,178.00
1	1.11	Technology Planning & Supports	No	\$552,118.00	454,801.00

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	1.12	Fiction & Non-fiction Literature	Yes	\$92,277.00	86,277.00
1	1.13	Professional Learning	Yes	\$305,059.00	277,803.00
1	1.14	Inclusive Practices	Yes	\$0.00	\$0.00
1	1.15	Responsive Instruction	No	\$172,353.00	205,786.00
1	1.16	Least Restrictive Environment (LRE)	No	\$30,000.00	53,892.00
1	1.17	Implementation of Supports, Accommodations & Modifications	No	\$0.00	\$0.00
1	1.18	IEP Team Collaboration	No	\$0.00	\$0.00
1	1.19	Professional Collaboration	No	\$0.00	\$0.00
1	1.20	Transportation Services	No	\$93,892.00	450,598.00
1	1.21	Professional Development for Specialists	No	\$0.00	\$0.00
2	2.1	Formative Assessments for Universal Design Learning	No	\$108,000.00	110,602.00
2	2.2	Instructional Leadership Teams (ILTs)	Yes	\$50,000.00	99,505.00
2	2.3	English Language Development (ELD)	Yes	\$1,193,257.75	1,191,515.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Supplemental Materials, Licenses & Supports for English Learners	Yes	\$38,513.00	48,086.00
2	2.5	Supplemental Math Resources/Strategies	Yes	\$124,200.00	131,857.00
2	2.6	Supplemental ELA/Literacy Resources/Strategies	No	\$129,400.00	61,158.00
2	2.7	Instructional Minutes	No	\$0.00	\$0.00
2	2.8	Grade Reporting/Data Chats	No	\$95,000.00	57,418.00
2	2.9	Expanded Learning Opportunities (Summer)	Yes	\$373,387.00	514,226.00
2	2.10	Expanded Learning Opportunities (During the School Year)	Yes	\$1,556,581.00	1,377,782.00
2	2.11	Special Education Program Specialist	No	\$84,055.00	21,319.00
2	2.12	Reading/Writing Instruction Professional Development	Yes	\$69,000.00	76,200.00
2	2.13	Library Media Services	No	\$249,139.00	211,265.00
3	3.1	Positive School Climate Programs	Yes	\$816,762.00	527,317.00
3	3.2	Enrichment Opportunities	No	\$450,250.00	225,578.00
3	3.3	Attendance Campaign	No	\$15,000.00	28,765.00
3	3.4	School Attendance Review Teams	No	\$0.00	\$0.00

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)
3	3.5	Parent Education Workshops	Yes	\$89,233.00	89,715.00
3	3.6	School Climate Survey	No	\$57,710.00	34,750.00
3	3.7	Parent Curriculum Events	Yes	\$0.00	\$0.00
3	3.8	Parent Advisory Committees	Yes	\$16,000.00	5,448.00
3	3.9	Parent Meeting Posts	No	\$0.00	\$0.00
3	3.10	21st Century Communication Tools	No	\$89,184.00	87,960.00
3	3.11	Interpretation and Translation	Yes	\$17,400.00	72,238.00
3	3.12	Before School & After School Education & Safety Programs	Yes	\$262,000.00	876,159.00
3	3.13	Mental Health & Behavioral Health Support Plans	Yes	\$1,267,150.00	2,040,975.00
3	3.14	Health Services	No	\$477,865.00	731,902.00
3	3.15	Parent Liaisons	Yes	\$319,687.00	315,922.00

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)
2,112,091.00	\$3,493,278.00	\$3,814,198.00	(\$320,920.00)	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	1.5	Formative Assessment	Yes	\$5,400.00	6,700		
1	1.12	Fiction & Non-fiction Literature	Yes	\$40,581.00	40,403		
1	1.13	Professional Learning	Yes	\$10,000.00	11,587		
1	1.14	Inclusive Practices	Yes	\$0.00	0		
2	2.2	Instructional Leadership Teams (ILTs)	Yes	\$0.00	0		
2	2.3	English Language Development (ELD)	Yes	\$1,193,258.00	1,162,015		
2	2.4	Supplemental Materials, Licenses & Supports for English Learners	Yes	\$0.00	0		
2	2.5	Supplemental Math Resources/Strategies	Yes	\$4,200.00	4,200		
2	2.9	Expanded Learning Opportunities (Summer)	Yes	\$0.00	0		
2	2.10	Expanded Learning Opportunities (During the School Year)	Yes	\$188,821.00	171,590		
2	2.12	Reading/Writing Instruction Professional Development	Yes	\$0.00	0		
3	3.1	Positive School Climate Programs	Yes	\$430,656.00	332,051		

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)
3	3.5	Parent Education Workshops	Yes	\$21,125.00	21,397		
3	3.7	Parent Curriculum Events	Yes	\$0.00	0		
3	3.8	Parent Advisory Committees	Yes	\$11,000.00	2,000		
3	3.11	Interpretation and Translation	Yes	\$2,400.00	5,358		
3	3.12	Before School & After School Education & Safety Programs	Yes	\$4,000.00	0		
3	3.13	Mental Health & Behavioral Health Support Plans	Yes	\$1,262,150.00	1,740,975		
3	3.15	Parent Liaisons	Yes	\$319,687.00	315,922		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,311,866.00	2,112,091.00	4.90	14.366%	\$3,814,198.00	0.000%	17.095%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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