



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Honda-Pescadero Unified School District

CDS Code: 41-689400000000

School Year: 2024-25

LEA contact information:

Amy Wooliever

Superintendent

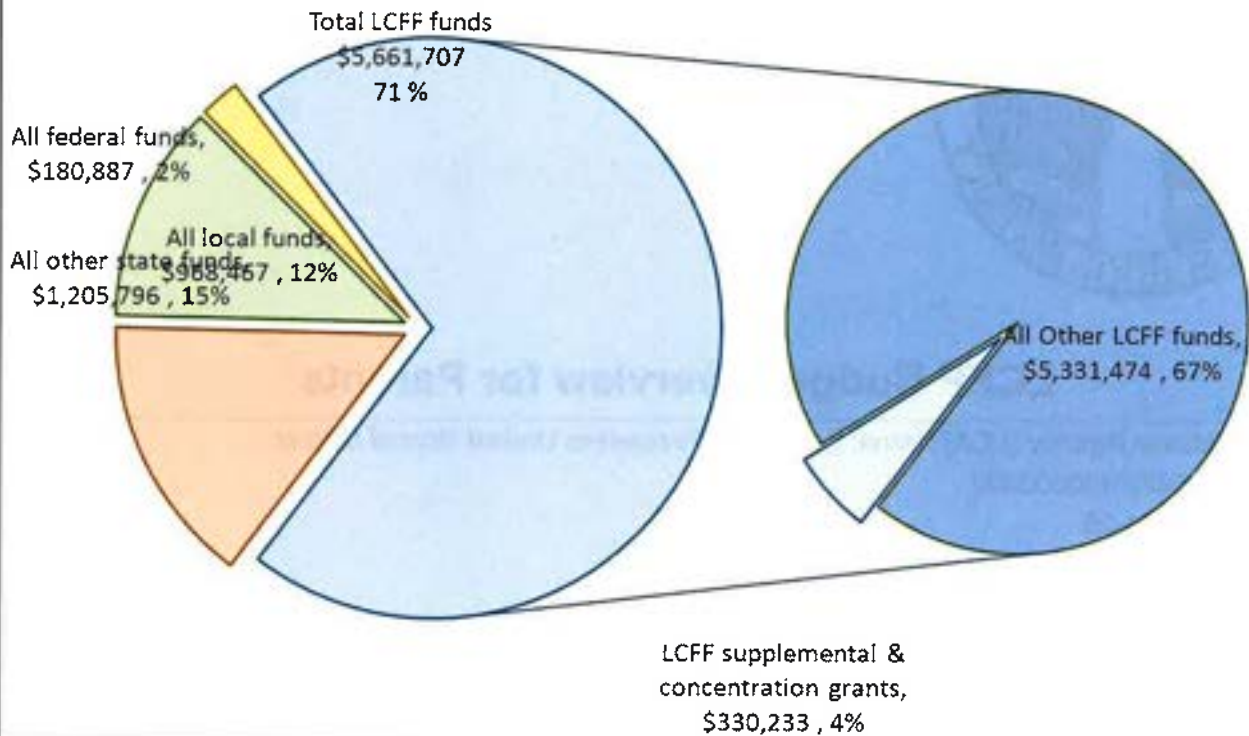
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

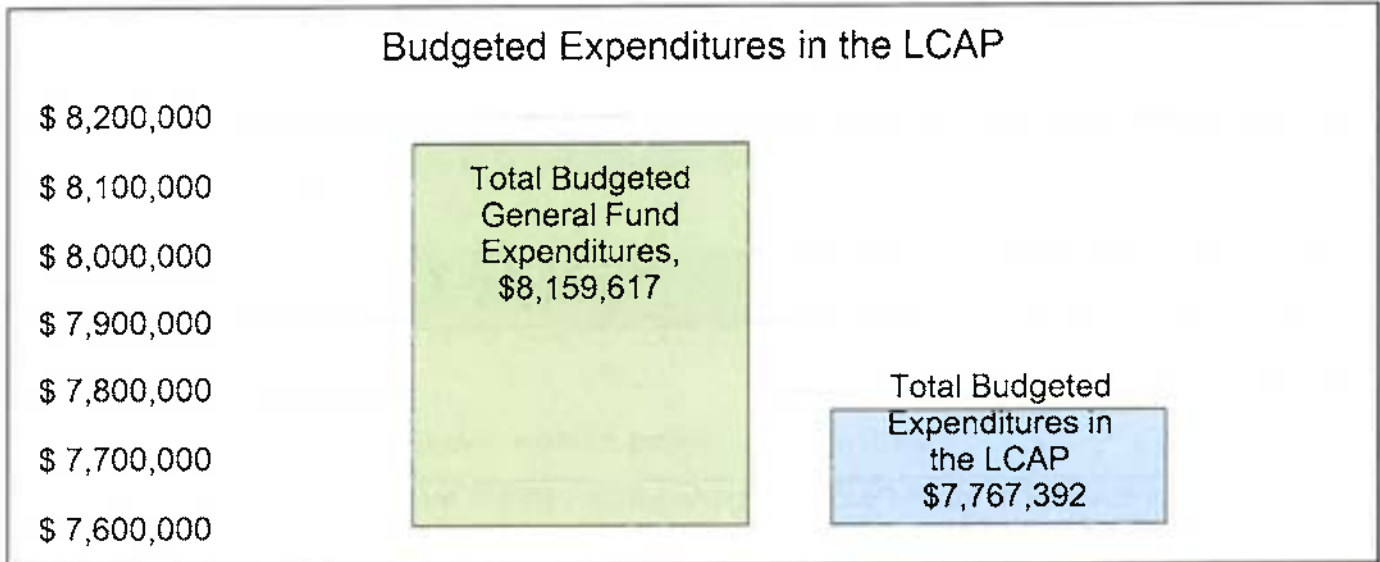


This chart shows the total general purpose revenue La Honda-Pescadero Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Honda-Pescadero Unified School District is \$8,016,857, of which \$5,661,707 is Local Control Funding Formula (LCFF), \$1,205,796 is other state funds, \$968,467 is local funds, and \$180,887 is federal funds. Of the \$5,661,707 in LCFF Funds, \$330,233 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 La Honda-Pescadero Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: La Honda-Pescadero Unified School District plans to spend \$8,159,617 for the 2024-25 school year. Of that amount, \$7,767,392 is tied to actions/services in the LCAP and \$392,225 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

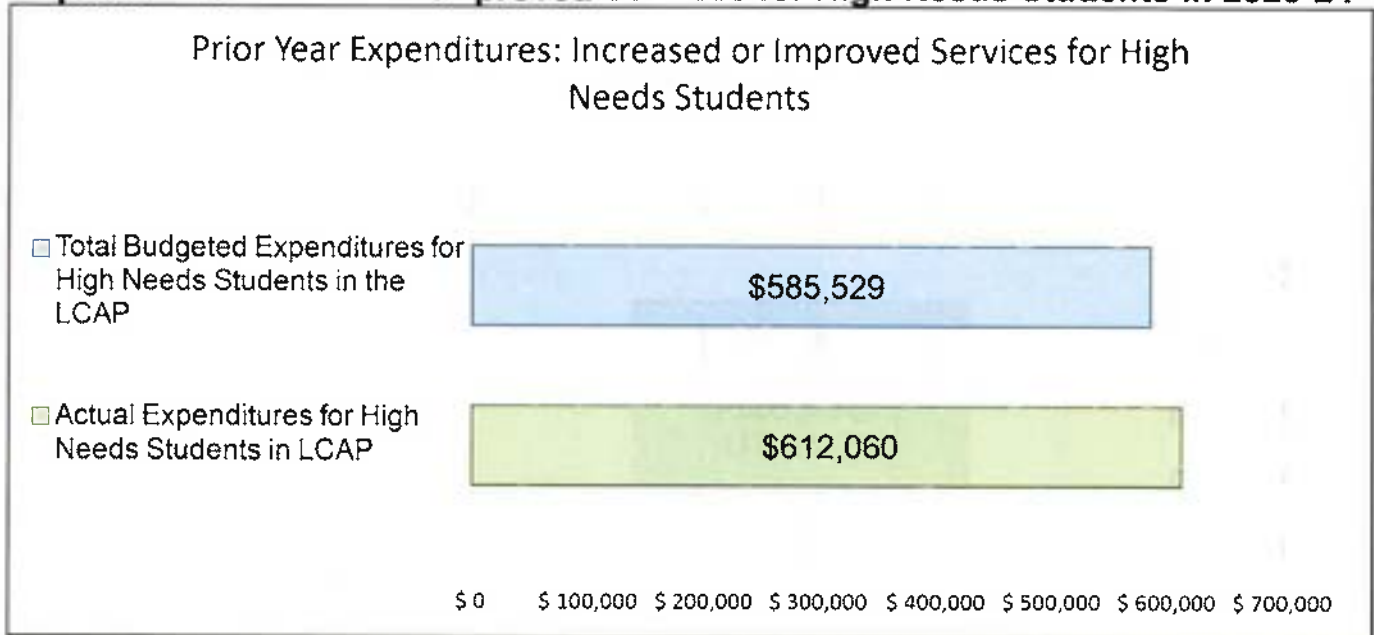
General Fund Budget Expenditures for the school year which are not included in the LCAP are expenditures for programs outside of the regular instructional day: After School Education & Safety Program, Expanded Learning Opportunity Program, Big Lift Inspiring Summers Program and carryover from the Kitchen Infrastructure & Equipment Grant.

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

In 2024-25, La Honda-Pescadero Unified School District is projecting it will receive \$330,233 based on the enrollment of foster youth, English learner, and low-income students. La Honda-Pescadero Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Honda-Pescadero Unified School District plans to spend \$514,488 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what La Honda-Pescadero Unified 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 La Honda-Pescadero Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, La Honda-Pescadero Unified School District's LCAP budgeted \$585,529 for planned actions to increase or improve services for high needs students. La Honda-Pescadero Unified School District actually spent \$612,060 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Honda-Pescadero Unified School District	Amy Wooliever Superintendent	amyw@lhpusd.com (650) 879-0286

Goals and Actions

Goal

Goal #	Description
1	Confront and dismantle systemic educational inequities through the development of systems which embrace inclusion, value multi-lingualism, and respond to socio-economic, cultural and linguistic needs of our students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff reflection of student cultural background	Source of Data: Staff records Year 2020-2021 Certificated Staff: 23% bicultural and/or bilingual Classified Staff: 50% bicultural and/or bilingual Total: 35% of staff bicultural and/or bilingual Student: 65% bilingual and/or bicultural	Source of Data: Staff records 2021-2022 Certificated Staff: 32% bicultural and/or bilingual Classified Staff: 64% bicultural and/or bilingual Total: 47.5% of staff bicultural and/or bilingual Student: 63% bilingual and/or bicultural	Source of Data: Staff records 2022-2023 Certificated Staff: 32% bicultural and/or bilingual Classified Staff: 73% bicultural and/or bilingual Total: 53% of staff bicultural and/or bilingual Student: 68% bilingual and/or Latino/Hispanic	Source of Data: Staff records 2023-2024 Certificated Staff: 32-38% bicultural and/or bilingual Classified Staff: 62% bicultural and/or bilingual Total: 47-50% of staff bicultural and/or bilingual Student: 66% bilingual and/or Latino/Hispanic	New hires: 100% culturally competent as defined by local measures 75% are bicultural and/or bilingual
School Climate- Student Engagement	Source: CHKS 2018 96% of 7th grade students rate school	CHKS 2022 data has not yet been released.	Source: CHKS 2022 61% of 7th grade students rate school	Source: California Healthy Kids Survey Data Year: 2023-2024	CHKS 2023 96% of 7th grade students rate school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>connectedness at high to moderate 83% of 9th grade students rate school connectedness at high to moderate 100% of 11th grade students rate school connectedness at high to moderate</p> <p>School Environment/Caring Adults 2018 77% of 7th grade students report (high to moderate) that there are caring adults at school 94% of 9th grade students report (high to moderate) that there are caring adults at school. 89% of 11th grade students report (high to moderate) that there are caring adults at school.</p> <p>Change in baseline due to the 2022 format and the 2018 scales are no longer published.</p>	<p>connectedness at high to moderate 83% of 9th grade students rate school connectedness at high to moderate 100% of 11th grade students rate school connectedness at high to moderate This needs to be fixed. Does not align to 2018</p> <p>School Environment/Caring Adults 2022 54% of 7th grade students report (pretty much true and very much true) that there are caring adults at school 3% of 9th grade students report (pretty much true or very much true) that there are caring adults at school. 77% of 11th grade students report (pretty much true or very much true) that there are caring adults at school.</p>	<p>Pescadero Middle School- % of students responding agree or strongly agree Strong School Connectedness: 73% (2022: 61%) Caring adult relationships: 65% (2022: 54%, CA= 63%) High Expectations: 80% (73% in 2022, CA= 73%) Academic Motivation: 57% (71% in 2022, CA= 71%) Meaningful participation: 29% (31% in 2022) Perceived school safety 82% (63% in 2022) School is welcoming to parents: 76% (62% in 2022, CA 59%) Percent of students feeling chronically sad: 18% (30% in 2022)</p> <p>Pescadero High School results will be added when LHPUSD receives the reports.</p>	<p>connectedness at high to moderate 90% of 9th grade students rate school connectedness at high to moderate 100% of 11th grade students rate school connectedness at high to moderate</p> <p>School Environment/Caring Adults 2023 85% of 7th grade students report (high to moderate) that there are caring adults at school 94% of 9th grade students report (high to moderate) that there are caring adults at school. 90% of 11th grade students report (high to moderate) that there are caring adults at school.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	77% of 7th grade students report (pretty much true and very much true) that there are caring adults at school. 47% of 9th grade students report (pretty much true or very much true) that there are caring adults at school. 72% of 11th grade students report (pretty much true or very much true) that there are caring adults at school.				
School Climate- Parent Engagement	Source: School District records 2019-2020 December- June 1 consistent communication/week from each school- newsletter	2021-2022 1 consistent newsletter/communication from each school with district message each week New website	2022-2023 Weekly newsletter from each site. Website messaging weekly. Consistent social media postings.	2023-2024 Weekly newsletter from each site. Website messaging weekly. Consistent social media postings.	3 consistent communications/week
Graduation Rate	Source: Dataquest 2019-2020 Graduation Rate: 100%	Source Dataquest 2020-2021: Graduation Rate: 90.5%	Source Dataquest 2021-2022 Graduation Rate: 91.7%	Source Dataquest 2022-2023 Graduation Rate: 84.2%	Grad Rate: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Pupil Suspension Rates	Source: Dataquest 2019-2020 Pupil Suspension Rate 0.9%	Source: Dataquest 2020-2021 Pupil Suspension Rate: 0%	Source: Dataquest 2021-2022 Pupil Suspension Rate: 1.5%	Grad rate for Hispanic/Latino: 92.3%	Suspension Rate: Less than 2%
Pupil Expulsion Rate	Source: Dataquest Expulsion Rates:0%	Source: Dataquest Expulsion Rate: 0%	Source: Dataquest Expulsion Rate: 0%	Source: Dataquest Expulsion Rate: 0%	Expulsion Rate: 0%
Chronic Absenteeism Rate	Source: Dataquest 2018-2019 16% Data for 2019-2020 and 2020-2021 impacted by COVID school closures	Source: Dataquest 2020-2021 8.9% Data for 2019-2020 and 2020-2021 impacted by COVID school closures	Source: CA Dashboard 2020-2021 32.1	Source: CA Dashboard 2022-2023: 47%	Chronic Absenteeism: 10%
Honor of Bilingualism	Source: School records 2019-2020 20% State Seal of Bilingualism	Source: School records 2020-2021: 12.5%	Source: Dataquest 2021-2022: 21%	Source: Dataquest 2022-2023: 12.5% Source: School Office 2023-2024: 20%	Seal of Bilingualism: 50% of graduating class

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.

Overall implementation of the actions to achieve the articulated goal:

1.1 Attract and retain a staff reflective of our students and families: Revised and adopted hiring policy was put in place. Interview panels and hiring committees were inclusive of parents, staff. Prospective teaching candidates who advance to a final interview, conducted sample lessons and student feedback was incorporated into the hiring decisions. Relevant challenges include a hiring environment which is notable different than in past. Teaching shortages, particularly in impacted subject matters as well as our location as a ruraly located district resulted in some smaller than typical hiring pools.

1.2 Professional Learning for Staff: Staff engaged in regular professional development related to equity, implicit bias and restorative practices. A professional development learning plan and calendar was implemented and monitored with staff being surveyed yearly to provide direction as well as exit surveys after many of the regular PD sessions. Grading for Equity, which was focused on middle and high school grading practices, was not continued in this three-year LCAP due to changing focus from school-wide equity PD to district-wide equity PD. A cross-district Steering Committee was formed in 2022-2023 and 2023-2024 made up of staff who attended a five-day facilitation training with the San Francisco Coalition of Essential Small Schools. The Steering Committee worked with SFCESS to design, implement and reflect on monthly PD sessions.

1.3 Academic Language Support- The district promoted the State Seal of Biliteracy in the previous year through encouraging eligible students to take the AP Exam in Spanish. Despite encouragement, the % of students qualified for the Seal dropped from 21% to 12.5% before rebounding back to 20%. The state rate is 12.5%. During the Spring of 2024, staff researched alternate assessments to qualify students as the AP exam is restrictive to schedule and proctor. Curriculum was analyzed during the 2021 equity audit for evidence to support culturally responsive teaching. For the 2022-2023 school year, curriculum evaluated for Science of Reading implementation was analyzed in partnership with the University of Minnesota CAREi program. One of the factors analyzed was evidence of support for culturally responsive teaching.

1.4 Equity and School Climate- LHPUSD continues to evaluate systems to ensure our learners have learning environments which promote equity, inclusion and multilingualism. The Equity Audit conducted by Insight Education has provided a blueprint for professional development and other system changes. The district is still waiting for results from the most recent administration of the California Healthy Kids Survey to analyze results related to school connectedness.

1.5 Engage Families: Community Liaison and Community Engagement staff continued to support the needs of families particularly in access to program, interpretation at school site or district meetings, support for parents of students with IEP to understand the IEP process. Parent Council formation was supplanted by the Community Schools Program needs assessment. The Community Schools program was initiated and held weekly Parent Partnership Meetings for the 1st semester of 2023-2024 and then formed a Steering Community which met regularly to conduct a needs assessment in the 2nd semester of 2023-2024. This is a change from the original action but supported the goal of engaging families.

1.6 Student Voice- The Student Advisory to the Board met 6 times in 2023-2024. The Advisory seeks input from students to inform district-level decisions. Informal training was provided to the Associated Student Body but formal training was not implemented. Timing, cost and other factors resulted in incomplete implementation.

1.7 Ethnic Studies- Ethnic Studies curriculum and instruction was provided through the dual enrollment partnership with Canada College. Over 70% of 12th grade students participated in the program.

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.

Overall, the total estimated expenditures for program actions exceeded the total planned expenditures by approximately \$15,000. Specifically for goal #1, all action costs were under budgeted costs by \$49,094. Estimated actuals for the only contributing action in Goal 1, 1.5- Engage Families, was \$28,645 less than planned expenditures. This is due to a portion of one employee's salary being moved to another program due to changed duties. The costs associated with 1.2 Professional Learning were higher than budgeted due to additional participation. The costs associated with Action 1.3 should have never have been included in the 2023-2024 LCAP as they were sunsetted. The are not contributing costs or actions.

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

Effectiveness/Ineffectiveness of specific actions in making progress towards goals.

- 1.1 Attract and retain a staff reflective of our students and families: Effective- On overall increase in the hiring of bilingual and/or bicultural staff from 35%(2021) to 47-50% of current staff Revised and adopted hiring policy was put in place.
- 1.2 Professional Learning for Staff: Effective- Staff engaged in regular professional development related to equity, implicit bias and restorative practices.
- 1.3 Academic Language Support: Somewhat effective- Staff is working towards a measure of bilingualism that could support students preparing for the State Seal of Biliteracy. The number of students earning the Seal of Biliteracy stayed the same as the baseline year at 20% in the current year which is more than double the most recent state rate (12.5%) from 2022-2023 but still below the three-year goal of 50%.
- 1.4 Equity and School Climate- LHPUSD continues to evaluate systems to ensure our learners have learning environments which promote equity, inclusion and multilingualism. The Equity Audit conducted by Insight Education has provided a blueprint for professional development and other system changes.
- 1.5 Engage Families: Community Liaison and Community Engagement staff continued to support the needs of families particularly in access to program, interpretation at school site or district meetings, support for parents of students with IEP to understand the IEP process. The Community Schools program was initiated and held weekly Parent Partnership Meetings for the 1st semester of 2023-2024 and then formed a Steering Community which met regularly to conduct a needs assessment in the 2nd semester of 2023-2024. One measure shows progress in this effort: 2024 California Healthy Kids Survey data shows that 76% of middle school students agree/strongly agree to the statement that families feel comfortable participating at the school which is 14 percentile points from 2022.
- 1.6 Student Voice- The Student Advisory to the Board met 6 times in 2023-2024. The Advisory seeks input from students to inform district-level decisions.
- 1.7 Ethnic Studies- Ethnic Studies curriculum and instruction was provided through the dual enrollment partnership with Canada College. All attending 12th grade students participated in the program.

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

This goal was not continued in the 2024-2025 school year. 2024-2025 Goal #2 :Provide a safe, nurturing, healthy, positive, school environment- took on some of these actions in a simpler, more straightforward manner. Educational partnership feedback as well as results from the California Healthy Kids Survey pointed to the need for more attention on school facilities. A Coordinator position has been added to this goal area to address these concerns.

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

Goals and Actions

Goal

Goal #	Description
2	Ensure LHPUSD has a system in place to monitor and communicate progress towards meeting LCAP goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Analysis	0% metrics are measured and tracked through a local dashboard. Data Profiles are maintained by principal	0% metrics are measured and tracked through a local dashboard. Data Profiles are maintained by principal	0% of metrics are measured and tracked through a local dashboard.	0% of metrics are measured and tracked through a local dashboard.	100% dashboard management accessible to teachers and principal
Professional Learning	Source 2020-2021 Professional Development Plan 0 % of teachers engaged in professional learning related to data management, communication strategy and use of feedback	Source 2020-2021 Professional Development Plan 0 % of teachers engaged in professional learning related to data management, communication strategy and use of feedback	0 % of teachers engaged in professional learning related to data management, communication strategy and use of feedback	TK-5th grade teachers engaged in data chats around local data (DIBELS 8)	100% of teachers engaged in professional learning related to data management, communication strategy and use of feedback
Long-term outcomes	Baseline not established.	N/A	Baseline not established.	All 12th grade students were	Two metrics established and a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				surveyed to develop the baseline for tracking long-term outcomes of graduates.	monitoring system in place to track graduate outcomes Years 1, 3, 5 out of high school

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.

Overall implementation of this goal over the 2023-2024 school year was unsatisfactory due to changed focus of developing a new instructional framework and assessment measures. The implementation of new local assessment measures in reading, the implementation of newly piloted ELA materials have created a "new starting point" for metrics which have taken time to fully understand. Successes have included:

- Implementation of "data chats" at the TK-5th grade level twice yearly which individually engage teachers in local and state data for analysis and determination of next steps.
- Production of an Annual Report as a communication tool to share district successes and programs.
- An initial tracking system for high school graduates.
- Maintain data profiles for all TK-5th grade students with regular updates when local measures are collected.
- Development of a process to gather longitudinal data related to high school graduate outcomes.

Actions not implemented:

Funding of a consultant

Establishment of individual baselines

Implementation of a LMS

Professional development in use of communication tools (although staff uses Talking Points at the Pescadero schools)

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.

Overall, the total estimated expenditures for 2023-2024 program actions exceeded the total planned expenditures by approximately \$15,000. Specifically for goal #2, all action costs were under budgeted costs by \$8900. There are no contributing actions for this goal. The \$8900 difference results from not contracting with a consultant to support the identification of quality metrics and relying on the California State Dashboard for metric management. (Action 2.1)

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

Effectiveness/Ineffectiveness of specific actions in making progress towards goals:

- 2.1 Data Analysis- Ineffective- was not implemented with fidelity
- 2.2 Professional Learning- Effectiveness unknown. It is not clear if professional learning contributed to producing desired result of establishing monitoring and communicating outcomes.
- 2.3 Long-term Outcomes- Effectiveness unknown. The establishment of a system to collect longitudinal data will not have an immediate impact. Data gathered over the next 3-5 years will need analysis to produce desired impact.
- 2.4 Communication Strategy- Effectiveness unknown. Only anecdotal data exists to measure the effectiveness of this action.

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

This goal has been removed from the 2024-2027 LCAP due to changing local assessment systems and more consistent statewide data available post-COVID. LHPUSD will rely on the CA Dashboard and information provided by other data sources to track, monitor and communicate progress.

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

Goals and Actions

Goal

Goal #	Description
3	Provide high quality classroom instruction and curriculum promoting college and career readiness, with safe learning space and academic interventions to eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	Source: Course list 100% of students have access to state standards	100% of students have access to the state standards.	100% of students have access to state standards.	100% of students have access to state standards.	100% of students have access to state standards
Fully Qualified Teachers	Source: Staff List 96% of teachers are fully qualified	Source: Staff list 1 staff misplacement 2 intern credentialled teachers	Source: Staff list 3 staff misplacements	Source: Staff list 2 staff misplacements	100% of teachers are fully qualified.
English Proficiency Progress	Source: DataQuest 2020-21 12% redesignated Fully English Proficient	Source: DataQuest 2021-2022 14.7% redesignated students to Fully English Proficiency (FEP)	Source: DataQuest 10.7% redesignated students to FEP	Source: DataQuest 14.7% redesignated students to FEP	Maintain yearly redesignation rate at the state average which is 8.6% in 2020-21
Math Progress	Source: DataQuest 2019 31% of students proficient on the	Source: DataQuest 2022 29.8% of students proficient on the	Source: DataQuest 2023 20.51% of students proficient on the	Source: DataQuest 2023-2023-2024 not yet released 20.51% of students proficient on the	Increase of 5% per year in all students and students who are low SES

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SBAC in MATH (2019) 4% of EL students proficient on the SBAC in MATH (2019) 20% of Low SES students proficient on the SBAC in MATH (2019)	SBAC in MATH (2022) 9.71% of EL students proficient on the SBAC in MATH (2022) 22% of Low SES students proficient on the SBAC in MATH (2022)	SBAC in MATH (2023) 7.02% of EL students proficient on the SBAC in MATH (2023) 14% of Low SES students proficient on the SBAC in MATH (2023)	SBAC in MATH (2023) 7.02% of EL students proficient on the SBAC in MATH (2023) 14% of Low SES students proficient on the SBAC in MATH (2023)	
English Language Arts Progress	Source: DataQuest 2019 43 % of students proficient on the SBAC in ELA (2019) 7% of EL students proficient on the SBAC in ELA (2019) 31% of Low SES students proficient on the SBAC in ELA (2019)	Source: DataQuest 2022 49.3 % of students proficient on the SBAC in ELA (2022) 12.5% of EL students proficient on the SBAC in ELA (2019) 44.74% of Low SES students proficient on the SBAC in ELA (2022)	Source: DataQuest 2023- 2023-2024 not yet released 33.3 % of students proficient on the SBAC in ELA (2023) 10.5% of EL students proficient on the SBAC in ELA (2023) 25% of Low SES students proficient on the SBAC in ELA (2023)	Source: DataQuest 2023 33.3 % of students proficient on the SBAC in ELA (2023) 10.5% of EL students proficient on the SBAC in ELA (2023) 25% of Low SES students proficient on the SBAC in ELA (2023)	Increase of 5% per year in All students and students who are low SES
Broad Course of Study	100% of students have access to a broad course of study	2 a-g electives were added to the PHS course of study in Spring 2022 Environmental Studies and Statistics	4 dual enrollment courses were added to the course of study	Electives added to the course of study	100% of high school students have access to two additional a-g approved electives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Post-Secondary Outcomes	Source: DataQuest 2019-20 60 % meet UC/CSU a-g requirements	Source: DataQuest 2020-2021 29% meet UC/CSU a-g requirements	Source DataQuest 2021-2022 33% meet UC/CSU a-g requirements	Source DataQuest 2022-2023 56.25% meet UC/CSU a-g requirements	Maintain UC/CSU a-g completion rate of 60% 2023 state rate is 51.75%
Broad Course of Study	Source: CA Dashboard 2019 27% 12th graders participate in college level coursework	Source: CA Dashboard 2020 17% 12th grade students participated in college level coursework	Source: CA Dashboard 2022 42% 12th grade students participated in college level coursework Dual enrollment opportunities were available remotely and on site.	Source: CA Dashboard 2023 % 12th grade students participated in college level coursework Dual enrollment opportunities were available remotely and on site.	50% of students participate in college level coursework

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.

Staff invested time and effort to enact several changes to the instructional program in the 2023-2024 school year:

- New literacy assessment- DIBELS 8- for TK-5th grade students given three times throughout the year. (Action 3.1)
- Piloting of Science of Reading materials in TK-5th grade classrooms (Action 3.1)
- Maintained intervention support services in literacy and math (Action 3.2 and 3.3)
- Formed an Advisory to discuss district configurations and viability (Action 3.4)
- Expanded elective options at Pescadero High School (Action 3.4)
- Expanded access to Dual Enrollment courses (Action 3.6)
- Maintained access to technology (Action 3.7)
- Provided 5 weeks of Summer programming (Action 3.8)
- Maintained programs for students with IEPs (Action 3.9)

- Maintained prep time for teachers to collaborate and plan (Action 3.10)
- Maintained physical education for all students with a PE specialist (Action 3.11)
- Maintained small class sizes TK-5th grade (Action 3.12)
- Maintained student and staff access to technology (Action 3.13)
- Master planning for K-8 exposure/place-based experiences (June 2024)

Despite success in implementing actions to support high quality instructions, the following challenges were experienced:

- Last minute hiring challenges left vacant positions and master schedule changes.
- Last minute hiring challenges resulted in staff misplacements
- Scheduling dual enrollment classes did not match up with PHS master schedule leaving scheduling gaps.

Substantive differences in planned actions- Not implemented:

- Implementation of a community tutoring program (3.2 and 3.3)
- Implementation of Career Tech coursework
- Provide Valdes Summer programming- unable to recruit enough students
- Partnership with Sacramento County for Career Tech courses

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.

Overall, the total estimated expenditures for program actions exceeded the total planned expenditures by approximately \$15,000. Specifically for goal #3, all action costs were under budgeted costs by \$82,008. Material differences include:

- 3.1 Base program-decrease of \$75,923 due to many factors but predominately a vacant position which was not able to be filled
- 3.2 Literacy intervention- Increase of \$42,426 due to increase of FTE by .4 FTE
- 3.5 College and Career- decrease of \$106,419 due to the a-g completion grant being removed from the 2023-2024 budget and moved to the 2024-2025 budget
- 3.8 Summer Programming- decrease of \$22,626 due to reductions in summer staff (one teacher and Instructional Coach) due to difficulty in hiring, non-participation in the Valdes program because of location change making it too far away to be viable.
- 3.9 Special Ed Programming- increase of \$54,432 due to student placement in program outside of district
- 3.12 Maintain small class sizes- increase of \$13,877 due to an intern credentialed teacher earning a MA and moving over columns plus the retroactive 6% wage increase.

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

Effectiveness/Ineffectiveness of specific actions in making progress towards goals:

Academic Supports: CAASPP results did not show improvement on state assessments. Despite lack of growth in 2022-2023, intervention supports will continue as a non-contributing action as we continue to evaluate data based on new local measures.

3.3 Math Intervention

3.4 Curriculum Review

3.7 Technology Enhancement

3.8 Summer Programming

Support for Teachers: Effective: Staff has developed a new instructional framework and has piloted new curriculum, new diagnostic assessments, data chats. This is possible as a result of preparation time, administrative support, access to technology and manageable class sizes.

3.4 Director of Curriculum and Instruction

3.10 Collaboration time-

3.11 Physical Education for students

3.12 Maintain Small class sizes

3.13 Technology capacity

College/Career and Advanced coursework: Effective- After a drop % of students meeting a-g requirements over the past three years in 2020-21, a steady increase of students successfully completing a-g coursework nearly meeting the 60% goal and exceeding the state standard. Enrollment in dual enrollment coursework with Canada College increased to 82% of seniors taking one of more classes. Focus on Career Technical Education would be beneficial to students and was noted by parents and staff as a desirable program.

3.5 College and Career

3.6 Advanced Coursework

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

This goal is aligned with Goal #1 of the 2024-2025 LCAP. While the wording is different, both goals focus on academic achievement. Changes resulting from educational partner feedback and prior practice are the following:

- An intentional focus on Dual Language Learners through the addition of a TOSA to analyze existing data, review existing curriculum and implement new curriculum.
- A study of needs for Career Technical Course pathways.

- Implementation of Science of Reading curriculum and the Instructional Framework.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Honda-Pescadero Unified School District	Amy Wooliever Superintendent	amyw@lhpusd.com (650) 879-0286

Plan Summary [2024-25]

General Information

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

La Honda-Pescadero Unified School District (LHPUSD) is a small, rural district serving 300 PreK- 12th grade students at three school sites. Geographically large, sparsely populated, LHPUSD occupies the southwestern corner of San Mateo County and draws from over 160 square miles. LHPUSD schools are diverse: 65% of students are Latino/other and 35% identify as white.

The demographics of each school varies:

Pescadero Elementary and Middle School: 75% Latino, 24% White and 1% 2 or more races

Pescadero High School: 81 % Latino/ 19% White

La Honda Elementary: 29% Latino, 68% White and 3% other

LHPUSD is a Basic Aid/Community Funded district with a projected unduplicated count of 53.7% for the 2023-2024 year. The high per pupil expenditure, supported by Basic Aid funding, compensates for the high cost of running a small district with multiple schools, including a

comprehensive high school program, with a full array of a-g courses for 80 students.

Many programs and support services have been put in place to close the achievement gap in LHPUSD including:

- Extended year K-8 (additional 30 days of school during the summer/weekends)
- All-day and extended year in Pescadero and La Honda (230 days)
- Designated ELD support in small groups as well as large group instruction
- Computer-adaptive formative assessments and benchmarks
- Home visiting and parent engagement activities
- Community outreach positions: Community Liaison and Community Engagement Coordinator

Specialized language support in Pescadero PreK

The Big Lift, an early learning initiative.

Community Schools Coordinator

EARLY LEARNING INITIATIVE:

In 2015, LHPUSD was selected to participate in The Big Lift, a partnership with San Mateo County Office of Education, San Mateo County and the Silicon Valley Community Foundation. LHPUSD and Puente de la Costa Sur, a local community-based organization, applied as community partners. The Big Lift supports LHPUSD with expanded preschool services, summer interventions for K-3 students, family engagement supports with the goal of increasing the percentage of students performing at grade level in English Language Arts. In 2024, LHPUSD applied and was selected to continue to participate in The Big Lift.

Big Lift has a significant impact on our early learning program:

Increased preK instructional time from 3 hours/day to 6.5 hours day

Increased preK days from 176 days to 230 days

Added a part-time language specialist to the preK program

5 week Raising a Reader + Family Nights for parents of children in PreK-3rd grade

Ages and Stages Questionnaire (ASQ) Screening for all preschool and Coop students

TK-3rd grade supportive framework beginning in July 2024

Science of Reading professional development

SCHOOL CLIMATE:

LHPUSD discipline data shows low suspension rates at all three schools with the last expulsion occurring in 2007. In 2017, in response to California Healthy Kids Data showing lowered rates of "belongingness" LHPUSD staff convened a Climate Assembly developing the following mission statement and purpose: "The Climate Assembly will serve as an open space for conversation related to how we can develop and nurture inclusive, equitable school spaces where students, parents and teachers feel a strong sense of belongingness." The Climate Assembly met regularly from 2017-2020 to discuss school and societal structures which impede student voice and choice in their learning, their school and their community. In January 2021, the Board of Trustees approved an equity action plan which puts students first and both affirms and continues the work of the Climate Assembly. As a first step in the action plan, the district conducted an equity audit with consultants, Insight Education to support action planning in the coming years. An Equity Steering Committee formed in 2022 to support the implementation of the Equity Audit findings related to professional growth. In partnership with San Francisco Coalition of Essential Small Schools (SFCESS), the Equity Steering Committee plan and lead a professional development adult learning arc.

COLLEGE AND CAREER

Each year between 30-70% of our students are accepted to a four-year university. Students and families have access to the following college guidance services in both English and Spanish:

College guidance through the high school guidance department

IDEA program which provides a schedule of academic guidance in grades 10-12 in partnership with Puente de la Costa Sur

Universal PSAT for all 10th and 11th grade students at no cost to the student

College Board accounts for all 10th-12th grade students

Onsite SAT testing access

Support with the college application process

Support with the Free Application for Federal Student Aid (FAFSA)

College visits 6th-12th grade

RURAL SCHOOLS DESIGN PROGRAM

In July of 2021, LHPUSD applied and was accepted into the Rural Schools Design Program in partnership with Transcend Education. The application was in response to the 2021 board goal to develop a student-centered, responsive instructional framework. Transcend facilitated a 10 month cohort through a design thinking process with 10 rural school districts in the US. During the 2021-2022 school year:

The core team met regularly with the Transcend Coach as well as the cohort as a whole.

The core team traveled to two week long cohort work sessions in Boulder and Austin.

The core team conducted key interviews and focus group discussions with staff, parents, students and community members to gather input in regards to what is going well in our district and which areas we should consider for redesign.

A case for change was developed and presented to the community in early February.

Graduate aims of ~ Curiosity, Critical Thinking, Relationship and Intercultural Competence were developed.

Prioritized leaps of ~ Relevance, Community and Connection and Social Consciousness and Action were designated as areas of focus

Piloted place-based learning activities in host classrooms related to these three prioritized leaps.

In 2022-2023, LHPUSD Core Team continued work with Transcend to implement place-based learning professional development and to develop a research-based instructional framework.

LOW CLASS SIZES AND STUDENT;TEACHER RATIOS

LHPUSD students enjoy low class sizes and student to teacher ratios.

1 teacher to 12 students

A low student teacher ratio is due to the economic reality of providing a comprehensive high school course list for a small student population and to keep combinations at TK-5 from exceeding 2 grade levels. To offer a full a-g course load, class sizes drop below 10 in some lab science and advanced math courses.

LHPUSD has a 0% expulsion rate as calculated using the method described on LCAP and Annual Update Appendix.

When homeless students are identified, action is taken to ensure that available services are accessible and specifically offered to caregivers and students as needed.

Reflections: Annual Performance

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

After steady progress for the past several years, ELA and Math CAASPP scores showed a significant decline in 2022-23 as compared to the previous administration in 2021-2022. In addition to overall student declines in ELA and Math, identified subgroups of Latino learners and learners from economically disadvantaged backgrounds showed corresponding declines. Despite this decline in CAASPP scores, LHPUSD had no schools or subgroups reported at the lowest performance band (red) on the California Dashboard. LHPUSD analyzed the data for trends and root cause. Staff identified the following areas of focus for 2023-2024:

- Chronic Absenteeism
- Loss of Instructional Time for a variety of reasons
- Use of curricular materials
- Disorganized testing culture and environment
- Testing fatigue due to overlapping assessment windows

Chronic Absenteeism at both the school and district level rose significantly in 2022-2023. The overall district, La Honda Elementary School and Pescadero Elementary and Middle School were all identified at the lowest performance level. All subgroups also identified at the lowest (red) performance level on the California Dashboard.

Overall Chronic Absenteeism= 43.8%- Increased 11.7% over prior year

By Subgroup:

English Learner - 45% - Increased 19.9% over prior year

Hispanic- 46% - Increased 16.5 % over prior year

Low SES: 51%- Increased 16.71% over prior year

White- 40% - Increased 3.5% over prior year

Students with Disabilities- 43.3% - increased 16.1% over prior year

The following student subgroups were identified at the lowest performance level at Pescadero Elementary and Middle School

English Learners

Hispanic/Latino students

Low Socio-Economic students

The following student subgroups were identified at the lowest performance level at La Honda Elementary School:
White students

Action 3.3- Strengthening systems of support for chronically absent students- will provide support for students to attend school regularly.

Reflections: Technical Assistance

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

N/A

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Certificated Staff	May 15, 2024-Survey to all teachers to review goals, actions and provide feedback
Parents	Community Partnership Meetings to inform Community School Needs Assessment. 12 meetings were held during the year at various venues including several ranches, community buildings/clubhouse, community church and the schools. These meetings were part of information gathering for the Community Schools Needs Assessment. Dates (10/10/23, 10/17/23, 10/24/23, 11/7/23, 11/20/23, 11/28/23, 12/5/23, 12/12/23, 12/18/23, 2/27/24, 3/19/24, 4/23/24) Parent Committee meetings were held 2/6/24, 3/5/24, 4/9/24, 5/7/24 May 20, 2024- Survey to Parents to inform Community School Needs Assessment.
Administration- Principals and Site Leaders	April 30, 2024- Leadership meeting to review parent feedback, community school pillars, existing board goals and reviewed draft goals for the 2024-2027 LCAP.
Classified staff	May 21, 2024- Survey to classified staff to review draft goals actions and provide feedback.
Bargaining Units	Bargaining units are included in the survey feedback received from teachers and classified. Summary pages are sent to each unit for review and feedback.
Students	Survey to students in grade 9 and 11 to inform Community Needs Assessment. Student input meetings held 11/15/24 and 12/15/24

Educational Partner(s)	Process for Engagement
School Site Council	May 28, 2024- In-person meeting to review draft goals, actions and provide feedback.
English Learner Advisory	May 28, 2024 In-person meeting to review draft goals, actions and provide feedback.
School Board	October 12, 2023- Meeting to review LCAP Process for 2023-2024 February 8, 2024-Meeting to review mid-year progress plan for 2023-2024 May 9, 2024- Meeting to review draft goals, actions and provide feedback for 2024-2025
SELPA	3-8-2024 and 4-15-2024 Technical Assistance meetings with SMCOE and the SELPA

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

The LCAP was influenced by feedback provided by educational partners. As this is the first year of a three-year cycle, and seeking broad comprehensive feedback from partners, LHPUSD leaned on an existing outreach strategy being used by the Community Schools Partnership Program to conduct a community schools needs assessment to also gather LCAP feedback. Each week, a Parent Collaborative meeting is held throughout the district to connect on issues important to them. LCAP feedback became integrated with this process to reach as many families as possible. Small group feedback was enhanced by surveys to staff and families to broaden input as well as provide multiple modalities to connect in this process.

Draft LCAP goals were developed in February and March 2024 based on the feedback from Parent Collaborative Meetings and student meetings held as part of the Community Schools Partnership. Due to our large geographic size and the need for partners to travel great distances to engage in meetings, a strategy was employed in which smaller meetings were held weekly throughout the Fall in various venues such as ranches, churches, community centers. Food was provided and the effort to provide comfortable meeting spaces for conversations to revision the schools was successful in the generation of an authentic needs assessment. Three main areas of continued improvement were identified:

- Academic success of our students and the need to support our most vulnerable learners
- Emotional safety of our students and the condition of our facilities
- Parent engagement and community connectedness

These identified areas formed the draft goals:

- 1) Ensure academic success for all students.
- 2) Provide a safe, nurturing, healthy, positive school environment for learners.
- 3) Increase parent collaboration and improve communication.

These goals were then brought to staff and parents via surveys, Board meetings, admin meetings, parent collaboration meetings, School Site Councils, ELAC/DELAC meetings for feedback and analysis. The dates for these meetings are included in the section above.

Influencing Feedback from Specific Educational Partners:

Administration:

- Strengthen language support for English Learners-during day, after school, summer
- Academic interventions for struggling students
- Increase opportunities for families to connect
- Small class sizes
- Improve attendance monitoring

Classified Staff

No specific feedback from classified staff.

Teachers:

1. ELD Program Enhancement

Newcomer Support: Increase staff to support newcomers in ELD programs.

Integration into General Education: Develop strategies to integrate ELD1 students into general education.

2. Anti-Bullying Initiatives

Middle School Focus: Implement anti-bullying campaigns tailored for middle school students.

Community Engagement: Engage the community in bullying prevention efforts.

3. Student Support Systems

Registration and Interventions: Streamline student registration and develop protocols for academic and disciplinary interventions.

4. After School and Preschool Programs

Qualified Staffing: Increase the number of qualified staff in after-school and preschool programs.

Instructional Assistants: Hire more instructional assistants to support elementary students.

5. Academic and Curriculum Rigor

Literacy Initiatives: Promote literacy across all classes and grade levels.

Curriculum Collaboration: Foster academic collaboration across grade levels for continuity in learning.

6. Facilities and Infrastructure

Facility Upgrades: Invest in updating school facilities, including water systems, bathrooms, and overall maintenance.

Parent Outreach: Improve communication with parents and provide resources to support their involvement in education.

7. Policy and Communication

Attendance Policy: Review and update attendance policies for clarity and consistency.

Transparency: Improve communication with staff and families to ensure consistent application of policies.

8. Data and Teaching Outcomes

Data Analysis: Use data to monitor teaching outcomes and student progress.

Outcome Tracking: Develop systems to track the effectiveness of academic and behavioral interventions.

9. General Staffing and Training

Well-Trained Staff: Ensure staff are well-trained and experienced.
Consistent Policies: Maintain consistent policies to prevent confusion and ensure fairness.

Parents

1. Program Expansion and Variety

Diverse Activities: Expand after-school offerings to include music, art, sports, and home economics.
Free/Low-Cost Sports Camps: Provide affordable sports camps and clinics during the summer.

2. Equity and Support for All Students

Equity Initiatives: Implement district-wide equity programs to ensure all students have access to necessary resources.
Support for Additional Needs: Offer targeted support for students struggling to reach grade level and those who excel and need further enrichment.

3. Academic Support and Enrichment

Continued Academic Focus: Emphasize academic support and highlight innovative teaching approaches.
Language Programs: Consider language programs at the elementary level to support bilingualism.

4. Community and Cultural Engagement

Language and Cultural Studies: Promote language learning and cultural exchange through shared assemblies and field trips.

5. Post-Graduation Preparation

College and Career Readiness: Prepare students for college and career paths, including support for multi-language learners and special education students.

Career Preparation: Develop vocational training and career exploration opportunities.

6. Communication and Transparency

Highlighting Successes: Improve communication about middle and high school programs and achievements.
Community Involvement: Engage the community through regular updates and newsletters.

Parents of children with disabilities are encouraged to attend meetings and provide feedback. Parents of children with disabilities participated in community school feedback meetings.

Students:

1. Academic Support and Improvement

Homework Assistance: Provide more help with homework and guidance through classes.

Tutoring: Increase tutoring opportunities to support student learning.

Grade Improvement: Discuss grades more frequently and provide strategies for improvement.

2. Curriculum and Class Options

Additional Classes: Offer more classes and resources for students to take.

Elective Courses: Provide a wider variety of elective courses.

Advanced Learning Classes: Increase the number of advanced learning classes with supportive teachers.

3. Learning Environment

Environment Improvement: Focus on making the learning environment better.

Outdoor Activities: Include more outdoor activities to enhance the student experience.

4. Student Guidance and Follow-Up

Class Guidance: Provide additional help guiding students through their classes
Teacher Follow-Up: Ensure teachers follow up on the things they promise or mention.

Students with IEP's participated in student surveys.

School Site Councils and English Learner Advisory(s)

1. Staffing and Support

TOSA (Teacher on Special Assignment): Consider the placement of TOSA at different educational levels, including elementary, middle, and high school. There may be a need for multiple TOSAs to support ELD students at various levels or one at every school.

Newcomer Support: Ensure that TOSAs or other support staff work specifically with newcomers to provide targeted assistance.

2. Curriculum and Instruction

Curriculum Gaps: Address the need for more updated ELD curriculum materials, particularly at the high school and middle school levels.
Reading and Writing: Emphasize designated ELD instruction focusing on reading and writing skills.

Bilingual Education: Promote bilingualism and support programs like the Seal of Biliteracy and AP Spanish to recognize and encourage bilingual proficiency.

3. Cultural Competence

Cultural Training: Ensure that staff are trained in the cultures represented in the community to better understand and connect with students and their families.

Community Understanding: Encourage staff to know the families and communities they serve, moving beyond theoretical knowledge.

4. Student and Family Engagement

Social-Emotional Support: Provide social-emotional support for ELD students, acknowledging the stress they may experience.

Parent Education: Educate parents about assessments, such as DRDP (Desired Results Developmental Profile), and what the results mean for their children's education.

Parental Guidance: Offer guidance to parents on college and career planning, especially for middle and high school students. Address barriers and provide a clear vision for post-secondary opportunities.

5. College and Career Readiness

Middle School Focus: Include middle school in goals for college and career readiness. Develop PLPs (Personal Learning Plans) to set academic and career goals early on.

Vocational Training: Introduce vocational training and career exploration for ELD students, including guest speakers and career fairs.

College Guidance: Provide support for middle and high school students regarding college-bound pathways and alternative options.

6. Program Evaluation and Improvement

Assessment and Benchmarks: Implement benchmarks and increased surveys to evaluate the effectiveness of ELD programs and identify areas for improvement.

Place-Based Learning: Incorporate place-based learning activities, such as scavenger hunts, to engage students in their local environment and make learning more relevant.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure academic success for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Learning opportunities in PreK-12th grade provide a vital foundation for success in college and career. LHPUSD had a significant decline in CAASPP scores in 2022-2023 which prompted staff to look deeply at instructional practices and data. Achievement gaps exist in both ELA and Math between English Only learners and other subgroups of students in the district including English learners, students who are low SES and students with disabilities. Adopting instructional practices which strengthen our Tier 1 instructional model and provide our students with the opportunity for "best first teaching" is critical to providing all students with the opportunity for quality learning experiences.

Maintaining strong intervention practices while strengthening Tier 2 strategies and incorporating more effective evidence-based English Language Development strategies will provide needed supports for unduplicated pupils and ensure that academic success is available for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Qualified Teachers	Source: Staff list and Commission on Teacher Credentialing Data year: 2023-2024 2 Teachers without appropriate credential for assignment			100% of teachers will be appropriately assigned and credentialed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Implementation of State Standards	Source: Course List, master schedules Data Year: 2023-2024 All students have access to state standards and standards aligned materials.			All students will have access to the standards including new adoptions in ELA and ELD based on evidenced-based best practices.	
1.3	English Learner Progress Indicator (ELPI)	Source: California Dashboard Data Year: 2022-2023 56.4% of English Learners made progress towards English proficiency. State level is 48.7% making progress.			Ensure the rate of students achieving progress toward English proficiency meets or exceeds the state average, with a strong focus on sustained growth and improvement.	
1.4	English Language Arts Progress	Source: CAASPP Score Portal Data Year: 2022-2023 % Proficient All Students- 33% English Learners- 11% Low SES- 25% English Only- 58%			Ensure CAASPP scores show continuous growth and meet or exceed the state average	
1.5	Math Progress	Source: CAASPP Score Portal Data Year: 2022-2023 % Proficient All Students- 21%			Ensure CAASPP scores show continuous growth, and meet or exceed the state average	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Reclassification Rate	<p>English Learners- 7% Low SES- 14% English Only- 39%</p> <p>Source: CDE Dataquest Data Year: 2023-2024 34% of English Learners are Long-Term English Learners (LTEL)</p>			Reduce the percentage of students classified as Long Term English Learners to below 19.7%, aiming to surpass the state rate.	
1.7	College and Career	<p>Source: CDE Dataquest Data Year: 2022-2023</p> <p>56% of graduates successfully completed a-g requirements making them eligible to apply for a CSU or UC.</p> <p>State rate= 51%</p>			Percentage of students successfully completing a-g requirements will show continued growth and meet an 80% metric.	
1.8	High School Graduation Rate	<p>Source: CDE Dataquest Data Year: 2022-2023</p> <p>84.2% of students successfully graduated.</p> <ul style="list-style-type: none"> 92.3% Latino students 67% of white students <p>This takes into account all students who enter as 9th grade students.</p>			Graduation rate will maintain a rate of 90% or greater.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	College and Career readiness	Source: Schoolwise data system- student transcripts Data Year 2023-2024 71% of 12th grade students completed an academic dual enrollment course with a Canada College with a C or better			70% or more 12 grade students will complete a dual enrollment course by their graduation.	
1.10	Broad Course of Study	Source: Schoolwise- Student data system. Data Year:2023-2024 82% of seniors participated in one or more dual enrollment courses with Canada College.			All seniors will participate in one or more dual enrollment courses.	
1.11	College and Career Readiness	Source: 2023-2024 Master Schedul 0 students have completed a CTE course.			50% of 12th grade students will complete at least one CTE course.	
1.12	College and Career Readiness	Source: School records 40% of students taking AP tests passed with a score of 3 or better (unduplicated). 50% of tests taken were passed with a score of 3 or better. (duplicated)			70% of students taking AP tests will pass with a score of 3 or better.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide students with Small Class Sizes	1.1.1. Increase staffing at TK-5 by 2 teachers over the ratio to maintain small class sizes and limit combination classes to a maximum of two grade levels. Staff elementary schools with 8 teachers (1:17.5 Teacher:Student ratio).	\$220,989.00	Yes
1.2	Support Dual Language Learners	1.2.1 Designate a Teacher on Special Assignment/ELD (TOSA/ELD) to analyze student data, review curriculum and instruction and provide small group instruction for dual language learners and Long-Term English Learners. 1.2.2 Provide professional development for teachers to support English Learners and Long-Term English Learners.	\$87,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Provide students with Multi-Tiered System of Support- Tier 1	<p>1.3.1 Strengthen Tier 1 literacy support through the implementation of Science of Reading practices in all elementary classrooms.</p> <p>1.3.2 Strengthen Tier 1 support through continuing to implement Bridges Mathematics in all elementary classrooms and provide professional development opportunities for staff to strengthen implementation.</p>	\$0.00	No
1.4	Provide students with a Multi-Tiered System of Support- Tier 2	<p>1.4.1 Maintain math and Intervention teachers for students in need of Tier 2 and 3 supports.</p> <p>1.4.2 Maintain literacy Intervention teachers for students in need of Tier 2 and 3 supports.</p>	\$243,212.00	No
1.5	Provide all students access to qualified teachers, state standards aligned materials and a broad course of study.	<p>1.5.1 All students will receive rigorous academic instruction using standards-aligned materials in conjunction with English Language Development (ELD) standards.</p> <p>1.5.2. All teachers will be appropriately credentialed and assigned.</p> <p>1.5.3. A broad course of study will be offered to all students as per Education Code 51210.</p> <p>1.5.4. All students will have access to A-G courses.</p> <p>1.5.5 Dual enrollment and college articulated course opportunities will be in place at the high school in partnership with the San Mateo Community College District.</p> <p>1.5.6 All teachers will have access to high quality professional development activities during weekly early out meetings, professional development days, specialized training days and summer workshops.</p> <p>1.5.7 Provide learning opportunities to support shift to Science of Reading practices, explicit writing practices, integrated literacy practices and Advanced Placement coursework.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Utilize state and local assessments to measure student academic growth, guide classroom instruction and inform parents and guardians of student growth.	<p>1.6.1 . Measures of Academic Progress (MAP) will be administered two times per year in ELA and Math for grades 2-11th.</p> <p>1.6.2 DIBELS 8 will be administered three times per year in grades K-5 to assess literacy growth.</p> <p>1.6.3 Brigance Kindergarten Readiness Assessment will be administered yearly to all incoming Kindergarten students.</p> <p>1.6.4 State assessments (CAASPP and ELPAC) will be administered in accordance with state regulations.</p> <p>1.6.5 Teachers will participate in data chats twice yearly with the Director of Curriculum, Instruction, Assessment and Design to review data and develop instructional adjustments to meet the needs of all students.</p>	\$8,839.00	No
1.7	Guidance Support	1.7 Guidance support will provide additional outreach and oversight to English learners, low-income, foster youth, and students with disabilities to ensure access to school programs. Guidance support to include middle and high school students and support college and career opportunities through individual counseling, academic supports, field trips, application support and post-secondary articulation.	\$47,307.00	Yes
1.8	College and Career	Year 1: Conduct a needs assessment with students and community regarding career technical needs and interests.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, nurturing, healthy, positive, school environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A safe, nurturing, positive school environment refers to an environment in which students believe that adults in the school care about their learning and care about them as individuals. The National Center on Safe, Supportive Learning Environment defines a positive school environment as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. While discipline intervention levels are low, educational partners cite a need to systemize school responses to bullying, harassment and other disciplinary issues so that there is consistency across school and grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey	Source: California Healthy Kids Survey Data Year: 2023-2024 Pescadero Middle School- % of students responding agree or strongly agree			Increase meaningful participation from 29% to 50%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Strong School Connectedness: 73% (2022: 61%)</p> <p>Caring adult relationships: 65% (2022: 54%, CA= 63%)</p> <p>High Expectations: 80% (73% in 2022, CA= 73%)</p> <p>Academic Motivation: 57% (71% in 2022, CA= 71%)</p> <p>Meaningful participation: 29% (31% in 2022)</p> <p>Perceived school safety 82% (63% in 2022)</p> <p>School is welcoming to parents: 76% (62% in 2022, CA 59%)</p> <p>Percent of students feeling chronically sad: 18% (30% in 2022)</p> <p>Pescadero High School results will be added when LHPUSD receives the reports.</p>				
2.2	Suspension Rate	<p>Source: CDE Dataquest Data Year: 2022-2023</p> <p>Overall suspension rate- 1.5%</p> <p>Latino- 1.7%</p> <p>White- 1.2%</p>			Strive for ongoing improvement in reducing the suspension rate, consistently maintaining it below 2%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Expulsion Rate	Source: CDE Dataquest Data Year: 0%			Maintain a 0% expulsion rate.	
2.4	Facilities Inspection Tool	Source: FIT Tool Data Year: 2023-2024 Overall rating of "good" or above at all schools			Continuously improve to sustain an overall rating of "good" or higher.	
2.5	Middle School Dropout Rate	Source: School files Data Year: 2022-2023 0% Middle School drop outs in 2022-2023			Maintain 0% dropout rate.	
2.6	High School Dropout Rate	Source: Calpads Data Year: 2023-2024 1 potential high school dropout Last day 6/7/2023 Graduation date of June 2025			Maintain 0% dropout rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide students with systems of support to maintain a physically and emotionally safe school climate.	<p>2.1.1 Review and refine school handbooks to ensure most updated legal compliance and best practices related to student discipline. 2.1.2 Develop, implement and monitor school site response to bullying and harassment reports.</p> <p>2.1.3 Gather and analyze school climate data yearly through a variety of measures- California Healthy Kids Survey, focus groups, Climate Connection Toolkit, local surveys- to develop and monitor action plan for increasing school connectedness and belonging.</p> <p>2.1.4 Continue to utilize research-backed social emotional curriculum at the 6th-12th grades to support weekly Advisory lessons.</p> <p>2.1.5 CARE Teams will meet regularly to identify student who are at-risk of not being successful and provide referrals for services or additional school supports.</p> <p>2.1.6. The District will partner with Puente de la Costa Sur to provide mental health counseling services.</p> <p>2.1.7 Students will be provided nutritious meals two times per day. Meals are cooked from scratch in the district kitchen and utilize local products.</p>	\$11,892.00	No
2.2	Provide all students with clean, safe facilities.	<p>2.2.1- Implement the Facilities Master Plan which was developed in 2022 by outside facility consultants.</p> <p>2.2.2 Utilize a work order system for staff to report facility deficiencies.</p> <p>2.2.3 Recruit and hire a Coordinator of Facilities to support the district in the implementation of the Facilities Master Plan.</p>	\$137,517.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Professional learning for staff.	<p>2.3.1 Provide learning opportunities for all staff in community building, implicit bias, trauma and restorative practices to strengthen students' feeling of connectedness.</p> <p>2.3.2 Continue implementation of findings from the Insight Education Equity Audit conducted in 2021-2022.</p>	\$189,928.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent collaboration & improve communication.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

A July 2023 article from Education Week summarizes research showing the impact family engagement can make in educational outcomes for their children. The article is organized around five takeaways from the research:
 1. Studies show more parental involvement leads to improved academic outcomes
 2. Parent involvement leads to improved social-emotional outcomes
 3. Different levels of parental involvement led to varying outcomes
 4. Outcomes of parental involvement does not discriminate based on race and socio-economics and,
 5. There are many ways for schools to encourage parent involvement at home and at school.
 LHPUSD is committed to improving educational outcomes for our learners, increasing opportunities for families to engage in our schools and providing resources for families to support their children at home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Source: P2 Report 2023-2024 Data Year: 2023-2024 92.42%			Increase attendance rate to 95%	
3.2	Chronic Absenteeism Rate	Source: CDE Dataquest Data Year: 2022-2023 Chronic Absenteeism Rate: 47% Latino Subgroup: 49%			Reduce chronic absenteeism to no greater than 10% for all students as well as subgroups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	School and District Communication	White Subgroup: 43.5% Source: Newsletter/website Data Year: 2023-2024 Weekly newsletters from all schools with district update. Updated website with weekly news and event updates. 75% of parents have access to Talking Points.			Maintain weekly newsletters from all schools with district update. Updated website with weekly news and event updates. 100% of families have access to Talking Points.	
3.4	Parent Participation at parent conferences.	Source: School site logs Data Year: 2023-2024 95% of parents attend twice-yearly conferences.			Maintain 95% participation	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide opportunities and supports for families to engage formally and informally with the district.	<p>3.1.1 Increase opportunities for families to engage with each other and the school through weekend events such as family field trip and place-based learning events.</p> <p>3.1.2 Provide opportunities for families to engage with the schools at Family Nights related to science, reading and other core academic areas.</p> <p>3.1.3 Maintain partnership with Stanford University to provide high-quality interpretation at twice- yearly parent-teacher conferences.</p>	\$5,249.00	No
3.2	Strengthen communication systems between home and school.	<p>3.2.1 Utilize Talking Points for bilingual text communication for emergency notifications, reminders and other timely communication needs. Expand to La Honda Elementary</p> <p>3.2.2 Maintain traditional forms of communication- bilingual weekly newsletters from all sites+ district, updated website, parent collaboration meetings.</p> <p>3.2.3 Ensure all schools have a bilingual point of contact to assist families in accessing programs and information for their student(s).</p>	\$8,968.00	No
3.3	Strengthen systems of support for chronically absent students	<p>3.3.1 Review attendance and reporting protocols at each site.</p> <p>3.3.2 Develop/revise attendance protocols for chronic absences, unexcused absences and independent study agreements.</p> <p>3.3.3 Provide training to school site office managers, principals and community liaisons to implement protocols, analyze absenteeism data and effective interventions for families of chronically absent students.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Community Liaison Support	3.1.3 Maintain community liaison and community engagement positions to support positive parent to school relationships, reduce chronic absenteeism and support families of students with IEPs.	\$158,710.00	Yes
3.5	Base Program	Base Program	\$6,236,288.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$330233	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.912%	0.000%	\$0.00	8.912%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Provide students with Small Class Sizes</p> <p>Need: An achievement gap persists between students identified as Low income and EL in both English Language Arts and Mathematics as identified on the CAASPP state testing. 2022-2023 CAASPP ELA scores for students identified as EL and Low Income: EL 10.5% proficient</p>	<p>Hiring two teachers over the ratio at La Honda Elementary and Pescadero Elementary provides a student:teacher ratio of 1:17 and limits combination classes to no more than two grade levels per class.</p> <p>The two elementary schools are very small and staffing to ratio would result in some combination classes containing three grade levels (for example a 1st/2nd/3rd grade combination) resulting in a wide spread of ability levels to manage.</p>	CAASPP scores in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low Income: 25% proficient No reportable data for Foster Youth</p> <p>2022-2023 CAASPP Math scores for students identified as EL and Low Income: EL 7% proficient Low Income: 14% proficient No reportable data for Foster Youth</p> <p>Scope: Schoolwide</p>	<p>Having three grades in a single classroom, often referred to as multi-grade or multi-age classrooms, presents additional challenges and complexities beyond those seen in two-grade combination classes. Here are some specific research findings and considerations related to three-grade classrooms:</p> <p>Academic Performance Complexity of Curriculum Delivery:</p> <p>Teachers must juggle three different curricula, aligning lessons and activities to meet the standards for each grade. This can dilute the focus on any single grade, potentially impacting the depth of learning.</p> <p>Studies, such as those by Mason and Burns (1996), indicate that the broader range of academic needs can make it more difficult to provide high-quality instruction consistently across all grades.</p> <p>Pacing and Differentiation:</p> <p>The wider range of abilities and developmental stages can make it challenging to pace lessons appropriately. This can lead to some students feeling left behind, while others may not be adequately challenged.</p> <p>Teacher Preparedness Increased Workload:</p> <p>The preparation and planning required for three different grade levels can significantly increase the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>workload for teachers, potentially leading to burnout.</p> <p>According to Veenman (1995), teachers in multi-grade settings need extensive training and ongoing support to manage the diverse needs effectively.</p> <p>Professional Development:</p> <p>Effective teaching in a three-grade classroom requires specialized training in differentiated instruction and classroom management strategies tailored to multi-grade environments.</p> <p>Resource and Support Limitations</p> <p>Material Resources:</p> <p>Providing adequate and appropriate learning materials for three distinct grade levels can strain school resources.</p> <p>Mulryan-Kyne (2007) emphasized that schools may struggle to provide the necessary variety of educational materials and support services.</p> <p>Support Services:</p> <p>Coordination with special education, counseling, and other support services becomes more complex with three grades, potentially leading to gaps in student support.</p> <p>Alignment with Testing Standards:</p> <p>Preparing students for grade-specific standardized tests is more challenging when teaching three grades simultaneously.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>McEwan (2008) noted that students in multi-grade classrooms might be at a disadvantage in standardized testing due to the difficulty in aligning instruction with specific grade-level standards. Assessment Practices:</p> <p>Tracking and assessing individual progress in a three-grade classroom is more complex and requires robust, flexible assessment strategies to ensure all students' needs are met.</p> <p>These challenges combined with data showing a persistent achievement gap between all students and students identified as EL and Low Income would exacerbate existing achievement gaps and provide less personalization and individualization for students who are performing below grade level standard. (chat gpt generated and edited)</p> <p>In addition to the specific student groups identified, based on research related to multi-grade classroom settings, all students would benefit.</p>	
1.7	<p>Action: Guidance Support</p> <p>Need: An opportunity gap exists between students who are identified as low-income or EL and all students related to success in a-g coursework. Successful completion of a-g coursework is required for consideration of admission at California public universities. Combining the graduating classes of 2022 and 2023, 43.6% of graduating seniors successfully completed a-g coursework.</p>	<p>Guidance support for high school students to develop pathways for post-secondary college and career opportunities including college field trips, personalized college application support to support first generation college applicants.</p> <p>Research into the school guidance needs for low-income students and English learners (ELs) to access A-G requirements highlights several critical areas: academic advising, socio-emotional support, parental involvement, and systemic interventions. Effective guidance can play a pivotal role in helping these students navigate their</p>	A-G Completion rate Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>27% of students identified as EL during their high school years successfully completed a-g coursework.</p> <p>42% of students identified as low income during their high school years successfully completed a-g coursework.</p> <p>No reportable data for foster youth.</p> <p>Scope: Schoolwide</p>	<p>educational paths and meet the criteria necessary for university admission.</p> <p>Academic Advising</p> <p>Low-Income Students: These students often require personalized academic plans that take into account their specific circumstances and challenges. Research indicates that tailored guidance helps students stay on track with A-G requirements and makes it more likely they will complete these courses (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011).</p> <p>English Learners: ELs benefit from academic plans that integrate language development with A-G coursework. Advisers should be trained to understand the unique academic trajectory of ELs and ensure that language support services are included in their plans (Callahan, 2005).</p> <p>Foster Youth: These students often require personalized academic plans that take into account their specific circumstances and challenges. Research indicates that tailored guidance helps students stay on track with A-G requirements and makes it more likely they will complete these courses (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011).</p> <p>Early and Continuous Guidance: Continuous monitoring and advising ensure that students do not fall behind in meeting A-G requirements. Research suggests that early intervention and consistent support throughout high school significantly increase the likelihood of</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>successful A-G completion (Cooper, Chavira, & Mena, 2005).</p> <p>Course Selection and Sequencing: Low-Income Students: They may need additional support in understanding the importance of taking A-G courses early and in the correct sequence. Advisers should ensure that students enroll in the right courses from freshman year onwards to avoid scheduling conflicts and course availability issues later (Robinson & Roksa, 2016).</p> <p>English Learners: Guidance counselors should ensure ELs are placed in A-G courses with appropriate language support, avoiding the common pitfall of placing them in non-college preparatory tracks (Gándara, 2006).</p> <p>Parental Involvement Parent Education Programs:</p> <p>Low-Income Students: Educating parents about the A-G requirements and how to support their children's academic journeys is essential. Workshops and information sessions can empower parents to become advocates for their children (Jeynes, 2012).</p> <p>English Learners: Providing information in parents' native languages and culturally relevant formats helps ensure that EL parents understand the A-G requirements and the steps necessary for their children to meet them (Hill & Torres, 2010).</p> <p>Regular Communication:</p> <p>Partnering with community organizations can provide additional resources and support for students and their families. These partnerships</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>can offer tutoring, mentoring, and enrichment programs that reinforce school efforts (Epstein, 2011).</p> <p>School Policy and Advocacy: LHPUSD partners with Puente to implement the IDEA program which provides individual and group support from 10th-12th grade.</p> <p>(Chat GPT generated and edited)</p> <p>The 2020-2021 data from the National Center for Education Statistics (NCES) indicated that California had a ratio of approximately 1 counselor for every 682 students. This ratio is significantly above the American School Counselor's Association (ASCA) recommended ratio of 1:250, highlighting a common challenge in ensuring adequate counseling services for students in the state. Pescadero High School ratio is 1 counselor for 80 students which provides capacity for guidance support across all student populations.</p>	
3.4	<p>Action: Community Liaison Support</p> <p>Need: Community liaisons provide supports for families to connect with schools. Research links the effect of parent engagement on regular attendance at schools. LHPUSD had increased chronic absenteeism in 2022-2023 exceeding the state average and an</p>	<p>Community Liaison provides interpretation support and outreach to ensure families have access to services for their students. Community Liaison support is offered at Pescadero schools and La Honda as needed and requested by families.</p> <p>The National Center for Children in Poverty (NCCP) highlights that parent engagement, particularly through supportive home environments and communication with schools, plays a critical role in improving school attendance among</p>	<p>Parent participation in the schools and conferences. Reduction of Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>achievement gap. English Learners had the highest absenteeism rate of all subgroups.</p> <p>Source: CDE Dataquest Data Year: 2022-2023 Chronic Absenteeism Rate: 47%</p> <p>English Learner Subgroup: 52%</p> <p>Community Liaisons also provide support with parent-teacher meetings, conferences and events. LHPUSD maintains a 95% parent participation rate at parent-teacher conferences with the support of community workers.</p> <p>Scope: LEA-wide</p>	<p>children, especially those from low-income families.</p> <p>Harvard Family Research Project:</p> <p>Research from Harvard emphasizes that when parents are engaged in their children's education, they are more likely to prioritize regular school attendance and support efforts to reduce absenteeism.</p> <p>Johns Hopkins University Center for Social Organization of Schools:</p> <p>Studies conducted by Johns Hopkins indicate that parent involvement in monitoring and supporting attendance contributes significantly to reducing chronic absenteeism and enhancing student engagement in school.</p> <p>Community Liaisons provide bilingual support for families to connect with LHPUSD which supports improved attendance as noted by the research cited in this section.</p> <p>This action benefits all students because improved attendance reduces the need for teachers to reteach material or provide small group instruction for students who have missed class allowing teachers more time to focus on all students.</p> <p>This action also benefits all students by supporting a more active parent culture which leads to more activities, volunteers and other supports in the schools.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p> <p>Action: Support Dual Language Learners</p> <p>Need: Intensive English Language Instruction. The following gaps exist for English Learners. Achievement gap- 2022-2023 CAASPP Math scores for students identified as EL: EL % proficient No reportable data for Foster Youth</p> <p>46% of all students successfully completed a-g requirements 27% of students identified as EL during their high school years successfully completed a-g coursework. 12.5% of students identified as both low income and EL during their high school years successfully completed a-g coursework. 50% of students identified as white successfully completed a-g coursework.</p> <p>School Attendance gap- Source: CDE Dataquest Data Year: 2022-2023 Chronic Absenteeism Rate: 47% White Subgroup: 43.5% English Learner Subgroup: 52%</p>	<p>Targeted resources for English Learners is needed to address the achievement gaps identified.</p> <p>A TOSA/ELD will be held responsible for gathering and analyzing student data: DIBEL-8, NWEA, CAASPP, ELPAC, Brigrance, SIPPS Assessment to develop both program and student needs. The gap analysis and root cause analysis will be used to support students in language and academic proficiency.</p> <p>Current curriculum for integrated and designated ELD and pilot curriculum for ELA (SIPPS and CKLA) will be evaluated against the gap analysis to ensure students have materials and curriculum to progress in language and academic proficiency.</p> <p>Long Term English Learner (LTEL) will be analyzed to determine root cause of the students who are progressing in English proficiency (ELPAC 4) but not performing at grade-level standards in ELA (CAASPP 1 or 2).</p> <p>Professional development will be provided during pre-service and throughout the year to support teachers in utilizing gap and root cause analysis to support EL's language and academic proficiency.</p> <ul style="list-style-type: none"> • ELPAC data study • Redesignation policy and criteria • Best teaching practices for ELs and LTEls 	<p>English Language Proficiency Indicator, Redesignation rate CAASPP scores Chronic Absenteeism data</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<ul style="list-style-type: none"> Specialized curriculum for designated ELD and structured writing <p>Educational partners want more intensive focus on English Learners. This feedback is supported by data showing an achievement gap in test scores, completion of a-g coursework as well as chronic absenteeism rates.</p> <p>Research consistently shows the connection between academic achievement and attendance. A study from the University of Chicago Consortium on School Research (2014) emphasized the critical link between attendance and academic outcomes, showing that students with fewer absences in middle and high school had better academic performance and higher graduation rates.</p>	

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.

This limited action is associated with an expenditure of LCFF funds.

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.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (Divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,705,490	330,233	8.912%	0.000%	8.912%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Personnel	Total Funds	Total Non-personnel
Totals	\$5,661,707.00	\$854,635.00	\$659,152.00	\$180,887.00	\$6,344,713.00	\$7,356,381.00	\$1,011,668.00

Goal #	Action #	Action Title	Student Group(s)	Contributing or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide students with Small Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: La Honda Elementary and Pescadero Elementary TK-5		\$220,989.00	\$0.00	\$220,989.00				\$220,989.00	
1	1.2	Support Dual Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$87,482.00	\$0.00	\$87,482.00				\$87,482.00	
1	1.3	Provide students with Multi-Tiered System of Support- Tier 1	All	No			Specific Schools: Pescadero Elementary School and La Honda Elementary School TK-5th		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Provide students with a Multi-Tiered System of Support- Tier 2	All	No			Specific Schools: Pescadero Elementary School: La Honda Elementary School		\$243,212.00	\$0.00	\$243,212.00	\$132,094.00	\$87,993.00	\$13,125.00	\$243,212.00	

Goal #	Action #	Action Title	Student Group(s)	Scope	Uncuplicated 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
						TK-6th Grades									
1	1.5	Provide all students access to qualified teachers, state standards aligned materials and a broad course of study.	All	No		All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Utilize state and local assessments to measure student academic growth, guide classroom instruction and inform parents and guardians of student growth.	All	No		All Schools		\$626.00	\$8,213.00	\$2,590.00		\$5,249.00		\$8,639.00	
1	1.7	Guidance Support	English Learners Foster Youth Low Income	Yes	School wide English Learners Foster Youth Low Income	Specific Schools: Pescadero High School 9th-12th grade		\$47,307.00	\$0.00	\$47,307.00				\$47,307.00	
1	1.8	College and Career	All	No		All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Provide students with systems of support to maintain a physically and emotionally safe school climate.	All	No		All Schools		\$0.00	\$11,892.00	\$11,892.00				\$11,892.00	
2	2.2	Provide all students with clean, safe facilities.	All	No		All Schools		\$137,517.00	\$0.00			\$137,517.00		\$137,517.00	
2	2.3	Professional learning for staff.	All	No		All Schools		\$189,928.00	\$0.00		\$94,970.00	\$94,958.00		\$189,928.00	
3	3.1	Provide opportunities and supports for families to engage formally and informally with the district.	All	No		All Schools		\$1,386.00	\$3,883.00				\$5,249.00	\$5,249.00	
3	3.2	Strengthen communication systems between home and school.	All	No		All Schools		\$0.00	\$8,988.00	\$8,988.00				\$8,988.00	
3	3.3	Strengthen systems of support for chronically absent students	All	No		All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Community Liaison Support	English Learners	Yes	LEA-wide English Learners	All Schools		\$158,710.00	\$0.00	\$158,710.00				\$158,710.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Base Program	All	No		All Schools			\$5,257,578.00	\$978,712.00	\$5,123,769.00	\$627,571.00	\$322,435.00	\$162,513.00	\$6,236,268.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected 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
3705490	330233	8.912%	0.000%	8.912%	\$514,488.00	0.000%	13.884 %	Total:	\$514,488.00
								LEA-wide Total:	\$158,710.00
								Limited Total:	\$87,482.00
								Schoolwide Total:	\$268,296.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide students with Small Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Honda Elementary and Pescadero Elementary TK-5	\$220,989.00	
1	1.2	Support Dual Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$87,482.00	
1	1.7	Guidance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pescadero High School 9th-12th grade	\$47,307.00	
3	3.4	Community Liaison Support	Yes	LEA-wide	English Learners	All Schools	\$158,710.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)				
Totals	\$7,103,766.42	\$6,963,769.00				
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)	
1	1.1	Attract and retain a staff reflective of our students and families.	No	\$0.00	0	
1	1.2	Professional learning for staff	No	\$4,271.00	8,208	
1	1.3	Academic language support	No	\$22,290.00	0	
1	1.4	Equity and School Climate	No	\$0.00	0	
1	1.5	Engage families	Yes	\$308,009.00	279,364	
1	1.6	Student Voice	No	\$0.00	0	
1	1.7	Ethnic Studies Curriculum	No	\$2,096.00	0	
2	2.1	Data analysis	No	\$14,000.00	2,700	
2	2.2	Professional Learning	No	\$0.00	0	
2	2.3	Long-term outcomes	No	\$0.00	0	
2	2.4	Communicating outcomes	No	\$9,879.00	12,279	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Base Program	No	\$4,825,391.00	4,749,468
3	3.2	Literacy Intervention	Yes	\$78,529.00	120,965
3	3.3	Math Intervention	No	\$126,128.00	127,209
3	3.4	Curriculum	Yes	\$184,130.00	188,941
3	3.5	College and Career	No	\$150,908.00	44,489
3	3.6	Advanced coursework	No	\$0.00	0
3	3.7	Technology Enhancement	No	\$13,176.00	12,841
3	3.8	Summer Programming	No	\$117,122.00	94,496
3	3.9	Special Ed Programming	No	\$788,597.00	843,029
3	3.10	Collaboration and Prep Time for K-5 Teachers	Yes	\$101,873.42	100,323
3	3.11	Physical Education for students	No	\$153,240.00	156,705
3	3.12	Maintain Small Class Sizes	Yes	\$177,437.00	191,314
3	3.13	Technology Capacity	No	\$26,690.00	31,438

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Student Support	Yes	\$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
345,674	\$585,529.00	\$612,060.00	(\$26,531.00)	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Engage families	Yes	\$199,676.00	177,634		
3	3.2	Literacy Intervention	Yes	\$1,000.00	1,000.00		
3	3.4	Curriculum	Yes	\$111,061.00	113,365		
3	3.10	Collaboration and Prep Time for K-5 Teachers	Yes	\$96,355.00	97,354		
3	3.12	Maintain Small Class Sizes	Yes	\$177,437.00	222,707		
3	3.14	Student Support	Yes	\$0.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
3,508,231	345,674	0	9.853%	\$612,060.00	0.000%	17.446%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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

2024-25 Local Control and Accountability Plan for La Honda-Pescadero Unified School District

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](#));
 - o **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 holistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

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

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

Broad Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o 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.
- o 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.
- o 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.
 - o **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:
 - o Language acquisition programs, as defined in EC Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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.

- Concluding 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," "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.

- o 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)**

- o 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**
 - o 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)**
 - o 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**
 - o 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)**
 - o 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 (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o 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)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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