

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valle Lindo School District

CDS Code: 19-65078

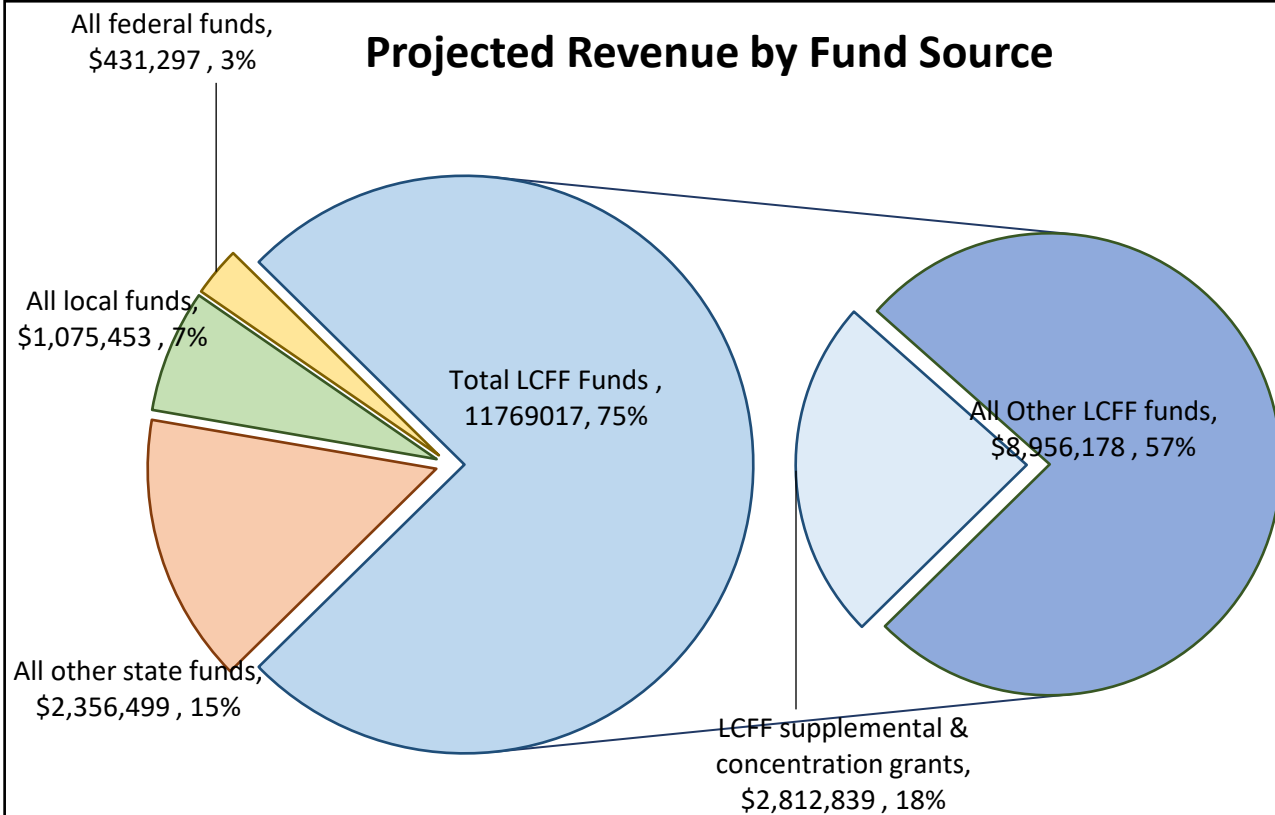
School Year: 2024-2025

LEA contact information: Dr. Elizabeth Evans, Superintendent, (626) 580-0610, ext. 101, eevans@sd.vallejo.k12.ca.us

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

## Budget Overview for the 2024-2025 School Year

### Projected Revenue by Fund Source

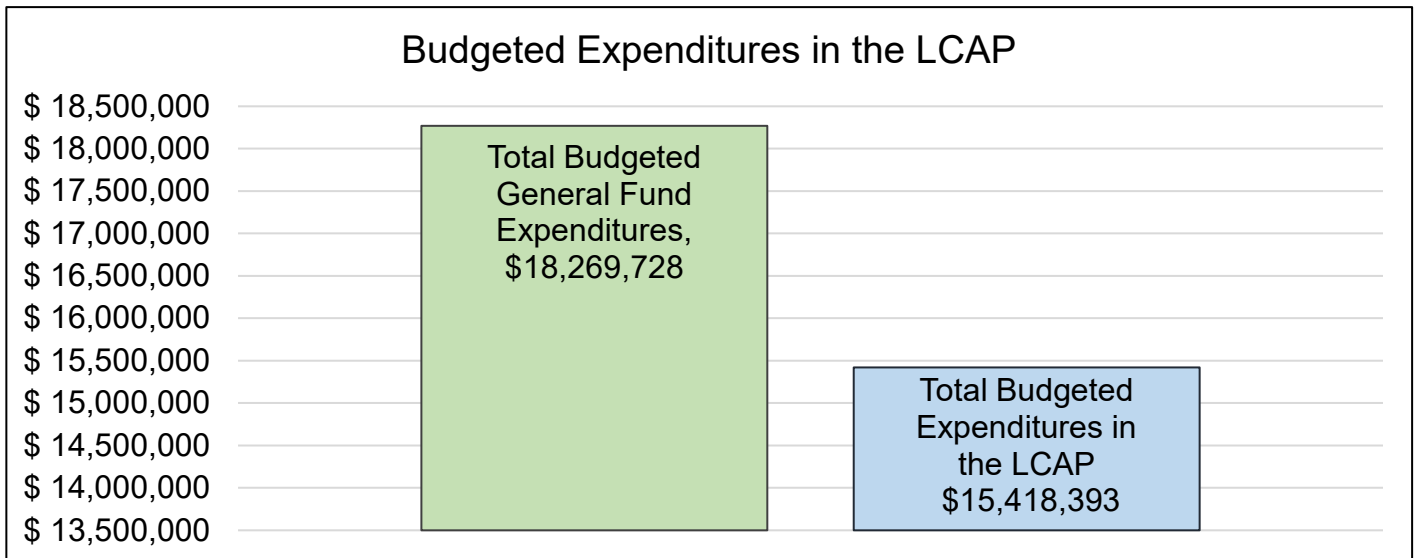


This chart shows the total general purpose revenue Valle Lindo School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valle Lindo School District is \$15,632,266.00, of which \$11,769,017.00 is Local Control Funding Formula (LCFF), \$2,356,499.00 is other state funds, \$1,075,453.00 is local funds, and \$431,297.00 is federal funds. Of the \$11,769,017.00 in LCFF Funds, \$2,812,839.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valle Lindo School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

# LCFF Budget Overview for Parents

The text description of the above chart is as follows: Valle Lindo School District plans to spend \$18,269,728.00 for the 2024-2025 school year. Of that amount, \$15,418,393.00 is tied to actions/services in the LCAP and \$2,851,335.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Board Compensation
- Salaries for the Superintendent and Business Office
- Office Supplies
- Board and Superintendent's Conferences and Memberships
- Office Conferences
- Utilities
- Communication (Phone and Postage)
- LACOE Technology Services
- Insurances
- Advertisement Fees
- Legal Services
- Audit Fees
- Human Resource Services (Fingerprinting, TB Tests, etc.)
- Indirect Services for Categorical Programs
- Private School Allocations

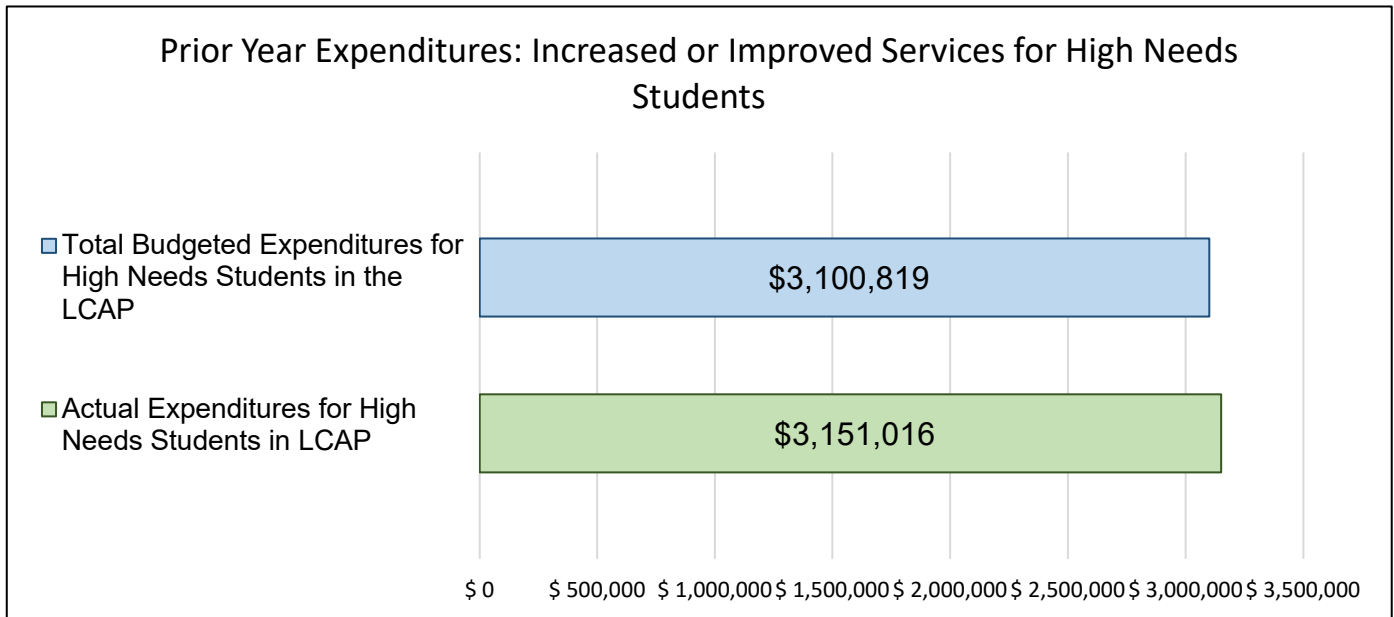
These expenditures cover a range of administrative, operational, and support services essential for the district's functioning but are not directly tied to the goals and actions outlined in the LCAP

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Valle Lindo School District is projecting it will receive \$2,812,839.00 based on the enrollment of foster youth, English learner, and low-income students. Valle Lindo School District must describe how it intends to increase or improve services for high needs students in the LCAP. Valle Lindo School District plans to spend \$3,121,488.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Valle Lindo School District's LCAP budgeted \$3,100,819.00 for planned actions to increase or improve services for high needs students. Valle Lindo School District actually spent \$3,151,016.00 for actions to increase or improve services for high needs students in 2023-2024.

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valle Lindo Elementary	Elizabeth Evans Superintendent	eevans@sd.vallelindo.k12.ca.us 626-580-0610 Ext 101

## Goals and Actions

### Goal

Goal #	Description
1	Parents and guardians will be actively involved in their children's education.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
The district encourages me to be an active partner with the school in educating my child. (West Ed Survey)	No baseline data. (2021) Will use West Ed Survey to collect year 1, 2, and 3 data.	(2022) West Ed Survey - 68% reported district/school encourages me to be an active partner  LCAP Input Survey - 98.4% reported being actively involved in child's education LCAP Input Survey - 94% reported being informed of school's educational practices *Note the district changed the reporting question as a result of parent	West Ed Survey was not administrated during the 2022-2023 school year as it is administered biannually. 2022 - 2023 LCAP Input Survey: 100% participants stated to be actively involved in their student's education. 92.3% of respondents reported being informed about the school's educational practices.	Spring 2024 Local LEA Survey 85.7% of respondents reported, "The school district effectively encourages my involvement and other parents/guardians in our children's education." 68.3% of respondents reported, "I have noticed more opportunities for parent/guardian involvement in school activities."	Strongly Agree/Agree Above 70% Districtwide

		feedback and began using West Ed to survey data.			
% of parents who report a positive educational environment for their students (District Survey)	90% of parents report a positive educational environment for their students (2021 School Year)	97.1 % reported the educational program in our school is of high quality. (Spring 2022) 98.5% school does an effective job in teaching basic skills (such as math, science, reading). (Spring 2022) 90.2% reported their child looks forward to going to school each day. (Spring 2022)	76.9% reported the educational program in the school was of high quality (Spring 2023) 84.6% agreed the school effectively teaches basic skills like math, science, and reading (Spring 2023) 75% said their student looked forward to going to school each day.	95.3 % reported the educational program in our school is of high quality. (Spring 2024) 82.6% school does an effective job in teaching basic skills (such as math, science, reading). (Spring 2024) 84.1% reported their child looks forward to going to school each day. (Spring 2024)	100% of parents report a positive educational environment for their students.
Parent Participation in Monthly Parent Workshops.	12 parents participated in monthly parent workshops. (2021 School Year)	42 parents participated in at least one monthly parent workshop. (2022 School Year)	26 parents participate in at least one monthly workshop (2023 School Year)	139 parents participated in at least one monthly workshop (2024 School Year)	Over 100 parents participated in monthly parent workshops.

## Goal Analysis

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

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

#### Action 1: Parent and Family Workshops

Planned Action: The district planned to conduct monthly Parent and Family Workshops through the Student Services Center, facilitated by a district social worker, focusing on engaging families, particularly those of low-income students, in educational activities and support services.

Actual Implementation: The workshops were implemented as planned, with no substantive differences. The program expanded parent education, significantly impacting student success by fostering a supportive home environment. The budget allocated for this action was fully utilized, and participation increased over time, reflecting the program's success.

#### Action 2: Communication Services for English Learners

Planned Action: The district intended to increase engagement among parents of English Learners through in-house District Language Liaisons, providing communication and guidance in multiple languages, including Spanish, Mandarin, Vietnamese, and Cantonese.

Actual Implementation: This action was implemented as planned, with no substantive differences. The allocated budget was effectively used to support these services. The liaisons played a crucial role in bridging language barriers, ensuring that parents of English Learners were informed and involved in their children's education, contributing to greater inclusivity and engagement among diverse families.

### Action 3: Parent Communication Systems

Planned Action: The district aimed to enhance communication with parents and guardians through various virtual and print resources, including Blackboard Connect, Edlio, PowerSchool, and Constant Contact.

Actual Implementation: While the action was successfully implemented, there were substantive differences in the process. The district had to invest in learning new interfaces and integrating them with existing systems, which required additional training and adaptation. The allocated budget was effectively used to enhance communication capabilities. Despite initial challenges with the learning curve for new interfaces, the district successfully navigated these to improve overall communication, making it easier for parents to stay informed and engaged.

## 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.

### Action 1: Parent and Family Workshops

The budgeted expenditures for the Parent and Family Workshops were \$63,172.00, and the estimated actual expenditures matched this amount. There were no material differences between the budgeted and actual expenditures, as the funds were fully utilized to provide comprehensive support and resources for participating families. The program successfully expanded parent education and engagement, with participation increasing over time.

### Action 2: Communication Services for English Learners

For Communication Services for English Learners, the budgeted expenditures were \$54,047.00, and the estimated actual expenditures were also \$54,047.00. There were no material differences between the budgeted and actual expenditures. The allocated budget was effectively used to support the services provided by District Language Liaisons, ensuring that parents of English Learners received the necessary communication and guidance in multiple languages.

### Action 3: Parent Communication Systems

The budgeted expenditures for Parent Communication Systems were \$61,654.00, and the estimated actual expenditures matched this amount. There were no material differences between the budgeted and actual expenditures. The funds were fully utilized to enhance communication capabilities by integrating new interfaces with existing systems, despite the initial challenges related to learning and adaptation. The implementation improved overall communication with parents and guardians, ensuring they remained informed and engaged.

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

### Action 1: Parent and Family Workshops

The Parent and Family Workshops were highly effective in making progress toward the goal of enhancing parent and family engagement. Over the three-year LCAP cycle, these workshops significantly expanded parent education, particularly for low-income families. Participation increased each year, indicating growing engagement and support. Parents reported feeling more involved in their children's education, which positively impacted student success. The workshops provided valuable resources and fostered a supportive home environment, crucial for student achievement. Overall, this action effectively met its objectives, contributing to the district's goal of active parent involvement.

### Action 2: Communication Services for English Learners

The Communication Services for English Learners were also effective in progressing toward the engagement goal. By providing communication and guidance in multiple languages, the district successfully bridged language barriers that previously hindered parent involvement. This action ensured that parents of English Learners were well-informed and actively engaged in their children's education. Over the three years, the services expanded, leading to greater inclusivity and participation among diverse families. Feedback from parents indicated a high level of satisfaction with the support provided, confirming the effectiveness of this action in enhancing engagement.

### Action 3: Parent Communication Systems

The Parent Communication Systems action was moderately effective in making progress toward the goal. While the implementation faced initial challenges, such as the learning curve associated with new interfaces, the district successfully integrated various virtual and print resources to improve communication with parents. The systems, including Blackboard Connect, Edlio, PowerSchool, and Constant Contact, helped maintain regular and comprehensive communication with parents and guardians. Although the initial adaptation required additional training and support, the enhanced systems eventually improved parent-district communication and engagement. However, there is room for further improvement to maximize the effectiveness of these systems fully.

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

The metrics for the parent survey have undergone a revision. Previously, the district relied on the West Ed Survey to gather data; however, based on feedback and the need for more timely and relevant information, the district has now transitioned to using a local LEA survey.

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

## Goal

Goal #	Description
2	Teachers and Support Staff will be appropriately credentialed with professional development support.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain low student:teacher ratio	Average student:teacher ratio (2021) 22:1 (TK-4) 25:1 (5-8)	Average student:teacher ratio (2021 - 2022) 20:1 (TK - 4) Declining Enrollment 22:1 (5 - 8) Declining Enrollment	Average student:teacher ratio (2022 - 2023) 22:1 (TK-4) Declining Enrollment 25:1 (5-8) Declining Enrollment	Average student:teacher ratio (2023-2024) 22:1 (TK-4) Declining Enrollment 25:1 (5-8) Declining Enrollment	Average student:teacher ratio 22:1 (TK-4) 25:1 (5-8)
100% of teachers will be fully credentialed	100% of teachers are fully credentialed and	100% of teachers are fully credentialed and	100% of teachers are fully credentialed and	100% of teachers are fully credentialed and	100% of teachers will be fully credentialed and



and appropriately assigned.	appropriately assigned (2021)	appropriately assigned (2022)	appropriately assigned (2023)	appropriately assigned (2024)	appropriately assigned.
Retain 95% of fully credentialed and appropriately assigned teachers.	Retention Rate is 95% for fully credentialed and appropriately assigned teachers (2021)	Retention Rate is 95% for fully credentialed and appropriately assigned teachers (2022)	Retention Rate is 95% for fully credentialed and appropriately assigned teachers (2023)	Retention Rate is 96% for fully credentialed and appropriately assigned teachers (2024)	Retain 95% of fully credentialed and appropriately assigned teachers.
Access to Standards Aligned Instructional Materials	100% of students have access to 100% standards aligned instructional materials (2021)	100% of students have access to 100% standards aligned instructional materials (2022)	100% of students have access to 100% standards aligned instructional materials (2023)	100% of students have access to 100% standards aligned instructional materials (2024)	100% of students have access to 100% standards aligned instructional materials.

## Goal Analysis

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

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

Action 1: Provide Teachers and Support Staff with Negotiated Cost of Living Increase and Step/Column Adjustment

Planned Action: The district planned to provide a negotiated cost of living increase and step/column adjustment to retain appropriately credentialed and qualified staff.

Actual Implementation: The cost of living increase and step/column adjustment were implemented as planned, with no substantive differences. The allocated budget was fully utilized, successfully aiding in the retention of qualified staff.

Action 2: Maintain Reduced Class Size to Differentiate and Improve Student Learning

Planned Action: The district intended to implement a 22:1 (TK-4) and 25:1 (5-8) average class size ratio to improve outcomes for at-promise low-income students by increasing access to literacy interventions and enrichment.

Actual Implementation: The action was implemented as planned, with no substantive differences. The budget was fully utilized to maintain reduced class sizes, allowing for effective small group instruction and project-based learning. The specialized positions for interventions and early literacy development were successfully filled, positively impacting student learning outcomes.

Action 3: Professional Development

Planned Action: The district aimed to provide ongoing staff development and support materials to classrooms to maintain or improve the performance of English Learners on the CAASPP Math and ELA assessments.

Actual Implementation: The action was implemented as planned, with no substantive differences. The allocated budget was effectively used for staff development and support materials, ensuring teachers were equipped with strategies to improve student performance.

### 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.

Action 1: Provide Teachers and Support Staff with Negotiated Cost of Living Increase and Step/Column Adjustment, the budgeted expenditures were \$7,489,666.00, while the estimated actual expenditures were \$7,404,956.00. The actual expenditures were slightly lower than the budgeted amount due to

minor adjustments in staff allocations and salary adjustments.

Action 2: Maintain Reduced Class Size to Differentiate and Improve Student Learning, the budgeted expenditures were \$2,313,254.00, and the estimated actual expenditures were \$2,397,964.00. The actual expenditures were higher than the budgeted amount due to unanticipated substitute costs.

Action 3: Professional Development, the budgeted expenditures were \$309,648.00, whereas the estimated actual expenditures were \$310,648.00. The actual expenditures were slightly higher than the budgeted amount due to additional costs incurred for external training sessions and purchasing updated support materials for staff development activities.

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

Action 1: Provide Teachers and Support Staff with Negotiated Cost of Living Increase and Step/Column Adjustment was highly effective in making progress toward the goal. The negotiated cost of living increase and step/column adjustment helped retain appropriately credentialed and qualified staff. By offering competitive salaries, the district successfully maintained a stable and experienced workforce, which positively impacted student learning and overall school performance.

Action 2: Maintain Reduced Class Size to Differentiate and Improve Student Learning was also highly effective. Implementing a 22:1 (TK-4) and 25:1 (5-8) average class size ratio allowed for more personalized instruction, particularly benefiting at-risk low-income students. The smaller class sizes facilitated more focused literacy interventions and enrichment activities in the early grades and supported expansive inquiry-based learning in the upper grades. This action significantly contributed to improved student learning outcomes and engagement.

Action 3: Professional Development was effective in ensuring that VLSD certificated staff received ongoing training and support to maintain or improve the performance of English Learners on the CAASPP Math and ELA assessments. The professional development programs equipped teachers with specific strategies to enhance their instructional practices across content areas. This continuous professional growth led to better teaching methods and improved student performance, particularly among English Learners.

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

For Goal 2, the metrics now include additional measures for teacher and staff collaboration, along with a new metric to track the number of early release weekly collaboration meetings. Additionally, Action 2 has been revised to better support these new metrics, ensuring that collaboration among teachers and staff is more effectively facilitated and documented. These changes are intended to enhance the effectiveness of teacher and staff collaboration, ultimately improving the overall educational environment and outcomes for students.

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

# Goal

Goal #	Description
3	Provide extended learning opportunities for students to support academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
After School Extended Learning to Mitigate Learning Loss will be provided on average 4 days a week at all school sites.	No after school extended learning opportunities due to COVID-19 (2021)	After School Extended Learning to Mitigate Learning Loss provided on average 4 days a week at all school sites. Extended learning offered between 2:30 and 4pm with Learning Hub open until 6pm on Monday - Thursdays.	After School Extended Learning to Mitigate Learning Loss provided on average 5 days a week at all school sites. Extended learning offered between 2:30 and 4pm with Learning Hub open until 6pm on Monday - Fridays.	(2023-2024) After School Extended Learning to Mitigate Learning Loss provided on average 5 days a week at all school sites. Extended learning offered between 2:30 and 4pm with Learning Hub open until 6pm on Monday - Fridays.	After School Extended Learning programs offered 4 days/per week at both school sites.
100% of technology implementation in all classrooms including use of the following: smartboards, tablets, chromebooks.	100% of technology implementation in all classrooms including use of the following: smartboards, tablets, chromebooks (2021)	100% of technology implementation in all classrooms including use of the following: smartboards, tablets, chromebooks (2022)	100% of technology implementation in all classrooms including use of the following: smartboards, chromebooks (2023)	100% of technology implementation in all classrooms including use of the following: smartboards, chromebooks (2024)	100% of technology implementation in all classrooms including use of the following: smartboards, tablets, chromebooks.
100% implementation of ELA , mathematics, and NGSS standards.	100% implementation of ELA , mathematics, and NGSS standards (2021)	100% implementation of ELA , mathematics, and NGSS standards (2022)	100% implementation of ELA , mathematics, and NGSS standards (2023)	100% implementation of ELA , mathematics, and NGSS standards (2024)	100% implementation of ELA , mathematics, and NGSS standards.
ELA California Dashboard Measurement	California Dashboard Data (2019) Category: Yellow .7 points above standard declined 7.7 points	No Current CA Dashboard Data to Report California Dashboard Data (2019) Category: Yellow .7 points above standard declined 7.7 points	All Students ELA California Dashboard Measurement (Spring 2022 Results) Medium performance level gauge, level 3 of 5 Medium 0.8 points above standard Number of Students: 600	All Students ELA California Dashboard Measurement (Spring 2023 Results) Performance Level: Yellow 3.1 points below standard Declined 4 Points Number of Students: 577 LEA scored on average 10.5 points higher than CA State Average in ELA	Category: Blue 5 points above standard increased 10 points

Math California Dashboard Data	California Dashboard Data (2019) Category: Orange 32.7 points below standard declined 6.9 points	No Current CA Dashboard Data to report (2022) California Dashboard Data (2019) Category: Orange 32.7 points below standard declined 6.9 points	All Students California Dashboard Data (Spring 2022 Results) Low performance level gauge, level 2 of 5 Low 54.7 points below standard Number of Students: 599	Spring 2023 All Students Performance Level: Yellow 35.6 points below standard Increased 19 Points Number of Students: 577 (LEA scored 13.5 points higher on average in mathematics than CA State Average)	California Dashboard Data Category: Blue Above standard Increased 10 points
Reclassification Rate	Reclassification Rate (2020) 16.5%	Reclassification Rate: (2022) 7%	Reclassification Rate: (2023) 13%	Reclassification Rate: (2024) 8%	Reclassification Rate 50%
EL students making progress toward English Proficiency	English Learner Progress (2020) 56.2% making progress towards English language proficiency	(2022) Pending 69% making progress towards English language proficiency	(2023) 42.4% making progress towards English language proficiency	(2024) 34% making progress towards English language proficiency	100% making progress towards English language proficiency
Broad Course of Study	Students enrolled in advanced academic courses: 40% of all students are enrolled in an advanced academic course. 18% of EL students are enrolled in an advanced academic course. 53% of Low-Income students are enrolled in an advanced academic course.	Students enrolled in advanced academic courses: 27% of all students are enrolled in an advanced academic course. 12% of EL students are enrolled in an advanced academic course. 65% of Low-Income students are enrolled in an advanced academic course.	Students enrolled in advanced academic courses: 32% of all students are enrolled in an advanced academic course. 14% of EL students are enrolled in an advanced academic course. 65% of Low-Income students are enrolled in an advanced academic course.	Students enrolled in advanced academic courses (2023-2024): 36% of all students are enrolled in an advanced academic course. 22% of EL students are enrolled in an advanced academic course. 68% of Low-Income students are enrolled in an advanced academic course.	Students enrolled in advanced academic courses: 90% of all students are enrolled in an advanced academic course. 90% of EL students are enrolled in an advanced academic course. 90% of Low-Income students are enrolled in an advanced academic course.
Science (CAST) Achievement	2021-2022 Data: 24.78% Met or Exceeded Standard for Science (Districtwide) 28.70% Met or Exceeded Standard for Science (5th Grade)2.			(Spring 2023) 34% Met or Exceeded Standard for Science (Districtwide) 34% Met or Exceeded Standard for Science (5th Grade) 34% Met or Exceeded Standard for Science (8th Grade)	100% Met or Exceeded Standard for Science (Districtwide) 100% Met or Exceeded Standard for Science (5th Grade) 100% Met or Exceeded Standard for Science (8th Grade)

# Goal Analysis

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

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

### Action 1: Instruction Related Materials

Planned Action: The district planned to provide instructional materials, including textbooks, workbooks, testing materials, and related instruction supplies, including technology software.

Actual Implementation: The action was implemented as planned; however, the costs were higher than anticipated due to increased prices for textbooks, workbooks, and additional technology software required to support instructional needs.

### Action 2: Extended Learning to Mitigate Learning Loss

Planned Action: The district intended to offer 6 weeks of summer school and after-school programs from Monday to Thursday, focusing on academic enrichment and interventions for low-income students.

Actual Implementation: The action was implemented as planned, but the actual participation rates were higher than expected and the program was offered five days a week, leading to increased expenditures on additional resources and staffing. This unanticipated increase in participation and days required adjustments to accommodate the higher demand.

### Action 3: Special Education Services

Planned Action: The district planned to provide comprehensive special education services, including regional programs, health services, speech and language pathology, audiology services, NPS, and transportation.

Actual Implementation: The action was implemented as planned, but there was a higher than anticipated number of students requiring these services, resulting in increased costs to meet the demand for comprehensive support.

### Action 4: Technology

Planned Action: The district planned for to provide technological support at school sites and the district office.

Actual Implementation: The action was implemented as planned with no substantive differences. The budget was fully utilized to provide consistent technological support.

### Action 6: Language Acquisition

Planned Action: The district intended to provide designated and integrated ELD as a repeated expenditure from Goal 2, Action 1.

Actual Implementation: The action was implemented as planned with no substantive differences, and there were no expenditures associated with this action as it was covered under a different goal.

## 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.

### Action 1: Instruction Related Materials

The budgeted expenditures for instructional materials were \$799,577.00, while the estimated actual expenditures were \$866,147.00. The actual expenditures were higher than budgeted due to increased costs for textbooks, workbooks, and additional technology software required for instructional purposes. This increase was necessary to ensure that all students had access to up-to-date and effective instructional materials, which were critical for their academic success.

#### Action 2: Extended Learning to Mitigate Learning Loss

For extended learning programs, the budgeted expenditures were \$1,582,013.00, and the estimated actual expenditures were \$1,615,991.00. The actual expenditures slightly exceeded the budgeted amount due to higher participation rates in both summer school and after-school programs. The increased demand necessitated additional resources and staffing to adequately support the extended learning opportunities, particularly for low-income students who benefited significantly from these programs.

#### Action 3: Special Education Services

The budgeted expenditures for special education services were \$664,199.00, whereas the estimated actual expenditures were \$901,020.00. The actual expenditures were significantly higher than budgeted due to an increase in the number of students requiring special education services. The costs associated with providing comprehensive support, including regional programs, health services, speech and language pathology, and transportation, were higher than initially anticipated.

#### Action 4: Technology

For technology support, the budgeted expenditures were \$131,569.00, and the estimated actual expenditures were \$131,591.00. There were no significant differences between the budgeted and actual expenditures for this action. The funds were fully utilized to provide consistent technological support at school sites and the district office, ensuring smooth operation and support for instructional technology.

#### Action 6: Language Acquisition

There were no expenditures for language acquisition as this was a repeated expenditure from Goal 2, Action 1, with both the budgeted and actual expenditures being \$0.00. The costs associated with language acquisition were covered under a different goal, leading to no additional expenditures for this action.

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

Action 1: Instruction Related Materials was highly effective in enhancing the quality of education by ensuring that all students had access to up-to-date and effective instructional materials. The increased expenditures allowed for the procurement of essential textbooks, workbooks, and technology software, which directly contributed to improved student learning outcomes.

Action 2: Extended Learning to Mitigate Learning Loss proved to be highly effective, as evidenced by increased student participation and improved academic performance. The six weeks of summer school and after-school programs provided valuable academic enrichment focusing on math, reading, and science exploration. These programs, particularly beneficial for low-income students, offered both learning interventions and enrichment opportunities, significantly mitigating learning loss and supporting overall student achievement.

Action 3: Special Education Services was effective in meeting the diverse needs of students requiring special education. The comprehensive support, including regional programs, health services, speech and language pathology, and transportation, ensured that students received the necessary services to succeed in meeting goals.

Action 4: Technology was effective in maintaining technological support, which facilitated personalized learning and enabled students to engage with the curriculum in innovative ways. The consistent technological support at school sites and the district office ensured smooth operation and effective use of instructional technology, contributing to enhanced learning experiences for students.

Action 6: Language Acquisition was effectively managed as a repeated expenditure from Goal 2, Action 1. The integration of designated and integrated ELD ensured that English Learners received the necessary language support, contributing to their academic progress.

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

For Goal 3, the metrics have also been updated, and Action 5 has been revised to provide high-quality supplemental instructional materials and resources designed for ELs and LTELs. These changes are intended to improve the overall educational environment and outcomes for students.

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

## Goal

Goal #	Description
4	Students will be healthy, safe, supported, and engaged.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rates	96% (2021)	92% (2022)	90% (2023)	91.77% (Fall 2023) 93.79% (Fall 2023-Present)	100%
Chronic Absenteeism	4% Chronic Absenteeism Rate (2021)	6% Chronic Absenteeism Rate (2022)	35.4% (2023)	33% (2024)	less than 3% chronic absenteeism
Sense of Safety and School Connectedness	No Benchmark Data - WestEd Climate Survey. (2021)  Students: No report Staff: No report Parents: No report Data Year: 2021 Data Source: WestEd Climate Survey	(2022) Students: 76% Staff: 72% Parents: 61% Data Year: 2022 Data Source: WestEd Climate Survey	(2023) WestEd Climate Survey is administered biannually (2023) Local LCAP Annual Survey (Parents, Students, Staff, Community Survey) results: 92.3% felt the school building and grounds were well-maintained. 75% said their student looked forward to going to	Local LCAP Annual Survey (Parents, Students, Staff, Community Survey 2024) results: 90.1% felt the school building and grounds were well-maintained. 83.3% said their student looked forward to going to school each day.	100% of students, parents, and staff report feeling safe at school (grades 4-8) according to the safety/school connectedness survey results showed.

			school each day.		
Middle School Dropout Rate	0% (2021)	0% (2022)	0% (2023)	0% (2024)	0%
District Expulsion Rate	0.2% Expulsion Rate (2021)	0% Expulsion Rate (2022)	0% Expulsion Rate (2023)	0% (2024)	Less than 0.2% Expulsion Rate
Suspension Rate	1.24% Suspension Rate (2021)	0% Suspension Rate (2022)	0.9% Suspension Rate (2023)	0.8% Suspension Rate (2024)	Maintain less than 2 % Suspension Rate.
School facilities in good repair.	100% of school facilities will be maintained and in good repair as measured by facility inspection reports. (2021)	100% of school facilities are maintained and in good repair as measured by facility inspection reports. (2022)	100% of school facilities are maintained and in good repair as measured by facility inspection reports. (2023)	100% of school facilities are maintained and in good repair as measured by facility inspection reports. (2024)	100% of school facilities are maintained and in good repair as measured by facility inspection reports.

## Goal Analysis

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

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

### Action 1: Social Emotional Support Services

Planned Action: The district planned to provide comprehensive social emotional support services, including mental health support through CARE Solace, online safety tools, and a social worker.

Actual Implementation: The action was implemented as planned; however, the actual expenditures were lower than budgeted. Cost-saving measures in the implementation of online safety tools and other support services contributed to this difference. The effectiveness of the services was not compromised, and the district successfully identified and supported students in need.

### Action 2: Health Services

Planned Action: The district intended to have a full school day nurse at each school site, along with audiologist services, health supplies, and PPE through Maxim Health Services.

Actual Implementation: The action was implemented as planned, but the actual expenditures were higher than budgeted due to additional costs for health supplies and PPE, and increased service hours required from the nurses. These adjustments were necessary to address the evolving health needs of students.

### Action 3: Student Attendance

Planned Action: The district planned to monitor student attendance and implement outreach strategies, including interventions and tiered reengagement strategies, along with implementing attendance incentives, enhancing social-emotional learning programs, and increasing support staff to address absenteeism.

Actual Implementation: While the action was implemented as intended, the district faced ongoing challenges with chronic absenteeism, which remained higher than desired. The attendance incentives and support programs were in place, but the district continues to seek more effective solutions to reduce chronic absenteeism.



#### Action 4: Safe and Clean Facilities

Planned Action: The district aimed to ensure all facilities were safe and in good repair, including custodial staff, supplies, maintenance, repairs, housekeeping services, security services, and inspections.

Actual Implementation: The action was implemented as planned, with slight adjustments leading to lower actual expenditures than budgeted. Efficient use of custodial staff and maintenance resources contributed to these savings while still maintaining the safety and cleanliness of facilities.

#### Action 5: Homeless Services

Planned Action: The district planned to provide after-school tutoring and counseling services for homeless students.

Actual Implementation: The action was implemented as planned with no substantive differences. The budgeted and actual expenditures matched, providing consistent support for homeless students.

#### Action 6: Nutritional Services

Planned Action: The district intended to provide nutritious meals to students and improve meal quality while ensuring financial stability.

Actual Implementation: The action was implemented as planned with no expenditures beyond the existing budget, maintaining the financial stability of the nutritional services program while continuing to provide quality meals.

### 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.

#### Action 1: Social Emotional Support Services

The budgeted expenditures for social emotional support services were \$244,284.00, while the estimated actual expenditures were \$209,398.00. The actual expenditures were lower than budgeted due to cost-saving measures in the implementation of online safety tools and other support services. These savings were achieved without compromising the effectiveness of the services provided, ensuring that students continued to receive the necessary mental health support.

#### Action 2: Health Services

For health services, the budgeted expenditures were \$161,292.00, and the estimated actual expenditures were \$173,816.00. The actual expenditures exceeded the budgeted amount due to additional costs for health supplies and PPE, as well as increased service hours required from the nurses. These additional expenses were necessary to address the evolving health needs of students and ensure a safe and healthy school environment.

#### Action 3: Student Attendance

The budgeted and estimated actual expenditures for student attendance monitoring and outreach were both \$40,376.00. There were no material differences between the budgeted and actual expenditures for this action. However, despite the implementation of attendance incentives and support programs, the district continued to face challenges with chronic absenteeism, indicating a need for further strategies to address this issue.

#### Action 4: Safe and Clean Facilities

For safe and clean facilities, the budgeted expenditures were \$1,084,243.00, while the estimated actual expenditures were \$1,034,958.00. The actual expenditures were slightly lower than budgeted due to efficient use of custodial staff and maintenance resources. These savings were achieved while still maintaining the safety and cleanliness of school facilities, ensuring a safe learning environment for students.

#### Action 5: Homeless Services

The budgeted and estimated actual expenditures for homeless services were both \$4,000.00. There were no material differences between the budgeted and actual expenditures for this action. The consistent support provided to homeless students through after-school tutoring and counseling services met the planned objectives.

#### Action 6: Nutritional Services

There were no expenditures for nutritional services as this action was budgeted at \$0.00, with both the budgeted and actual expenditures remaining the same. The costs associated with nutritional services were managed to ensure the program remained financially stable without additional funding. The district continued to provide nutritious meals to students, improving meal quality within the existing budget.

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

#### Action 1: Social Emotional Support Services

This action was highly effective in providing necessary mental health support to students. The integration of CARE Solace Mental Health Support, online safety tools, and a social worker effectively identified and addressed students' mental health needs. The online safety tools proved valuable in alerting the Student Services Team to potential issues, allowing timely interventions. Feedback from students and parents indicated that these services significantly improved students' emotional well-being and safety.

#### Action 2: Health Services

The health services action was effective in maintaining a healthy school environment. The presence of full-time nurses, along with audiologist services and necessary health supplies, ensured that students received prompt and adequate health care. The additional costs incurred for health supplies and PPE were justified as they addressed the evolving health needs, particularly during the COVID-19 pandemic. This action contributed to a safe and healthy school environment, which was crucial for student attendance and engagement.

#### Action 3: Student Attendance

While the implementation of student attendance monitoring and outreach strategies, including attendance incentives and social-emotional learning programs, was effective, the district still faced challenges with chronic absenteeism. The action was moderately effective as it maintained high overall attendance rates and provided tiered interventions for reengagement. However, the persistent issue of chronic absenteeism suggests that additional or alternative strategies may be needed to fully address this challenge.

#### Action 4: Safe and Clean Facilities

This action was highly effective in ensuring that school facilities were safe and well-maintained. The efficient use of custodial staff and maintenance resources resulted in cost savings while still maintaining high standards of cleanliness and safety. Regular inspections and timely repairs ensured that all facilities were in good repair, contributing to a conducive learning environment for students.

#### Action 5: Homeless Services

The homeless services action was effective in providing essential support to homeless students. The after-school tutoring and counseling services helped address their academic and emotional needs, contributing to their overall well-being and academic success. Consistent support and targeted interventions ensured that these vulnerable students received the necessary resources to thrive in school.

#### Action 6: Nutritional Services

This action was effective in ensuring that students received nutritious meals, which are crucial for their physical health and academic performance. The focus on improving meal quality while maintaining financial stability was successful. The district managed to provide high-quality meals within the existing budget, contributing to students' overall health and readiness to learn.

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

For Goal 4, the metrics have been updated, and two new metrics have been added: the percentage of unhoused students participating in after-school support programs and the percentage of students utilizing social-emotional mental health support services. Additionally, one action related to nutrition services has been removed.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

**Goal Analysis**

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valle Lindo Elementary	Elizabeth Evans Superintendent	eevans@sd.vallelindo.k12.ca.us 626-580-0610 Ext 101

## Plan Summary 2024-2025

### General Information

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

Valle Lindo School District, located in Los Angeles County, serves a diverse population of 890 students spanning grades transitional kindergarten through eighth grade. Established in 1863, the district has a long-standing tradition of educational excellence, seamlessly integrating traditional values with innovative practices to prepare students for the demands of a rapidly evolving world.

The district comprises two schools: New Temple Elementary School and Dean L. Shively Middle School. At New Temple Elementary, the student demographics include 90% Hispanic, 1% African-American, and 75% of students eligible for free or reduced lunch. Additionally, 21% of the students are English learners, 10% have Individualized Education Programs (IEPs), and 2% are foster youth. Dean L. Shively Middle School exhibits similar demographics, with 92% Hispanic, 1% African-American, and 78% of students eligible for free or reduced lunch. The middle school also serves 14% English learners, 11% students with IEPs, and 1% foster youth.

The Valle Lindo School District is committed to providing a rigorous educational experience, small class sizes and well maintained classrooms. This environment enables teachers and staff to deliver personalized support and foster partnerships with families. Both New Temple Elementary and Dean L. Shively Middle School have earned Title I Academic Achievement Awards and have been recognized as California Distinguished Schools, California Gold Ribbon Schools and earned 6 Golden Bell Awards.

Academically, the district emphasizes student-centered instruction across all core content areas, ensuring a rigorous foundation that prepares students for future success. This is complemented by enrichment programs designed to nurture creativity, critical thinking, and a lifelong love of learning. The district offers robust music programs, comprehensive technology integration, and innovative instructional practices to keep students engaged and motivated.

Valle Lindo School District is deeply committed to diversity, equity, and inclusion, fostering a sense of belonging for every student. Through a rigorous curriculum, strong social-emotional support, and a focus on inclusivity, the district ensures that students achieve both academic and personal success, transforming challenges into opportunities for growth. Partnerships with local high school, South El Monte High School, and community college, Rio Hondo, provides additional pathways for student success, while dual immersion programs in Mandarin and Spanish at the elementary level equip students with valuable language skills and cultural competencies.

Valle Lindo School District is a strong educational community that combines tradition with innovation to prepare students for a successful future. Through rigorous academics, comprehensive enrichment programs, and a steadfast commitment to inclusivity and support, the district ensures that every student has the opportunity to thrive.

### Reflections: Annual Performance

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

The district has demonstrated a mixed performance across various state indicators. Chronic absenteeism is a notable challenge, with Valle Lindo Elementary and Dean L. Shively Middle School both showing high rates of absenteeism. Valle Lindo Elementary reported a 33.5% chronic absenteeism rate (Orange) with a slight decline of 1.8%, while Dean L. Shively Middle School reported a 31.5% rate (Orange), also showing a decline of 2.6%. These figures indicate a need for continued efforts to improve student attendance.

### New Temple Elementary School:

Chronic Absenteeism: Orange (34.8%), declined by 1.9%

Suspension Rate: Blue (0.3%), maintained

English Learner Progress: Green (49.2% making progress), increased by 12%

English Language Arts: Green (8.3 points above standard), increased by 6.5 points

Mathematics: Yellow (21.5 points below standard), declined by 3.5 points

New Temple Elementary has shown progress in English Learner progress and English Language Arts. However, challenges remain in chronic absenteeism and mathematics performance, indicating targeted interventions are necessary to support student attendance and mathematics achievement.

### Dean L. Shively Middle School:

Chronic Absenteeism: Orange (31.5%), declined by 2.6%

Suspension Rate: Orange (3.2%), increased by 1.5%

English Learner Progress: Orange (38.5% making progress), declined by 8%

English Language Arts: Orange (11.3 points below standard), declined by 11.5 points

Mathematics: Yellow (46.1 points below standard), increased by 22.2 points

Dean L. Shively Middle School faces significant challenges in suspension rates and English Learner progress. Despite improvements in mathematics performance, the declines in English Language Arts and English Learner progress highlight areas requiring focused support and resources.

### Identified Needs and Actions:

**Chronic Absenteeism:** Both schools have been marked in the Orange performance level for chronic absenteeism, with New Temple Elementary at 34.8% and Dean L. Shively Middle School at 31.5%. The district is addressing these issues through enhanced engagement strategies, attendance monitoring, and supportive interventions for families and students at risk.

**Suspension Rates:** Dean L. Shively Middle School's suspension rate has increased significantly, warranting the implementation of restorative practices and social-emotional learning programs to reduce suspensions and improve student behavior.

**English Learner Progress:** Dean L. Shively Middle School's English Learner progress has declined, necessitating a review of instructional strategies and additional support for English learners to enhance their language proficiency.

**Academic Performance:** While New Temple Elementary has shown progress in English Language Arts, mathematics remains a challenge. Dean L. Shively Middle School, despite improvements in mathematics, needs to address declines in English Language Arts. The district is enhancing professional development for teachers, adopting data-driven instructional practices, and providing targeted interventions to improve academic outcomes.

### The following Student Groups are scoring at the Lowest Performance Levels

#### Dean L. Shively Middle School:

English Learners (Red) for English Language Arts and Mathematics

Students with Disabilities (Red) for English Language Arts and Mathematics

#### New Temple Elementary School:

Hispanic (Orange) and Socioeconomically Disadvantaged (Orange) for Mathematics.



Dean L. Shively Middle School:

English Language Arts (ELA): Students with Disabilities are in the Red performance level, 153.2 points below the standard, and the score declined by 28.8 points.

Mathematics: Students with Disabilities are in the Red performance level, 198.3 points below the standard, and the score declined by 4.8 points.

Chronic Absenteeism: Students with Disabilities are in the Red performance level, with 44.4% being chronically absent, and the rate increased by 2.8%.

New Temple Elementary School:

English Language Arts (ELA): Students with Disabilities do not have a color indicated, but CA Dashboard shows that they are performing 112.6 points below the standard, and the score declined by 17.6 points.

Mathematics: Students with Disabilities do not have a color indicated, 140.8 points below the standard, and the score declined by 42.2 points.

Chronic Absenteeism: Students with Disabilities are in the Red performance level, with 42.4% being chronically absent, and the rate maintained by -0.4%.

District Level:

English Language Arts (ELA): Students with Disabilities are in the Red performance level, 136.9 points below the standard, and the score declined by 23.1 points.

Mathematics: Students with Disabilities are in the Red performance level, 174.7 points below the standard, and the score declined by 8.3 points.

Chronic Absenteeism: Students with Disabilities are in the Red performance level, with 43.7% of Students with Disabilities being chronically absent, and the rate increased by 1.3%.

These results indicate significant challenges for Students with Disabilities across the district and individual schools, particularly in ELA, Mathematics, and Chronic Absenteeism.

## Goal Analysis and Actions

### Analysis:

The 2023 Dashboard data indicates that Students with Disabilities (SWD) are the primary group requiring differentiated assistance due to their performance in multiple areas, including English Language Arts, Mathematics, and Chronic Absenteeism. Valle Lindo Elementary School District, overall, and Dean L. Shively Middle School specifically, show that SWD are performing at the lowest levels in these subjects. Additionally, SWD exhibit high rates of chronic absenteeism.

### Specific Actions Addressing Lowest Performance Levels

#### 1. English Language Arts (ELA):

Goal #2: Ensure that teachers and support staff hold the necessary credentials and receive ongoing professional development support.

Action #3: Professional Development for Certificated and Classified Staff

Specific Action: Provide Professional Development specifically targeting the needs of English Learners. Professional Development on differentiation techniques to accommodate varying levels of language proficiency and training on culturally responsive teaching practices to better engage ELs in the curriculum. This action will also support students with disabilities.

#### 2. Mathematics:

Goal #2: Ensure that teachers and support staff hold the necessary credentials and receive ongoing professional development support.

Action #3: Professional Development for Certificated and Classified Staff

Specific Action: Offer ongoing training sessions for teachers on implementing effective mathematics instruction for SWD. This includes strategies for differentiating instruction, co-teaching and push-in model, and integrating technology to enhance understanding of mathematical concepts. Provide Professional Development that targets English Learners through focusing on teaching practices that integrate academic language development into math instruction.

Goal #3: Increase student academic performance across all content areas.

Action #2: Implementation of standards aligned mathematics instructional materials that support differentiated instruction.

Specific Action: Differentiated instruction leads to increased opportunities for ELs to access and participate in discussions and activities, which promotes academic achievement.

#### 3. Chronic Absenteeism:

Goal #4: Maintain a healthy, safe, supportive, and engaging environment for students.

Action #3: Student attendance monitoring and outreach including intervention and tiered reengagement strategies.

Specific Action: Implement early intervention strategies to address chronic absenteeism among SWD. This includes close collaboration with families, providing additional support services, and implementing attendance incentive programs to encourage regular attendance.

Goal #4: Maintain a healthy, safe, supportive, and engaging environment for students.

Action #1: Social Emotional Support Services

Specific Action: Enhance social-emotional support services for SWD to address barriers to attendance. This includes providing counseling, mental health services, and creating a supportive school environment that promotes well-being and engagement.

Summary of Work Underway as Part of Technical Assistance

Valle Lindo School District is actively working with the SELPA and LACOE to develop and implement ongoing training for teachers on effective instructional strategies tailored for SWD. This includes differentiation techniques, inclusive teaching practices, and data-driven instruction. The district is also collaborating with LACOE and neighboring districts through SARB to develop and implement strategies to reduce chronic absenteeism among SWD. This involves closer collaboration with families, implementing attendance incentive programs, and providing additional support services to address barriers to attendance. Continuous monitoring is occurring to measure the progress of SWD through data analysis and regular assessments. These efforts are part of the district's commitment to improving the academic outcomes and attendance rates for SWD, ensuring they receive the support needed to thrive academically and personally.

## Reflections: Technical Assistance

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

Valle Lindo School District meets the criteria for differentiated assistance due to the performance of specific student groups across various state indicators.

Valle Lindo Elementary School District (Overall):

Mathematics: Students with Disabilities (SWD)

English Language Arts (ELA): Students with Disabilities (SWD)

Chronic Absenteeism: Students with Disabilities (SWD)

Analysis:

The data indicates that Students with Disabilities (SWD) are the primary group requiring differentiated assistance due to their performance in multiple areas, including English Language Arts, Mathematics, and Chronic Absenteeism.

Key Areas for Differentiated Assistance:

Students with Disabilities (SWD):

Mathematics and English Language Arts: Both the district and Dean L. Shively Middle School have shown that SWD are performing at the lowest levels in these subjects.

Targeted interventions and support strategies are being implemented to improve academic outcomes for these students.

Chronic Absenteeism: SWD at both sites exhibit high rates of chronic absenteeism. Efforts to improve attendance through early intervention, engagement strategies, family support, and attendance monitoring are currently being implemented.

Currently, Valle Lindo School District the district is working with the SELPA as well as LACOE to develop and implement ongoing training for teachers on effective instructional strategies tailored for SWD students. This includes differentiation techniques, inclusive teaching practices, and data-driven instruction. The district is also working with LACOE and neighboring districts through SARB collaboration to develop and implement strategies to reduce chronic absenteeism among SWD. This involves closer collaboration with families, implementing attendance incentive programs, and providing additional support services to address barriers to attendance. Additionally continuous monitoring is occurring to measure the progress of SWD and EL students through data analysis and regular assessments.

Specific Actions Related to Implementation of Differentiated Assistance/Technical Assistance

1. Targeted Professional Development:

Ongoing Training: The district is working with SELPA and LACOE to develop and implement continuous training for teachers on effective instructional strategies tailored for SWD. This includes differentiation techniques, inclusive teaching practices, and data-driven instruction.

LCAP Goal #2, Action #3: Professional Development for Certificated and Classified Staff

#### 2. Instructional Support and Interventions:

Differentiated Instruction: Implementing differentiated instructional strategies in Mathematics and ELA also supports the diverse needs of SWD. This involves using varied teaching methods, materials, and pacing to ensure all students can access the curriculum.

Inclusive Practices: Promoting inclusive teaching practices to support SWD integrated into general education classrooms with appropriate supports and accommodations.

Supplemental Instruction: Providing additional instructional time and resources, such as tutoring and after-school programs, to support SWD in mastering core academic skills.

LCAP Goal #3, Action #2: Implementation of standards aligned mathematics instructional materials that support differentiated instruction.

#### 3. Attendance Improvement Strategies:

Early Intervention: Implementing early intervention strategies to identify and address the causes of chronic absenteeism among SWD. This includes working closely with families to understand and mitigate barriers to attendance.

Family Engagement: Enhancing communication and collaboration with families of SWD through regular meetings, home visits, and workshops to foster a supportive home-school connection.

Attendance Incentive Programs: Developing and implementing attendance incentive programs to motivate and reward students for regular attendance.

Support Services: Providing additional support services such as counseling, transportation, and health services to address barriers to attendance.

LCAP Goal #4, Action #3: Student attendance monitoring and outreach including intervention and tiered reengagement strategies.

#### 4. Collaboration and Monitoring:

SARB Collaboration: Working with LACOE and neighboring districts through the School Attendance Review Board (SARB) to develop and implement strategies to reduce chronic absenteeism among SWD.

Data Analysis and Regular Assessments: Continuous monitoring of SWD and EL students' progress through data analysis and regular assessments to ensure interventions are effective and adjust strategies as needed.

Progress Monitoring: Implementing a system for continuous progress monitoring, using data from formative and summative assessments to track student progress and adjust instructional strategies accordingly.

LCAP Goal #4, Action #1: Social Emotional Support Services

#### Summary of Work Underway as Part of Technical Assistance:

Valle Lindo School District has partnered with SELPA and LACOE to provide ongoing professional development for teachers, focusing on effective instructional strategies for SWD. This includes training on differentiation, inclusive practices, and data-driven instruction. The district is also actively addressing chronic absenteeism through early intervention, family engagement, and attendance incentive programs. Collaboration with neighboring districts through SARB is helping to develop comprehensive strategies to reduce absenteeism. Continuous monitoring of student progress ensures that interventions are effective and allows for timely adjustments to support student success.

# 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.

Not Applicable
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## *Support for Identified Schools*

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

Not Applicable
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## *Monitoring and Evaluating Effectiveness*

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

Not Applicable
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# 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
Principals/School District Administrators:	<p>Meeting Dates: October 24, 2023; December 5, 2023; December 11, 2023; January 30, 2024; February 27, 2024; March 26, 2024; April 30, 2024.</p> <p>Input Provided: Principals and administrators emphasized the need to focus on academic achievement and progress for English learners. They stressed the importance of providing rigorous coursework and expanding the co-teaching model to integrate special education students into general education classrooms. Additionally, they highlighted the critical need to address students' social-emotional needs, maintain social worker position, and increase the number of social worker interns. They also called for more parent workshops and stronger community partnerships with Social Work Centers and Law Enforcement to better support students and families.</p>
Other School Personnel/Local Bargaining Units:	<p>Meeting Dates: October 24, 2023; December 5, 2023; December 11, 2023; January 30, 2024; February 27, 2024; March 26, 2024; April 30, 2024.</p> <p>Input Provided: Teachers and support staff, along with local bargaining units (VLEA and CSEA), expressed the rising number of students with Individualized Education Programs (IEPs) and the associated challenges. They requested more professional development on co-teaching strategies and creating a least restrictive environment for students with disabilities. Additionally, they sought training to improve academic language proficiency for English learners. Concerns about attendance rates were also noted, along with support for new attendance incentives to motivate students.</p>
Parents:	<p>Meeting Dates: October 24, 2023; December 5, 2023; December 11, 2023; January 30, 2024; February 27, 2024; March 26, 2024; April 30, 2024.</p> <p>Input Provided: Parents provided valuable insights, advocating for students to take mental health days and emphasizing the importance of keeping sick children at home. They expressed strong support for after-school programs, particularly in dance and music, and requested more workshops and events to help them assist their children with homework. Additionally, parents pointed out the high demand for the Dual Immersion Spanish program, which has led to waitlists.</p>
Students:	<p>Meeting Dates: February 21, 2024; March 20, 2024.</p> <p>Input Provided: Students shared their experiences and concerns, including issues with cyberbullying and the challenges new students face in catching up. They noted that they feel supported by their teachers but mentioned that some school days can be particularly tiring.</p>
Teachers:	<p>Meeting Dates: October 24, 2023; December 5, 2023; December 11, 2023; January 30, 2024; February 27, 2024; March 26, 2024; April 30, 2024.</p> <p>Input Provided: Teachers expressed the rising number of students with Individualized Education Programs (IEPs) and the associated challenges. They requested more professional development on co-teaching strategies and creating a least restrictive environment for students with disabilities. Additionally, they sought training to improve academic language proficiency for English learners. Concerns about attendance rates were also noted, along with support for new attendance incentives to motivate students.</p>

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

Valle Lindo School District conducted a thorough engagement process to involve a wide range of educational partners in the development of the Local Control and Accountability Plan (LCAP). This process ensured meaningful contributions from principals, administrators, teachers, other school personnel, local bargaining units, parents, and students. Below is an overview of the engagement process and the specific contributions from each group:

1. Principals/School District Administrators:  
Impact on LCAP: Their input significantly influenced the development of Goal 2, which focuses on academic performance and teacher support, and Goal 4, which addresses the social-emotional well-being of students. Actions include expanding the co-teaching model, enhancing support for English learners, maintaining rigorous coursework, recruiting more social worker interns, and increasing parent engagement programs.

2. Other School Personnel/Local Bargaining Units:  
Impact on LCAP: This feedback helped shape Goal 2, which aims to ensure that teachers and staff are appropriately credentialed and receive ongoing professional development. The plan now includes additional training on co-teaching, inclusive educational practices, and strategies to support English learners, as well as efforts to improve attendance rates.

3. Parents:  
Impact on LCAP: Their feedback influenced Goal 1, which focuses on strengthening school-family-community partnerships. The plan includes expanding after-school programs, and increasing the number of parent workshops.

4. Students:  
Meeting Dates: February 21, 2024; March 20, 2024.  
Impact on LCAP: Their contributions were essential in shaping Goal 4, addressing the social-emotional and safety needs of students. This helped inform the district's implementation of Second Step SEL learning.

5. Teachers:  
Impact on LCAP: This feedback helped shape Goal 2, which aims to ensure that teachers and staff are appropriately credentialed and receive ongoing professional development. The plan now includes additional training on co-teaching, inclusive educational practices, and strategies to support English learners, as well as efforts to improve attendance rates.

Valle Lindo School District shared the draft plan with the applicable committees February - May 2024. During this period, the district engaged in consultations with the special education local plan area (SELPA) administrator and educational partners. The superintendent responded in writing to all comments and feedback received from these committees, ensuring that their input was considered in the final development of the LCAP. This thorough review and response process ensured that the LCAP was comprehensive and aligned with the needs of all students, particularly those requiring specialized support.

Public Hearing: June 12, 2024.  
Adoption Date: Scheduled for June 25, 2024.

The public hearing will allow the broader community to review and comment on the proposed LCAP, ensuring transparency and inclusiveness in the decision-making process. The final adoption will take place after considering all feedback received during the public hearing.

By engaging these educational partners through a structured and ongoing process, the Valle Lindo School District ensures that the LCAP reflects the needs and priorities of the entire school community, fostering a collaborative approach to improving educational outcomes for all students.

Goals and Actions

# Goal

Goal #	Description	Type of Goal
1	<p>By June of 2027, Valle Lindo School District will enhance school-family-community partnerships to achieve the following specific, measurable outcomes:</p> <p>Increase the percentage of parents attending at least two workshops throughout the year to 100%.</p> <p>Achieve a 100% engagement rate among non-English speaking parents as measured by parent surveys.</p> <p>Increase the parent engagement rate, as measured by survey participation, from 42% to 100%.</p>	Focus Goal

State priorities address by this goal.

3, 5, 6, 8

An explanation of why the LEA has developed this goal.

The Valle Lindo School District's Dashboard data indicates significant challenges in parent engagement, particularly among non-English speaking parents and overall parental involvement. In the 2023 local survey, only 42% of parents participated, highlighting a critical need for improvement in this area. The focus goal to strengthen school-family-community partnerships is driven by the necessity to address these gaps and build a more inclusive educational environment.

During consultations with educational partners, including teachers, parents, and community leaders, it was emphasized that effective school-family-community partnerships are vital for student success. Strengthening these partnerships will provide additional resources and opportunities for students, addressing diverse needs and promoting equity.

The Dashboard data reveals that while the district has met standards for parent and family engagement, there is substantial room for improvement. Specifically, engagement among non-English speaking parents remains a concern. By setting specific, measurable, and time-bound targets, the district aims to increase the percentage of parents attending workshops, enhance engagement among non-English speaking parents, and significantly boost overall parent engagement rates. These efforts will foster a positive school culture that values collaboration, ultimately benefiting student growth and achievement .

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Percentage of parents that reported attending at least 2 parent workshops throughout the year.	N/A (tracking will begin in August 2024 and be available June 2025) All: (tracking will begin in August 2024 and be available June 2025) SWD: (tracking will begin in August 2024 and be available June 2025) EL: (tracking will begin in August 2024 and be available June 2025) LI: (tracking will begin in August 2024 and be available June 2025) FY: (tracking will begin in August 2024 and be available June 2025)			100% All: 100% SWD: 100% EL: 100% LI: 100% FY: 100%	
2	Number of Interactions/Engagements Reported by Non-English Speaking Parents on Parent Surveys	Not included in previous year's survey. Will be collected beginning August 2024. All: Not included in previous year's survey. Will be collected beginning August 2024. EL: Not included in previous year's survey. Will be collected beginning August 2024.			100% All: 100% EL: 100%	
3	Parent Engagement Rate as measured by survey participation	42% (2024) All: 42% LI: - (Tracking will begin 2024-2025) FY: - Tracking will begin 2024-2025) EL: - Tracking will begin 2024-2025) SWD: - Tracking will begin 2024-2025)			100% LI: 100% FY: 100% EL: 100% SWD: 100%	



4	Percentage of parents and family members involved in decision-making as measured by participating in school or district committees (e.g., Parent Advisory, School Site Council, Parent-Teacher Organization, English Learner Advisory).	All: 6% (2024) EL Families: 1.3% (2024)			All: 100% EL Families: Increase by 5% from the baseline.	
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Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Workshops	Monthly parent workshops hosted by the Student Services Center aim to engage and empower parents by providing valuable information, resources, and support to enhance their involvement in their children's education. These workshops cover a variety of important topics, including effective parenting strategies, understanding the curriculum, supporting homework and study habits, and addressing social-emotional development. Additionally, workshops focus on the importance of school attendance, healthy living, and the impacts of social media. They also address crucial issues such as drug prevention. By equipping parents with the knowledge and tools they need, these workshops contribute to increased parental involvement, which has been shown to positively impact student academic performance and well-being. Furthermore, the workshops foster stronger school-family-community partnerships, creating a more supportive and cohesive educational environment that benefits all students.	\$200.00	No
2	Language Liaisons	Language Liaisons in Spanish and Mandarin are specialized staff members dedicated to supporting non-English-speaking families within our school community. Their role is to facilitate effective communication between the school and families, ensuring that all parents have access to important information and resources in their native language. These liaisons assist with translating documents, interpreting during meetings and events, and providing cultural insights that enhance understanding and collaboration. By bridging language barriers, Language Liaisons contribute to increased parental involvement and engagement, creating a more inclusive and supportive educational environment. This action improves services by ensuring that all families, regardless of language proficiency, can actively participate in their children's education and feel connected to the school community.	\$41,276.00	Yes
3	Parent Information Systems	Our Parent Information System encompasses a comprehensive suite of communication tools and platforms designed to keep parents informed and engaged with their child's education. This system includes a monthly newsletter, weekly site bulletins, our district and school websites, and instant messaging services through Constant Contact and Edlio. Additionally, we utilize emails, phone calls, and both printed and online materials to ensure that all parents receive timely and relevant information. By providing multiple channels of communication, our Parent Information System enhances transparency and accessibility, making it easier for parents to stay updated on school events, academic progress, and important announcements. This action improves our services by fostering a more connected and informed school community, which in turn supports student success and strengthens the partnership between home and school.	\$71,335.00	No

# Goal

Goal #	Description	Type of Goal
2	By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to ensure that teachers and support staff hold the necessary credentials and receive ongoing professional development support: Maintain 100% of teachers holding the necessary credentials. Ensure that 100% of staff participate in a minimum of 10 professional development activities annually. Conduct 20 early release weekly collaboration meetings per year to facilitate ongoing professional development and collaborative planning.	Focus Goal

State priorities address by this goal.

1, 4, 2, 7, 8, 6, 5, 3

An explanation of why the LEA has developed this goal.

CA Dashboard data and local surveys indicate a critical need to enhance the quality of education through continuous professional development for teachers and support staff. Ensuring that all educators are appropriately credentialed and consistently engaged in professional development activities is essential for maintaining high educational standards.

The 2023 Dashboard data revealed significant challenges for students with disabilities, particularly in English Language Arts (ELA), Mathematics, and chronic absenteeism. Students with disabilities scored in the Red performance level across these areas, indicating a critical need for improved instructional strategies and support. This data suggests that teachers will benefit from stronger professional development focused on meeting the needs of students with disabilities.

Consultations with educational partners, including teachers, administrators, and community members, highlighted the importance of ongoing professional development in adapting to evolving educational technologies and integrating innovative teaching tools. This is particularly vital for supporting English learners and students with exceptional needs, ensuring that instruction is personalized and equitable.

By setting specific, measurable, and time-bound targets, the district aims to ensure that all teachers and support staff participate in regular professional development activities. This will enable educators to remain adept at using new technologies, apply effective instructional strategies, and support diverse learners effectively.

Furthermore, the focus on early release collaboration meetings aims to provide structured time for teachers to engage in collaborative planning and professional learning communities. This approach fosters a culture of lifelong learning among educators, better equipping them to meet the diverse needs of the student population and enhance overall educational outcomes.

By prioritizing professional development and credentialing, the district aims to sustain a high-quality education system that supports the continuous growth and effectiveness of its educators, ultimately benefiting all students.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Appropriately Credentialed Teachers	100% (2024)			100%	
2	Number of early release weekly collaboration meetings held.	N/A (available Fall of 2024)			20	
3	Percentage of Staff Participating in a minimum of 10 Professional Development Activities	NA (available June 2025)			100%	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries, Benefits, Stipends	Ensuring that our teachers and support staff hold the necessary credentials and receive ongoing professional development support is essential for maintaining a high-quality educational environment. This action involves allocating expenditures for salaries, benefits, and stipends to attract and retain qualified personnel, as well as to provide continuous learning opportunities. By investing in competitive salaries and comprehensive benefits, we ensure that our educators are motivated and well-supported. Additionally, stipends are provided for teachers and staff who participate in professional development programs, workshops, and training sessions focused on the latest educational practices, evolving technologies, and strategies for supporting English learners and students with exceptional needs. This ongoing professional development enables our staff to stay current with best practices and enhances their ability to deliver effective and inclusive instruction, ultimately improving student outcomes and overall educational services. Teachers provide designated and integrated ELD.	\$7,351,734.00	No
2	Teacher and Staff Collaboration	<p>Teacher and Staff Collaboration involves providing early release time for teachers weekly, allowing them to work together specifically to address the needs of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). This dedicated collaboration time is structured to focus on the unique challenges faced by these student groups and develop targeted instructional strategies to enhance their educational outcomes.</p> <p>Specific Contributions to EL, LI, and FY Students:</p> <p>1. English Learners (EL):</p> <p>Language Development Strategies: Teachers collaborate to integrate language acquisition strategies into their lesson plans, focusing on vocabulary development, reading comprehension, and oral language skills. This includes the use of visual aids, bilingual resources, and scaffolding techniques to support English proficiency.</p> <p>Culturally Relevant Materials: Educators share and develop culturally relevant teaching materials that resonate with EL students' backgrounds, making learning more accessible and engaging.</p> <p>Co-Teaching: Implementing co-teaching practices where a general education teacher and an ESL specialist work together in the classroom to provide immediate language support and differentiated instruction tailored to EL students' proficiency levels.</p> <p>2. Low-Income (LI) Students:</p>	\$1,984,292.00	Yes

Differentiated Instruction: Teachers design and share instructional strategies that address the diverse academic needs of LI students. This includes differentiated lesson plans that accommodate various learning styles and academic levels.

Resource Allocation: Collaboration sessions focus on identifying and utilizing additional resources, such as after-school tutoring programs, free/reduced-price lunch programs, and educational materials to support LI students both in and out of the classroom.

Parental Engagement: Developing strategies to engage and support parents of LI students, such as workshops on navigating the school system, providing information on community resources, and facilitating communication through multilingual materials.

3. Foster Youth (FY):

Stability and Consistency: Teachers develop strategies to provide a stable and consistent learning environment for FY students, who often face frequent school changes and disruptions. This includes creating individualized learning plans that can be easily transferred if a student changes schools.

Trauma-Informed Practices: Professional development focuses on trauma-informed teaching practices to better understand and support the emotional and psychological needs of FY students.

Mentorship and Support: Establishing mentorship programs where teachers and staff provide additional emotional and academic support to FY students, helping them navigate personal and educational challenges.

Implementation Details:

Weekly Collaboration Meetings: Scheduled early release time dedicated to teacher collaboration, ensuring regular and focused discussions on supporting EL, LI, and FY students.

Professional Development Workshops: Ongoing training sessions on differentiation, culturally responsive teaching, trauma-informed practices, and family engagement strategies.

Data-Driven Instruction: Utilizing student performance data to identify specific needs and adjust instructional strategies accordingly, ensuring that the support provided is both targeted and effective.

Family and Community Engagement: Organizing regular family engagement activities and creating partnerships with community organizations to provide additional support and resources for EL, LI, and FY families.

3	Professional Development	<p>Professional Development involves providing our teachers and support staff with ongoing training and learning opportunities to enhance their skills and knowledge. This includes workshops, seminars, online courses, and collaborative learning sessions focused on the latest educational practices, evolving technologies, and strategies for supporting diverse learners. By investing in professional development tailored to the specific needs of ELs, LI students and FY, we ensure that our educators are well-equipped to deliver high-quality instruction and adapt to changing educational demands. This action contributes to improving our services by fostering a culture of continuous improvement, ultimately leading to better student outcomes and a more effective and responsive educational environment.</p> <p>Specific Contributions to ELs, LI, FY:</p> <p>1. English Learners (ELs) and Long Term English Learners (LTELs):</p> <p>Language Acquisition Strategies: Provide training on effective language acquisition strategies, such as sheltered instruction, scaffolding, and the use of visual aids, to support ELs and LTELs in</p>	\$160,539.00	Yes
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mastering English while learning content.

Cultural Competency: Offer workshops on cultural competency to help teachers understand and address the cultural backgrounds and needs of ELs, making learning more relevant and accessible.

## 2. Low-Income (LI) Students:

Resource Utilization: Train teachers on how to effectively utilize available resources and support services, such as after-school tutoring programs, free/reduced-price lunch programs, and educational grants, to support LI students.

Differentiated Instruction: Provide strategies for differentiating instruction to meet the diverse academic needs of LI students, ensuring that they receive the support necessary to succeed.

## 3. Foster Youth (FY):

Trauma-Informed Practices: Implement professional development on trauma-informed teaching practices to better support FY who may have experienced significant emotional and psychological challenges.

Stability and Continuity: Educate teachers on strategies to provide stability and continuity in education for FY, including creating personalized learning plans that can adapt to changes in their living situations.

Workshops and Seminars: Regularly scheduled workshops and seminars on best practices for supporting ELs, LI students and FY..

Online Courses: Access to online courses that provide flexibility for teachers to engage in professional development at their own pace.

Collaborative Learning Sessions: Opportunities for teachers to engage in collaborative learning sessions where they can share experiences, strategies, and resources.

Data-Driven Instruction: Training on how to use data to inform instruction and make evidence-based decisions that support the specific needs of ELs, LI students and FY.

# Goal

Goal #	Description	Type of Goal
3	<p>By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to increase student academic performance across all content areas:</p> <p>Ensure that 100% of classrooms use standards-aligned instructional materials, as measured by teacher surveys and classroom observations.</p> <p>Increase the percentage of English learners making progress in English proficiency from 34% to 80%.</p> <p>Ensure that 100% of students have access to personal learning devices.</p> <p>Increase students meeting or exceeding grade-level academic standards in ELA &amp; Mathematics as measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year by 20%.</p>	Focus Goal

State priorities address by this goal.

4, 5, 2, 8, 7

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve academic performance across all content areas for all students, including those with disabilities and English learners. Ensuring the consistent use of standards-aligned instructional materials, enhancing the progress of English learners, providing equal access to learning devices, and reducing chronic absenteeism are essential steps toward this goal.

The 2023 Dashboard data highlights several areas of concern. Students with disabilities are significantly underperforming in both English Language Arts (ELA) and Mathematics, with performance levels in the Red category and declines in scores. Additionally, chronic absenteeism remains a persistent issue, with rates as high as 33%. These data points suggest a pressing need for targeted interventions and support.

Consultations with educational partners, including teachers, administrators, and community members, emphasized the importance of rigorous and engaging curricula, access to high-quality instructional materials, and the integration of technology in the classroom. These elements are crucial for addressing diverse student needs and promoting equity.

By setting specific, measurable, and time-bound targets, the district aims to enhance instructional quality and support student learning effectively. Increasing the percentage of English learners making progress in English proficiency from 34% to 80% is a priority, reflecting the need for improved support and resources for this student group. Additionally, reducing the chronic absenteeism rate to 0% will require comprehensive strategies to engage students and families.

Providing 100% of students with access to personal learning devices will support personalized learning and ensure that all students can engage with the curriculum effectively. Increasing the percentage of students meeting or exceeding standards in ELA and Math by 20% will further indicate the overall improvement in academic performance. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student success and meets the needs of the entire student population.



## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Classrooms Using/Implementing Standards-Aligned Instructional Materials as measured by teacher surveys and classroom observations.	100% (2024)			100%	
2	Percentage of English Learners Making Progress in English Proficiency	45.1% making progress towards English language proficiency (2024)			80%	
3	Reclassification Rate	8% (2024)			80%	
4	Overall Student Progress and Satisfaction as reported by parents/guardians.	N/A (available Spring 2025)			100%	
5	Percentage of Students with Access to Personal Learning Devices	100% (2024)			100%	

6	Percentage of students with access to standards aligned instructional materials	100% (2024)			100%	
7	Percentage of students that have access and enrollment to a broad course of study.	100% (2024)			100%	
8	Percentage of students demonstrating mastery of key standards in the adopted curriculum for core subjects (e.g., Math, ELA, Science, Social Studies) as measured by local assessment and reported on standards mastery matrix.	(2023) Math: 40% ELA: 50% Science: 52% Social Studies: 68%			Math: 100% ELA: 100% Science:100% Social Studies:100%	

9	Percentage of students meeting or exceeding grade-level standards at each tested grade level in CAASPP English Language Arts, Math, and Science CAST assessments.	(2023) (All) ELA: 50% (All) Math: 40% (All) CAST: 34% (2023) (SWD) ELA: 4% (LI) ELA: 47% (EL) ELA: 19% (FY) ELA: Not Available fewer than 11 students  (SWD) Math: 2% (LI) Math: 37% (EL) Math: 19% FY: Not Available fewer than 11 students  (SWD) CAST: 7% (LI) CAST: 31% (EL) CAST: 0% (FY) CAST: Not Available fewer than 11 students			(2023) (All) ELA: 75% (All) Math: 75% (All) CAST: 75% (2023) (SWD) ELA: 20% (LI) ELA: 70% (EL) ELA: 40% (FY) ELA: Not Available fewer than 11 students  (SWD) Math: 20% (LI) Math: 75% (EL) Math: 50% FY: Not Available fewer than 11 students  (SWD) CAST: 30% (LI) CAST: 70% (EL) CAST: 20% (FY) CAST: Not Available fewer than 11 students	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Instructional Materials involve the selection and implementation of content standards-aligned resources that support our educational goals. This includes both print and digital materials designed to enhance student learning and ensure consistency in delivering the curriculum. By focusing on materials that are aligned with content standards, we provide our teachers with the tools they need to deliver effective and engaging instruction. These resources support differentiated learning, cater to diverse student needs, and integrate technology to enrich the learning experience. Implementing high-quality instructional materials contributes to increasing the overall effectiveness of our teaching practices and improving student outcomes by ensuring that all students have access to rigorous and standards-based education.	\$1,060,163.00	No
2	Extended Learning and Enrichment	Our Language Proficiency and academic achievement initiatives are designed to support our English Learners (ELs), low-income students, and foster youth in achieving language and proficiency and academic success. This includes offering extended learning opportunities such as after-school and summer school programs. Additionally, we organize educational field trips, assemblies, and student awards/ceremonies to provide enriching experiences that promote language development and cultural understanding. By funding admissions, transportation, and supplies through various programs like SCG, Prop 28-AMS, and ELOP, we ensure that our ELs, low-income students, and foster youth have access to a wide range of learning opportunities. These efforts help us increase and improve our services by providing targeted support, fostering engagement, and enhancing the overall educational experience, ultimately aiding them in achieving language proficiency and academic success.	\$1,859,971.00	Yes
3	Student Services	Our Student Services encompass a range of specialized supports and contracted services designed to meet the unique needs of our students. This includes Regional Programs that provide tailored educational opportunities, Health Services to address medical needs, and Speech and Language Pathology as well as Audiology Services to support communication skills. Additionally, we offer Nonpublic School (NPS) placements and Transportation services to ensure that all students have access to the appropriate educational environment and necessary resources. By investing in these comprehensive services, we enhance our ability to deliver individualized support, improve educational outcomes, and ensure that each student receives the care and attention they need to thrive academically and socially.	\$770,332.00	No
4	Technology Support	Our Technology Support initiative focuses on providing comprehensive instructional technology, software, and hardware to enhance the learning experience for all students. This includes supplying student-used devices such as Chromebooks, ensuring that every student has access to	\$123,515.00	No

		the digital tools necessary for modern education. We also invest in educational software and platforms that support interactive learning, personalized instruction, and effective classroom management. By maintaining up-to-date hardware and providing robust technical support, we ensure that both students and teachers can effectively utilize technology in their educational activities. This initiative contributes to increasing and improving services by facilitating a tech-savvy learning environment, promoting digital literacy, and enabling innovative teaching methods that prepare students for future academic and professional success.		
5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	<p>Review and Update Curriculum: Align the core and designated ELD curriculum with the latest California ELD standards and best practices.</p> <p>Supplemental Resources: Provide high-quality supplemental instructional materials and resources specifically designed for ELs and LTELs, including digital tools and interactive software.</p>	\$0.00	Yes

# Goal

Goal #	Description	Type of Goal
4	<p>By June of 2027, Valle Lindo School District will ensure a healthy, safe, supportive, and engaging environment for students by achieving the following specific, measurable outcomes:</p> <p>Increase the percentage of students utilizing social emotional/mental health services from approximately 50% to 100%.</p> <p>Increase the average daily attendance rate from 93.79% to 100%.</p> <p>Reduce the chronic absenteeism rate from 33% to 0%.</p> <p>Maintain 100% of facilities in good repair.</p> <p>Ensure that 100% of unhoused students participate in after-school support programs.</p>	Focus Goal

State priorities address by this goal.

6, 8, 1, 5, 3

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve the overall school environment to support student well-being and academic success. Ensuring that all students have access to social emotional and mental health services, reducing chronic absenteeism, and maintaining high attendance rates are essential steps toward this goal.

The 2023 Dashboard data revealed significant challenges in maintaining a healthy and engaging environment. Chronic absenteeism remains a persistent issue, with rates as high as 33%, and students with disabilities are particularly affected, showing high rates of chronic absenteeism. Additionally, the district needs to improve its support for mental health and social-emotional well-being, as current utilization of these services is approximately 50%.

Consultations with educational partners, including teachers, administrators, parents, and community members, emphasized the importance of creating a supportive and engaging school environment. Educational partners highlighted the need for clean and well-maintained facilities, access to nutritious meals, regular physical activity, and comprehensive health services as key components of a conducive learning atmosphere.

By setting specific, measurable, and time-bound targets, the district aims to enhance the overall school climate and support student well-being effectively. Increasing the percentage of students utilizing social emotional and mental health services from approximately 50% to 100% is a priority, reflecting the need for improved support and resources for student mental health. Additionally, reducing the chronic absenteeism rate to 0% and increasing the average daily attendance rate to 100% will require comprehensive strategies to engage students and families and address underlying issues.

Maintaining 100% of facilities in good repair will ensure a safe and conducive learning environment. Ensuring that all unhoused students participate in after-school support programs demonstrates a commitment to supporting the most vulnerable students. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student well-being, engagement, and academic success.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Students Utilizing Social Emotional/Mental Health Services	Approximately 50% (2024) Tracking for Low income and foster youth will begin in the 2024-2025 academic year.			All: 75% LI: 75% FY: 100%	
2	Percentage of parents, teachers, staff, and students reporting feeling a sense of safety and school connectedness.	N/A (available Spring 2025) *Note: Survey questions and format changing			80%	
3	Average Daily Attendance Rate	93.79% (2024)			100%	
4	Chronic Absenteeism Rate	33.5% (2024) All: 33.5% (2024) SWD: 43.7% (2024) LI: 35.5% (2024) FY: 11.8% (2024)			All: 3% SWD: 5% LI: 3% FY: 3%	
5	100% of facilities are in good repair.	100% (2024)			100%	
6	Percentage of unhoused students participating in after school support programs	100% (2024)			100%	
7	Middle School Dropout Rate	0% (2024)			0%	
8	Suspension Rate	1.4% (2023)			0%	

9	Expulsion Rate	0% (2023)			0%	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional/Mental Health Services	Our Social Emotional and Mental Health Services are designed to support the well-being of our students by providing mental health resources and programs. This includes access to a school psychologist, and social worker interns who offer individual and group counseling sessions, crisis intervention, and ongoing emotional support. Additionally, we implement programs such as CSTAG, Navigate 360, Second Step and workshops focused on social-emotional learning (SEL), resilience building, and stress management. By addressing the social and emotional needs of our students, we create a supportive environment that promotes mental health and well-being.	\$312,756.00	Yes



2	Physical Health Services	Our Physical Health Services aims to support the overall well-being of our students by providing school based health services through our district nurse and additional services as needed through contracted agencies. This includes routine health screenings, assisting in managing health conditions such as diabetes, administering medications if needed, and responding to medical emergencies. The district nurse collaborates with families, teachers, and healthcare providers to create individualized health plans for students with specific medical needs. By ensuring that students' physical health is monitored and supported, we contribute to a healthier school environment, reduce absenteeism, and enable students to focus on their academic success.	\$122,389.00	No
3	Attendance Outreach	Our Attendance Outreach is designed to improve student attendance through early intervention and a comprehensive support system. This includes proactive measures such as staff phone calls to parents, meetings with teachers and administrators, and the Student Attendance Review Board (SARB) process to address chronic absenteeism. Additionally, we conduct student services support meetings and small group sessions to provide targeted assistance to students facing attendance challenges. By implementing these strategies, we aim to identify and address the underlying issues affecting attendance, foster better communication between the school and families, and create a supportive environment that encourages regular school attendance. This initiative contributes to increasing and improving services by reducing absenteeism, enhancing student engagement, and promoting academic success.	\$96,934.00	No
4	Safe and Clean Facilities	Providing safe and clean facilities is essential for creating a conducive learning environment where students and staff feel secure and comfortable. This includes regular maintenance, thorough cleaning protocols, and prompt repairs to ensure that all school buildings and grounds are well-maintained. Safety measures such as secure entry points, surveillance systems, and emergency preparedness plans are implemented to protect everyone on campus. By prioritizing the safety and cleanliness of our facilities, we contribute to the overall well-being of our school community, reduce health risks, and support a positive and productive educational experience. This commitment to maintaining high standards for our facilities enhances our services by ensuring a safe, healthy, and welcoming environment for all.	\$1,458,957.00	No
5	Unhoused Student Services	Unhoused Student Supports are designed to provide comprehensive assistance to students experiencing homelessness, addressing both their academic and social-emotional needs. This includes access to academic support such as additional tutoring and specialized programs available after school until 6pm. Additionally, we offer social-emotional learning (SEL) support to help students develop resilience, manage stress, and build positive relationships. By providing these targeted supports, we aim to create a stable and supportive environment that helps unhoused students overcome challenges and succeed in their education. This action contributes to increasing and improving services by ensuring that vulnerable students receive the necessary resources and support to thrive academically and personally, despite their housing instability.	\$4,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,812,839.00	\$325,407.00

## 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
31.61%	0.00%	\$0.00	31.61%

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 #(s)	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
Goal 1 School-Family-Community Partnerships Action 2 Language Liaisons	English Learners (EL): English Learners encounter barriers in accessing the full spectrum of educational opportunities due to language constraints. While general resources are available, there is a distinct lack of personalized assistance that addresses the specific needs of EL families in navigating the educational system and fostering a collaborative relationship with the school.	Language Liaisons build trusting relationships with English Learners and their families, making them feel welcomed and valued within the school community. This trust is essential for effective communication and collaboration. LEA-wide Provision: Providing Language Liaisons LEA-wide ensures that all English Learners and their families, regardless of which school they attend within the district, receive consistent support. This LEA-wide approach guarantees equitable access to the resources and services necessary for effective communication and collaboration, fostering a welcoming and inclusive environment throughout the entire school community. By implementing this initiative across the district, we ensure that no student or family is left without the critical support needed to thrive academically and socially.	Percentage of parents of ELs that reported attending at least 2 parent workshops. Number of Interactions reported by parents of English Learners on parent surveys. English Learner Parent Engagement Rate as measured by survey participation.

Goal 2, Action 3 Professional Development	<p>English Learners (EL): A limited number (45.1%) of English Learners are making progress towards English Proficiency.</p> <p>FY: Local PBIS Data indicates that FY are receiving more referrals for behavior related occurrences than their peers.</p> <p>Low-Income Students: Local student assessment data indicates that LI students are scoring at lower academic performance levels from their peers.</p> <p>Targeted student groups are performing below their peers:</p> <p>(2023)</p> <p>(All) ELA: 50%</p> <p>(All) Math: 40%</p> <p>(All) CAST: 34%</p> <p>(2023)</p> <p>(SWD) ELA: 4%</p> <p>(LI) ELA: 47%</p> <p>(EL) ELA: 19%</p> <p>(FY) ELA: Not Available fewer than 11 students</p> <p>(SWD) Math: 2%</p> <p>(LI) Math: 37%</p> <p>(EL) Math: 19%</p> <p>FY: Not Available fewer than 11 students</p> <p>(SWD) CAST: 7%</p> <p>(LI) CAST: 31%</p> <p>(EL) CAST: 0%</p> <p>(FY) CAST: Not Available fewer than 11 students</p>	<p>Targeted Training: Professional development sessions are tailored to equip teachers with skills and strategies specific to the needs of EL students, such as differentiated instruction, scaffolding techniques, ELD instruction and language development practices.</p> <p>Trauma-Informed Practices: Training programs focus on trauma-informed approaches to support foster youth, helping teachers recognize and respond to the effects of trauma on learning in the classroom. This actions assists teachers in better understanding how to provide academic support to foster youth.</p> <p>Intervention Strategies: Professional development includes training on effective academic intervention strategies to engage low-income students, emphasizing the importance of addressing socio-economic barriers and providing equitable access to resources.</p> <p>LEA-wide Provision: Professional development sessions are provided LEA-wide to ensure that all teachers are equipped with skills and strategies tailored to the specific needs of English Learners, foster youth, and low-income students. This includes training on differentiated instruction, ELD practices, trauma-informed approaches, and effective intervention strategies. By implementing these training programs across the district, we ensure consistent, high-quality support for these targeted groups, enabling equitable access to resources and fostering a more inclusive and supportive learning environment for all students.</p>	<p>Maintain low student : teacher ratio</p> <p>100% of teachers appropriately credentialed and assigned.</p> <p>Access to Standards Aligned Instructional Materials</p> <p>CAASPP Test Results (ELA, Math) and CAST Test Results (Science)</p>
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<p>Goal 2, Action 2 Teacher and Staff Collaboration</p>	<p>English Learners (EL): Language Acquisition Barriers  Foster Youth: Academic and emotional challenges due to instability in their living situations.  Low-Income Students: Barriers to academic success, including limited access to resources and support. supportive learning environment.  English Learners (EL): EL students often require additional instructional time and targeted support to develop language proficiency and meet academic standards. Extended learning opportunities can help bridge these gaps. Foster Youth: Foster youth frequently experience educational disruptions that can hinder their academic progress. Extended learning programs provide stability and additional instructional time to help them catch up and stay on track.  Low-Income Students: Low-income students may lack access to academic resources and enrichment opportunities outside of school. Extended learning and enrichment programs can help mitigate these disparities by offering additional educational support and activities.</p>	<p>Teacher and Staff Collaboration involves providing early release time for teachers weekly, allowing them to work together specifically to address the needs of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). This dedicated collaboration time is structured to focus on the unique challenges faced by these student groups and develop targeted instructional strategies to enhance their educational outcomes.  Dedicated Collaboration Time: Allocate specific times during the school week for teachers and support staff to collaborate on lesson planning, student assessments, and intervention strategies. This dedicated time allows staff to share best practices, align their efforts, and develop comprehensive support plans for unduplicated student groups.  Interdisciplinary Teams: Form interdisciplinary teams that include general education teachers, special education teachers, ELD teachers, and social workers. These teams work together to develop and implement strategies tailored to the needs of EL, foster youth, and low-income students.  Data-Driven Discussions: Use collaboration time to review and analyze student performance data, identifying trends and areas of need. This data-driven approach ensures that interventions are based on evidence and targeted to achieve the greatest impact.  Professional Learning Communities (PLCs): Establish PLCs focused on the specific needs of unduplicated student groups. These communities provide a forum for ongoing professional development, shared learning, and mutual support among educators.  LEA-wide Provision: Providing collaboration time on an LEA-wide basis ensures that all schools within the district have the opportunity to engage in this practice. This consistent approach promotes equity, as all students benefit from the enhanced coordination and support that collaboration time enables.</p>	<p>Number of Collaboration Sessions Provided.  Teacher and Staff Feedback: Gather feedback from teachers and support staff through surveys and evaluations to assess the effectiveness of collaboration time and identify areas for improvement.  Student Academic Outcomes: Monitor the academic progress of EL, foster youth, and low-income students, correlating improvements with the implementation of collaboration strategies.  CAASPP Test Results (ELA, Math) and CAST Test Results (Science)</p>
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Goal 3, Action 2 Extended Learning and Enrichment	<p>English Learners (EL): EL students often require additional instructional time and targeted support to develop language proficiency and meet academic standards. Extended learning opportunities can help bridge these gaps.</p> <p>Foster Youth: Foster youth frequently experience educational disruptions that can hinder their academic progress. Extended learning programs provide stability and additional instructional time to help them catch up and stay on track.</p> <p>Low-Income Students: Low-income students lack access to academic resources and enrichment opportunities outside of school. Extended learning and enrichment programs can help mitigate these disparities by offering additional educational support and activities.</p>	<p>After-School Programs: Offer after-school programs that provide academic tutoring, homework assistance, and enrichment activities such as arts, music, and sports. These programs help reinforce learning and provide a safe, structured environment for students after school hours.</p> <p>Summer Learning Programs: Implement summer learning programs that focus on preventing summer learning loss and providing enrichment opportunities. These programs target key academic areas such as reading, math, and science, as well as offer engaging activities that promote social and emotional development.</p> <p>Saturday School and Intersession Programs: Provide additional instructional time through Saturday school and intersession programs. These programs offer targeted support for students who need extra help in specific content areas or who are at risk of falling behind.</p> <p>Enrichment Clubs and Activities: Establish enrichment clubs and activities that cater to diverse interests, such as STEM clubs, robotics, drama, and creative writing. These activities help foster a love of learning and provide opportunities for students to explore new interests and develop new skills.</p> <p>LEA-wide Provision: Offering extended learning and enrichment programs on an LEA-wide basis ensures that all students, regardless of which school they attend, have access to these valuable opportunities. This approach promotes equity and helps close the achievement gap for unduplicated student groups.</p>	<p>Percentage of English Learners Making Progress in English Proficiency: Measured by English proficiency assessments.</p> <p>Reclassification Rate: Measured by the percentage of English learners reclassified as fluent English proficient.</p> <p>Overall Student Progress and Satisfaction as Reported by Parents/Guardians: Measured by annual parent/guardian surveys.</p> <p>Percentage of Students with Access to Personal Learning Devices: Measured by inventory and student access records.</p> <p>20% Increase in Students Meeting or Exceeding Grade-Level Academic Standards in ELA &amp; Mathematics: Measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year.</p> <p>Percentage of Students that Have Access and</p> <p>Percentage of Students Demonstrating Mastery of Key Standards in the Adopted Curriculum for Core Subjects: Measured by local assessments and reported on standards mastery matrix.</p> <p>CAASPP Test Results (ELA, Math) and CAST Test Results (Science)</p>
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Goal 4, Action 1 Social Emotional & Mental Health Services	<p>Foster Youth: Foster youth are particularly vulnerable to social-emotional challenges due to instability in their home lives and the trauma they have experienced. They require targeted mental health support to cope with these issues.</p> <p>Low-Income Students: Low-income students may face various stressors, including financial insecurity and limited access to resources, which can affect their mental health and overall well-being.</p>	<p>On-Site Services: Provide on-site counseling services through community partners at all schools to support students' social-emotional and mental health needs. Social Workers and Social Work Interns are trained to address the specific challenges faced by foster youth, and low-income students, in our district challenges include food instability, addiction and trauma.</p> <p>Social Workers and Mental Health Professionals: Employ social workers and mental health professionals who can provide individual and group therapy sessions, crisis intervention, and case management. These professionals work closely with teachers and staff to identify and support students in need.</p> <p>Mental Health Awareness and Education: Implement programs to raise awareness about mental health and reduce stigma. Educate students, parents, and staff about the importance of mental health and the resources available to support it.</p> <p>Family Engagement and Support: Offer workshops and resources for families to help them support their children's social-emotional well-being. This includes providing information on how to recognize signs of mental health issues and access support services.</p> <p>Partnerships with Community Organizations: Collaborate with local mental health organizations to provide additional resources and services. These partnerships can offer specialized support, such as trauma-informed care and substance abuse counseling.</p> <p>LEA-wide Provision: Ensuring that social-emotional and mental health services are available LEA-wide guarantees that all students, regardless of their school, have access to the support they need. This comprehensive approach promotes equity and ensures a consistent level of care and support across the district.</p>	Chronic Absenteeism and Suspension Rates
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## ***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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 5 Enhance Core and Designated ELD Program	Both newcomers and long-term English learners are not making sufficient progress in language proficiency, leading to a need for more effective strategies to enhance their language acquisition and overall proficiency.	The Enhanced ELD programs are carefully designed to supplement, not supplant, existing designated ELD or integrated ELD educational programs. Rather, the enhancements are designed to expand supports by addressing the unique needs of EL and LTEL students through targeted language instruction, engagement strategies, and parental support, these programs aim to improve language proficiency and academic outcomes. The effectiveness of these actions will be measured by the percentage of English Learners making progress in English Proficiency and meeting reclassification requirements.	Reclassification Rates Language Proficiency Progress

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.

### ***Additional Concentration Grant Funding***

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

The additional concentration grant add-on funding, totaling just over \$300,000, will be strategically utilized for Goal 3, Action 2 retain/maintain certificated staff (2 FTE teaching positions) providing direct services to students at both New Temple and Shively. This funding will also be used to enhance academic support and social-emotional learning (SEL) programs during the summer and after-school periods, ensuring these vulnerable student groups receive the targeted assistance they need to succeed.

The plan includes allocating resources to establish three-week 4 hours a day, 4 days a week summer program taught by certificated teachers focused on academic support and SEL development. This program will address learning loss, reinforce core academic skills, and provide critical social-emotional support. Key components of the summer program will involve providing intensive instruction in core subjects such as math, reading, and science, ensuring small group sizes and personalized attention. The program will also incorporate structured SEL activities and support to help students build resilience, manage stress, and develop healthy interpersonal skills. Daily SEL sessions will teach skills such as self-regulation, empathy, and effective communication, while group counseling sessions will address common challenges and foster a sense of community.

Additionally, the funding will be used to expand after-school programs that provide both academic and SEL support. These programs will offer targeted instruction tailored to the needs of EL students, foster youth, and low-income students, focusing on areas where they need the most support. Hands-on learning activities and projects will be incorporated to engage students and make learning more interactive and enjoyable. The after-school programs will also include structured SEL sessions and group activities that promote social-emotional development, ensuring students receive comprehensive support throughout the school year.



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	Not Applicable	42:1
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	21:1

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$8,897,292.00	\$2,812,839.00	31.61%	0.00%	31.61%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$12,172,308.00	\$2,855,795.00	\$0.00	\$390,290.00	\$15,418,393.00	\$11,072,466.00	\$4,345,927.00

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	Workshops	All	No				Ongoing	\$0	\$200	\$200	\$0	\$0	\$0	\$200	0.00%
1	2	Language Liaisons	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$40,460	\$816	\$41,276	\$0	\$0	\$0	\$41,276	0.00%
1	3	Parent Information Systems	All	No				Ongoing	\$36,335	\$35,000	\$71,335	\$0	\$0	\$0	\$71,335	0.00%
2	1	Salaries, Benefits, Stipends	All	No				Ongoing	\$7,226,554	\$125,180	\$6,327,225	\$737,052	\$0	\$287,457	\$7,351,734	0.00%
2	2	Teacher and Staff Collaboration	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$1,984,292	\$0	\$1,984,292	\$0	\$0	\$0	\$1,984,292	0.00%
2	3	Professional Development	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	\$122,133	\$38,406	\$142,977	\$562	\$0	\$17,000	\$160,539	0.00%
3	1	Instructional Materials	All	No				Ongoing	\$0	\$1,060,163	\$824,281	\$223,965	\$0	\$11,917	\$1,060,163	0.00%
3	2	Extended Learning and Enrichment	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	\$646,220	\$1,213,751	\$640,187	\$1,201,571	\$0	\$18,213	\$1,859,971	0.00%
3	3	Student Services	Student with Disabilities (SWD)	No				Ongoing	\$0	\$770,332	\$25,984	\$692,645	\$0	\$51,703	\$770,332	0.00%
3	4	Technology Support	Low Income	No				Ongoing	\$123,515	\$0	\$123,515	\$0	\$0	\$0	\$123,515	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	1	Social Emotional/Mental Health Services	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	\$125,044	\$187,712	\$312,756	\$0	\$0	\$0	\$312,756	0.00%
4	2	Physical Health Services	All	No				Ongoing	\$105,094	\$17,295	\$122,389	\$0	\$0	\$0	\$122,389	0.00%
4	3	Attendance Outreach	All	No				Ongoing	\$96,934	\$0	\$96,934	\$0	\$0	\$0	\$96,934	0.00%
4	4	Safe and Clean Facilities	All	No				Ongoing	\$561,885	\$897,072	\$1,458,957	\$0	\$0	\$0	\$1,458,957	0.00%
4	5	Unhoused Student Services	Homeless	No				Ongoing	\$4,000	\$0	\$0	\$0	\$0	\$4,000	\$4,000	0.00%

# 2024-2025 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
\$8,897,292.00	\$2,812,839.00	31.61%	0.00% - No Carryover	31.61%	\$3,121,488.00	0.00%	35.08%	Total:	\$3,121,488.00
								LEA-wide Total:	\$3,121,488.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Language Liaisons	Yes	LEA-wide	English learner (EL)	All Schools	\$41,276.00	0.00%
2	2	Teacher and Staff Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,984,292.00	0.00%
2	3	Professional Development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$142,977.00	0.00%
3	2	Extended Learning and Enrichment	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$640,187.00	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
4	1	Social Emotional/Mental Health Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$312,756.00	0.00%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$15,002,994.00	\$15,269,111.00

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	Parent and Family Workshops through Student Services Center	Yes	\$63,172.00	\$62,545.00
1	2	Communication Services for students that are English Learners.	Yes	\$54,047.00	\$54,047.00
1	3	Parent Communication Systems	No	\$61,654.00	\$61,654.00

2	1	Provide teachers and support staff with negotiated cost of living increase and step/column adjustment	No	\$7,489,666.00	\$7,404,956.00
2	2	Maintain reduced class sizes with instructional specialists' support to differentiate and improve student learning.	Yes	\$2,313,254.00	\$2,397,964.00
2	3	Professional Development for Certificated and Classified Staff	Yes	\$309,648.00	\$310,648.00
3	1	Instruction Related Materials	No	\$799,577.00	\$866,147.00
3	2	Extended Learning to Mitigate Learning Loss	Yes	\$1,582,013.00	\$1,615,991.00
3	3	Special Education Services	No	\$664,199.00	\$901,020.00
3	4	Technology	No	\$131,569.00	\$131,591.00
3	6	Language Acquisition (repeated expenditure, Goal 2, Action 1)	No	\$0.00	\$0.00
4	1	Social Emotional Support Services	Yes	\$244,284.00	\$209,398.00
4	2	Health Services	No	\$161,292.00	\$173,816.00
4	3	Student Attendance	No	\$40,376.00	\$40,376.00
4	4	Safe and Clean Facilities	No	\$1,084,243.00	\$1,034,958.00
4	5	Homeless Services	No	\$4,000.00	\$4,000.00
4	6	Nutritional Services	No	\$0.00	\$0.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$3,084,273.00	\$3,100,819.00	\$3,151,016.00	(\$50,197.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Parent and Family Workshops through Student Services Center	Yes	\$38,542.00	\$37,915.00	0.00%	0.00%
1	2	Communication Services for students that are English Learners.	Yes	\$54,047.00	\$54,047.00	0.00%	0.00%
2	2	Maintain reduced class sizes with instructional specialists' support to differentiate and improve student learning.	Yes	\$2,313,254.00	\$2,397,964.00	0.00%	0.00%
2	3	Professional Development for Certificated and Classified Staff	Yes	\$298,798.00	\$299,798.00	0.00%	0.00%
3	2	Extended Learning to Mitigate Learning Loss	Yes	\$151,894.00	\$151,894.00	0.00%	0.00%
4	1	Social Emotional Support Services	Yes	\$244,284.00	\$209,398.00	0.00%	0.00%

## 2023-2024 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)
\$9,514,771.00	\$3,084,273.00	0.00%	32.42%	\$3,151,016.00	0.00%	33.12%	\$0.00 - No Carryover	0.00% - No Carryover

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$156,651.00	\$17,000.00	\$18,213.00	\$11,917.00		\$186,509.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	1	Salaries, Benefits, Stipends	\$152,651.00					\$134,806.00	\$7,351,734.00
2	3	Professional Development		\$17,000.00					\$160,539.00
3	1	Instructional Materials				\$11,917.00			\$1,060,163.00
3	2	Extended Learning and Enrichment			\$18,213.00				\$1,859,971.00
3	3	Student Services						\$51,703.00	\$770,332.00
4	5	Unhoused Student Services	\$4,000.00						\$4,000.00



# 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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).