



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Carlos School District

CDS Code: 41-69021-0000000

School Year: 2024-25

LEA contact information:

Hans Barber

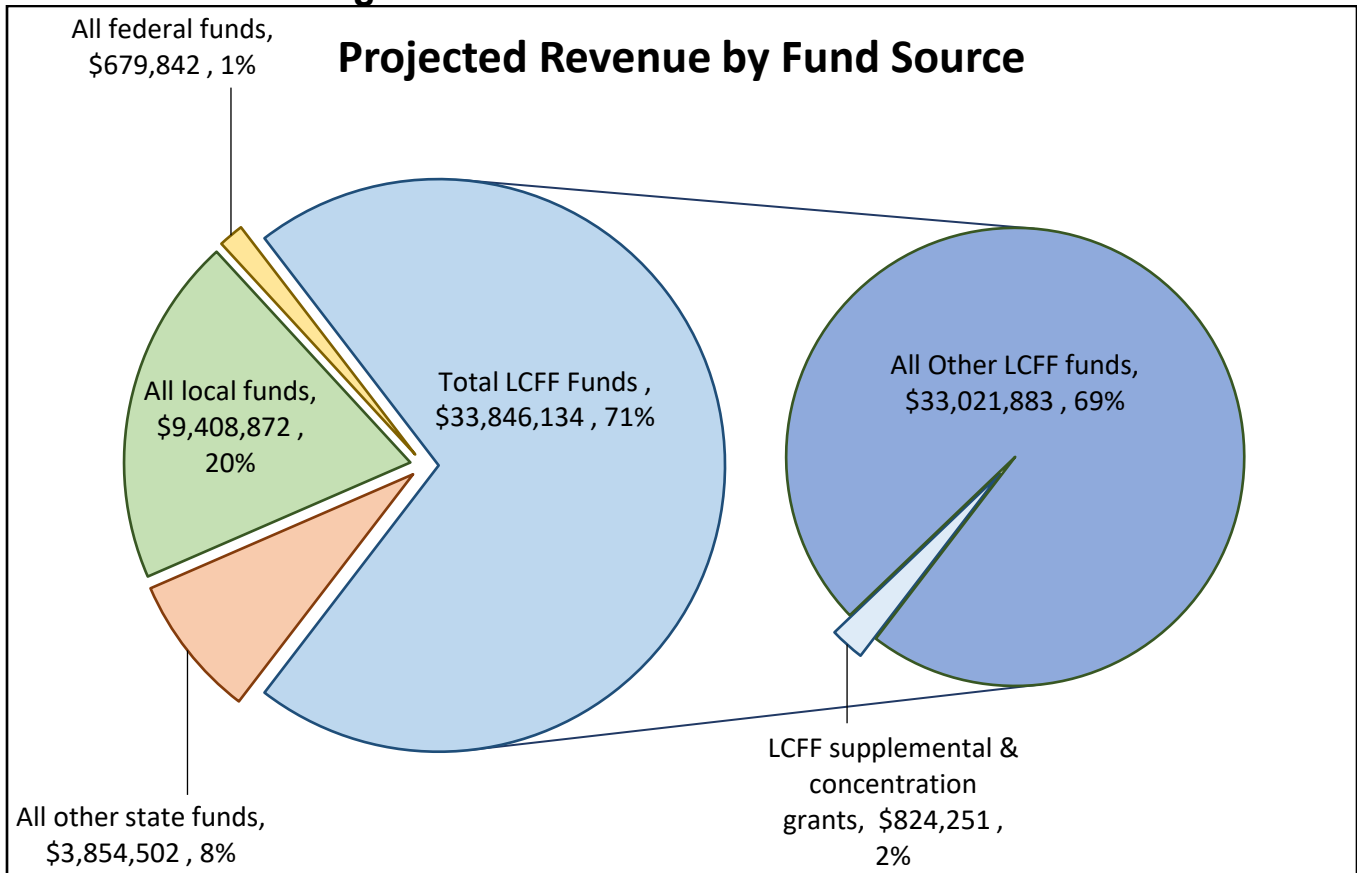
Assistant Superintendent, Educational Services and HR

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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

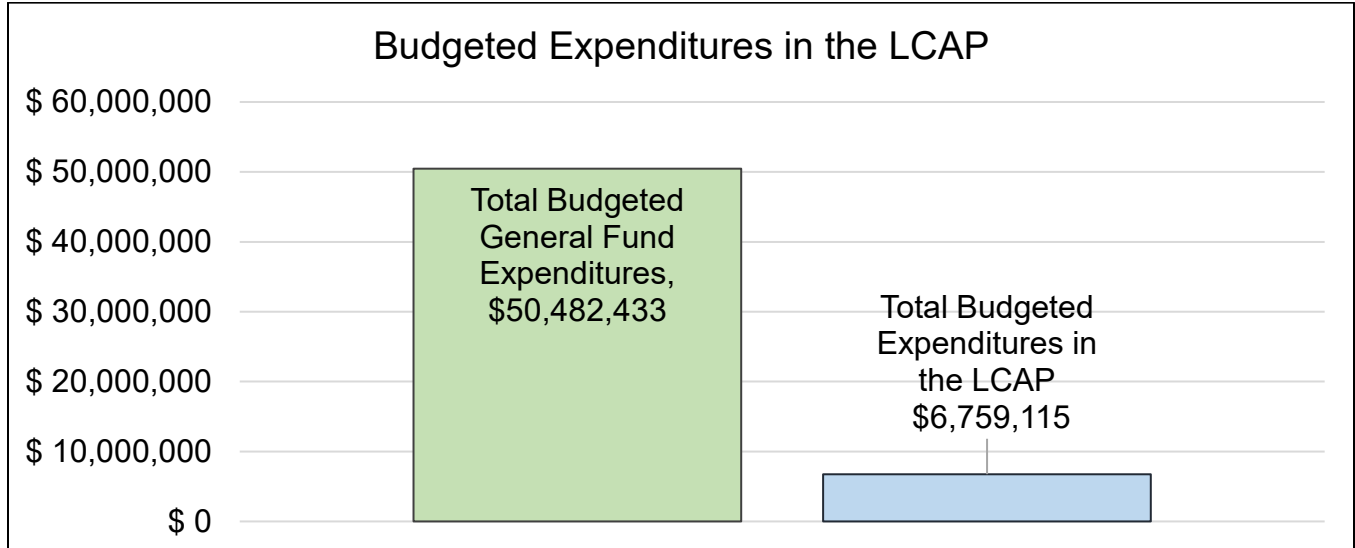


This chart shows the total general purpose revenue San Carlos School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Carlos School District is \$47,789,350, of which \$33,846,134.00 is Local Control Funding Formula (LCFF), \$3,854,502.00 is other state funds, \$9,408,872.00 is local funds, and \$679,842.00 is federal funds. Of the \$33,846,134.00 in LCFF Funds, \$824,251.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Carlos School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Carlos School District plans to spend \$50,482,433.00 for the 2024-25 school year. Of that amount, \$6,759,115.00 is tied to actions/services in the LCAP and \$43,723,318 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

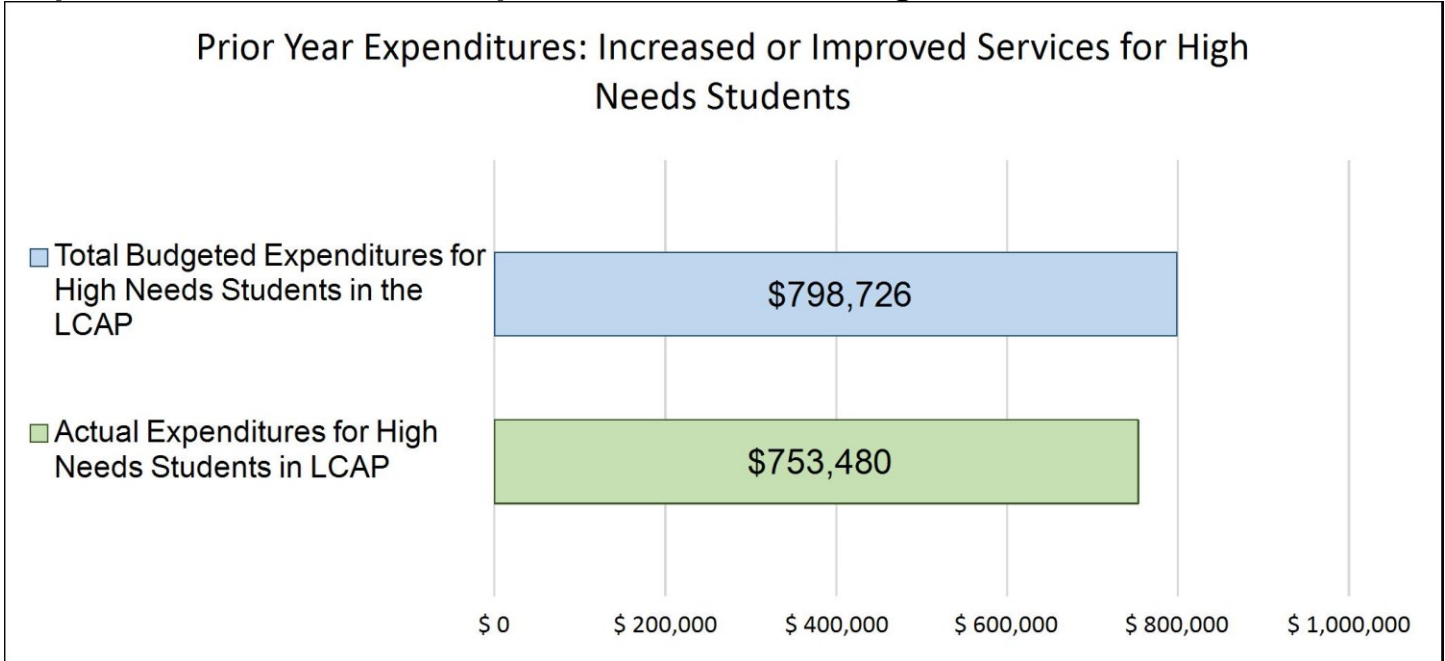
Normal operating expenditures are not included in the LCAP. Some examples of normal operating expenditures are: personnel salaries and benefits, books and supplies, special education, routine maintenance of operations, transportation, insurance, utility and custodial costs.

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

In 2024-25, San Carlos School District is projecting it will receive \$824,251.00 based on the enrollment of foster youth, English learner, and low-income students. San Carlos School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Carlos School District plans to spend \$1,090,580.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, San Carlos School District's LCAP budgeted \$798,726.00 for planned actions to increase or improve services for high needs students. San Carlos School District actually spent \$753,480.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-45,246 had the following impact on San Carlos School District's ability to increase or improve services for high needs students:

LCFF actual expenditures for high needs students was less than projected as the District utilized one time restricted funding sources to carry out actions and services related to these students.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Carlos School District	Hans Barber Assistant Superintendent, Educational Services and HR	hbarber@scsdk8.org 650-590-5930

Goals and Actions

Goal

Goal #	Description
1	Support the recovery process for students academically, socially and emotionally by safely bringing all students back to school for in person learning for the 2021-2022 school year and providing extra services for students identified as needing additional support using quantitative and qualitative data. PLEASE NOTE: This was previously a one year focus goal that would sunset in June 2022; based on feedback from educational partners, this focus goal will again continue for the 2023-24 school year

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of participating students who show growth in running record data based on Pre- and Post participation in Summer Academy	0% (Data is not yet available) (Summer 2021 running record Baseline)	Goal is in Progress: Assessment to be given in Fall 2022 It is notable that 100% of students made progress based on end of summer school assessment, and 41.4% of summer school participants are now proficient or exceeding on the grade level reading benchmark	Goal is in Progress: Assessment to be given in Fall 2023 It is notable that 100% of students made progress based on end of summer school assessment, and 44% of summer school participants are now proficient or exceeding on the grade level reading benchmark	100% of students made progress based on end of summer school assessment, and 50% of summer school participants are now proficient or exceeding on the grade level reading benchmark	By End of Summer 2023 (one year goal), 100% of Participating Students will show growth in their reading level
Percent of students showing at least 10% growth based on Pre-	0% (Data is not yet available)	Assessment to be given in Fall 2022	Assessment to be given in Fall 2023	100% of students made progress based	By End of Summer 2023 Goal (one year goal), 100 % of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Post data on the summer math assessment	(Summer 2021 math assessment Baseline)	It is notable that 100% of students made progress based on end of summer school assessment	It is notable that 100% of students made progress based on end of summer school assessment, and 27% of summer school participants are now proficient or exceeding on the grade level math benchmark	on end of summer school assessment. All students grew from 20% proficient to 37% proficient. 43% of summer school participants are now proficient or exceeding on the grade level math benchmark	participating students will grow at least 10% on the summer math assessment
Percent of K-3 students advancing at least two reading levels and 4-5 students advancing at least one reading level, or reaching grade level, based on Pre and Post running record data, for students participating in the Literacy Program during the 2022-23 school year (K-5 Only)	0% (Data is not yet available) (2021-22 Baseline)	Goal is in Progress: As of the end of the first rotation (February 2022): K-3: 40/75 participating students (53%) were reading at grade level and exited the program 20/35 (57%) of the remaining participating students advanced at least two reading levels 4-5: 8/30 participating students (27%) were reading at grade level	Goal is in Progress: As of the end of the first rotation (February 2023): K-3: 17/78 participating students (22%) were reading at grade level and exited the program 22/61(36%) of the remaining participating students advanced at least two reading levels 4-5: 9/29 participating students (31%) were reading at grade level	Goal is in Progress: As of the end of the first rotation (February 2024) K-3: 18/92 participating students (20%) were reading at grade level and exited the program 31/74 (42%) of the remaining participating students advanced at least two reading levels 4-5: 3/10 participating students (30%) were reading at grade level	By End of Summer 2023 (one year goal), 100% of participating K-3 students will advance at least two reading levels and 4-5 students will advance at least one reading level, or reach grade level standard, whichever is less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and exited the program 15/22 (68%) of the remaining participating students advanced at least one grade level	and exited the program 13/20 (65%) of the remaining participating students advanced at least one grade level	and exited the program 6/7 (86%) of the remaining participating students advanced at least one grade level	
Percent of students improving their reading level at least two levels, or reaching grade level standard, based on the Pre- and Post iReady reading data, for identified students participating in Literacy Intervention during the 2022-23 school year (6-8 Only)	0% (Data is not yet available) (2021-22 iReady reading assessment Baseline)	Goal is in Progress: Percent of participating students reading at grade level: 13% of participating 6th grade 11% of participating 7th grade 13% of participating 8th grade 591/828 (71%) of students have advanced at least two reading levels	Goal is in Progress: Percent of participating students reading at grade level: 15% of participating 6th grade 29% of participating 7th grade 44% of participating 8th grade 618/845 (73%) of students have reached proficiency and above.	As of Trimester 2: 5/18 (28%) of participating students in Grades 6, 7, and 8 have reached grade level standard 11/18 (61%) of participating students advanced at least two levels 686/885 (78%) of all students have reached proficiency and above.	By End of Summer 2023 (one year goal), 100% of participating students will advance at least two levels on, or reach grade level standard, on the iReady reading assessment, whichever is less
Percent of students improving their math level at least two levels, or reaching grade level standard, based on the Pre- and Post iReady math data, for identified students participating	0% (Data is not yet available)(2021-22 iReady math assessment Baseline)	Goal is in Progress: Percent of participating students reaching grade level standard: 20% of participating 6th grade 0% of participating 7th grade	Goal is in Progress: Percent of participating students reaching grade level standard: 14% of participating 6th grade 7% of participating 7th grade	As of Trimester 2: 2/18 (11%) of participating students in Grades 6, 7, and 8 have reached grade level standard	By End of Summer 2023 (one year goal), 100% of participating students will advance at least two levels on, or reach grade level standard, on the iReady math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in Math Intervention during the 2022-23 school year (6-8 Only)		21% of participating 8th grade 452/667 (68%) of students have advanced at least two math levels	25% of participating 8th grade 605/841 (72%) of students have reached proficiency and above.	12/18 (67%) of participating students advanced at least two levels 646/883 (73%) of all students have reached proficiency and above.	assessment, whichever is less
Percent of Responding teachers and staff answering favorably to: "My school was prepared for a safe return to school" on the teacher survey	92% of teachers and staff responded favorably (2020-21 teacher and staff survey Baseline)	78% of teachers and staff responded favorably	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	By End of Summer 2023 (one year goal), Maintain at least 92% of teachers and staff responding favorably
Percent of Responding parents/guardians answering favorably to: "I felt my child was safe returning to school" on the parent/guardian survey	86% of parents/guardians responded favorably (2020-21 parent survey Baseline)	85% of parents/guardians responded favorably	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	By End of Summer 2023 (one year goal), Grow two points to 88% of parents responding favorably
Percent of Responding students answering favorably to: "I felt physically safe when returning to school this year" on the student survey	90% of students responded favorably (2020-21 student survey Baseline)	80% of students responded favorably	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	This measure was eliminated for the 2022-23 school year, as all schools were in session in person from the first day of school.	By End of Summer 2023 (one year goal), Grow two points to 92% of students responding favorably

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.

All actions were carried out as planned for the 2023-24 school year. The only substantive difference was in Action 1.8, due to staffing issues (vacancies were unable to be filled).

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.

The only substantive differences were as follows:

Action 1.2: \$21,000 less due to staffing changes in that position (a new Assistant Principal was hired)

Action 1.8: \$70,000 shortfall due to staffing issues (vacancies were unable to be filled).

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

Summer school was offered again for identified students and there is evidence in the data that the intervention helped to mitigate learning loss and accelerate learning for participating students. The district will continue to offer summer school in 2024, but is unlikely to sustain this program in 2025, as one-time funding is depleted.

Additional behavior support was necessary, as students continued to display a variety of challenging behaviors post-pandemic. Caseloads for Board Certified Behavior Analysts have begun to level off, but the second BCBA added in 2021-22 remains necessary to address student need.

Reading intervention continued to support identified students in making progress and the district continued to pivot to provide equitable intervention at school sites. Students entered and exited the program flexibly and on an as needed basis. New curriculum emphasizing phonics and phonemic awareness was integrated into the groups, and expanded quite widely into general education classrooms during the 2023-24 school year.

The district continues its partnership with Healthy Cities Tutoring. They succeeded in their emphasis on serving students earlier in the school year. Healthy Cities staff also developed a math intervention curriculum aligned to iReady standards for use with middle school students needing tutoring in mathematics. Healthy Cities continues to refine their referral process to make it simpler and more efficient for tutors with to be paired with students.

General Education Instructional Paraprofessionals (K-5) were in place at all K-5 campuses, working with teachers to serve some of their neediest learners. This support will not be continued for the 2024-25 school year. Schools had difficulty filling these positions. Additionally, one-time funds supporting the effort have been nearly depleted, and with the drop in the projected cost of living allowance (COLA) there are not funds to shift into this service.

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

As stated above, this goal was originally a one year focus goal. After engaging with our educational partners, it was determined that the goal should be kept for all three years.

While we did not achieve the ambitious desired outcomes for the summer school academic metrics, it is notable that the summer program received high praise from staff, students and parents that have participated (95% of parents reported that their student's academics improved, and 96% of parents reported that the summer program had a positive impact on their student). There is also evidence that the program helped mitigate the "summer slide" that is common for all students, but especially evident for students needing extra intervention. For summer 2024, we will be offering a smaller, less costly summer program. We have set goals for the program that are more in line with the results we have seen over the past three years.

The partnership with Healthy Cities tutoring and the increased behavior support will continue. Reading intervention support will continue to pivot based on student need, and will be scaled down to serve students in grades K-3, for budgetary reasons stated earlier. These actions will be moved forward into the 2024-27 SCSD LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	All students will receive core instruction in a well-maintained facility from educators who are fully credentialed, appropriately assigned and supported, and who value and believe in the development of the "whole child" as a means to prepare our youth to become successful and well-rounded, college and career-ready individuals in a global society.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Teachers Fully Credentialed and Appropriately Assigned	96% of teachers are fully credentialed appropriately assigned (2020-21 HR Audit Baseline)	95% of teachers are fully credentialed appropriately assigned based on local data collection for SARCs in October Responsibility for determining teacher misassignment data transitioned over to the CDE, but formal data is not yet available	96% of teachers are fully credentialed appropriately assigned based on local data collection for SARCs in October Responsibility for determining teacher misassignment data transitioned over to the CDE, but formal data is not yet available	96% of teachers are fully credentialed appropriately assigned based on local data collection in CBEDS day Responsibility for determining teacher misassignment data transitioned over to the CDE, but the data published in the SARCs is from 2021-22	99% of teachers will be fully credentialed and appropriately assigned
Percent of students having daily access to Standards-aligned core curriculum materials	100% of students currently have access to Standards-aligned core curriculum materials (2020-21 Baseline)	100% of students currently have access to Standards-aligned core curriculum materials	100% of students currently have access to Standards-aligned core curriculum materials	100% of students currently have access to Standards-aligned core curriculum materials	Maintain 100%of students having daily access to Standards-aligned core curriculum materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)	100% of facilities received a rating of good or better on the FIT (2020-21 FIT Baseline)	100% of facilities received a rating of good or better on the FIT	100% of facilities received a rating of good or better on the FIT	100% of facilities received a rating of good or better on the FIT	Maintain 100% of facilities receiving good or better on the FIT
Number of Williams complaints received at the District office	Zero complaints based on quarterly Williams audits (2020-21 Baseline)	Zero complaints based on quarterly Williams audits	One complaint based on quarterly Williams audits	Zero complaints based on quarterly Williams audits	Maintain zero complaints based on quarterly audits
Percent of students receiving a broad course of study	100% of students receiving a broad course of study (2020-21 Local Indicators Baseline)	100% of students receiving a broad course of study	100% of students receiving a broad course of study	100% of students receiving a broad course of study	Maintain 100% of students receiving a broad course of study
Percent of students with access to internet and electronic devices enabling access to standards-aligned instructional materials as measured on student and parent survey	96% of parents and 97% of students responded favorably (2020-21 Parent and Student Survey Baseline)	88% of parents and 93% of students responded favorably	97% of parents and 89% of students responded favorably	96% of parents and 90% of students responded favorably	100% of parents and students responding favorably

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.

There were no substantive differences in planned actions.

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.

The only substantive differences were as follows:

Action 2.7: There was a \$3500 difference because we were able to renegotiate the cost for hotspots, and the demand for hotspots for students was not as high as anticipated

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

The SMCOE induction program (Action 2.1) for new teachers and administrators remains an important piece not only for credentialing and mentorship, but also for the program's focus on equitable outcomes for students.

Teacher leadership opportunities (Action 2.2) are essential to moving the district's learning and whole child initiatives forward.

Increased custodial staffing (Action 2.3) has been essential as we grow overall, especially in grades TK and K, and allows for a daily cleaning schedule at sites.

Staffing to provide all students access to a broad course of study (Action 2.4) is essential to the district's whole child emphasis.

Technology replenishment (Action 2.5) is essential to the efficiency and daily operations of the district, schools, and individual classrooms. The development of a replenishment schedule for technology devices and infrastructure is an important operations consideration as we become more dependent on technology every day.

Providing students in need of access to technology (Actions 2.5 and 2.7) at home remains an important consideration as there are still families without resources to provide broadband internet and devices at home.

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

The majority of the actions and metrics in this goal are required by statute. They are also essential to the smooth operation of the district. The majority of the actions in this goal fall under the umbrella of the facilities master plan. San Carlos voters passed a \$176,000,000 bond in March which will allow the district to provide much needed updated classrooms and infrastructure for students and staff. This project and goal area will be a major focus of the 2024-2027 LCAP and successive LCAPs.

Goal 4 of the 2024-2027 LCAP aligns directly with the 2023 SCSD Strategic Plan, and is specifically focused on facilities and infrastructure upgrades.

Goal 3 of the 2024-2027 LCAP also aligns directly with the 2023 SCSD Strategic Plan, and is specifically focused on teacher and staff recruitment and retention of highly qualified, diverse staff, and professional learning for all staff.

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

Goals and Actions

Goal

Goal #	Description
3	Increase the academic achievement of all students in English Language Arts, Mathematics, and Science, considering opportunities to personalize learning, and intentionally planning for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Student Groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups in grades 3-8 who score proficient or advanced on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math	2019 CAASPP ELA <ul style="list-style-type: none"> All Students: 79% English Learner (ELs): 31% Students with Disabilities (SWD): 28% Socio-economically Disadvantaged (SED): 40% 	Spring 2021 CAASPP Results: English Language Arts <ul style="list-style-type: none"> All Students: 77% English Learner (ELs): 36% Students with Disabilities (SWD): 27% Socio-economically Disadvantaged (SED): 40% 	Spring 2022 CAASPP Results: English Language Arts <ul style="list-style-type: none"> All Students: 81% English Learner (ELs): 25% Students with Disabilities (SWD): 32% Socio-economically Disadvantaged (SED): 43% 	Spring 2023 CAASPP Results: English Language Arts <ul style="list-style-type: none"> All Students: 80% English Learner (ELs): 13% Students with Disabilities (SWD): 35% Socio-economically Disadvantaged (SED): 49% 	CAASPP ELA: <ul style="list-style-type: none"> All Students: 84% English Learner (ELs): 41% Students with Disabilities (SWD): 38% Socio-economically Disadvantaged (SED): 50%
Distance from Standard (DFS) on these assessments will also be monitored	ELA DFS: All Students: +63 2019 CAASPP Mathematics <ul style="list-style-type: none"> All Students: 75% 	DFS Unavailable for 2021 Mathematics <ul style="list-style-type: none"> All Students: 70% 	DFS for 2022: <ul style="list-style-type: none"> All Students: +75.2 English Learner (ELs): +20.8 	DFS for 2023: <ul style="list-style-type: none"> All Students: +72.5 English Learner (ELs): +2 	CAASPP ELA DFS: All Students: +68 CAASPP Mathematics: <ul style="list-style-type: none"> All Students: 80% English Learner (ELs): 36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> English Learner (ELs): 26% Students with Disabilities (SWD): 20% Socio-economically Disadvantaged (SED): 24% <p>Math DFS: All Students: +57</p>	<ul style="list-style-type: none"> English Learner (ELs): 29% Students with Disabilities (SWD): 23% Socio-economically Disadvantaged (SED): 23% <p>DFS Unavailable for 2021</p>	<ul style="list-style-type: none"> Students with Disabilities (SWD): -43.4 Socio-economically Disadvantaged (SED): -12.1 <p>Mathematics</p> <ul style="list-style-type: none"> All Students: 76% English Learner (ELs): 26% Students with Disabilities (SWD): 28% Socio-economically Disadvantaged (SED): 35% <p>DFS for 2022:</p> <ul style="list-style-type: none"> All Students: +62.3 English Learner (ELs): +7.8 Students with Disabilities (SWD): -67.6 Socio-economically 	<ul style="list-style-type: none"> Students with Disabilities (SWD): -39.7 Socio-economically Disadvantaged (SED): -6.1 <p>Mathematics</p> <ul style="list-style-type: none"> All Students: 77% English Learner (ELs): 23% Students with Disabilities (SWD): 35% Socio-economically Disadvantaged (SED): 42% <p>DFS for 2023:</p> <ul style="list-style-type: none"> All Students: +65.4 English Learner (ELs): -6.4 Students with Disabilities (SWD): -59.8 Socio-economically 	<ul style="list-style-type: none"> Students with Disabilities (SWD): 30% Socio-economically Disadvantaged (SED): 34% <p>CAASPP Math DFS: All Students: +62</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Disadvantaged (SED): -36.6	Disadvantaged (SED): -29.4	
Percent of all students and English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups in grades K-8 who meet or exceed standards on trimester 2 district running record reading benchmark assessment K-5, and iReady Reading Assessment 6-8	<p>Grades K-2 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 85% English Learner (ELs): 68% Students with Disabilities (SWD): 63% Socio-economically Disadvantaged (SED): 55% <p>Grades 3-5 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 86% English Learner (ELs): 64% Students with Disabilities (SWD): 37% Socio-economically Disadvantaged (SED): 55% 	<p>Grades K-2 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 84% English Learner (ELs): 50% Students with Disabilities (SWD): 58% Socio-economically Disadvantaged (SED): 50% <p>Grades 3-5 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 48% Students with Disabilities (SWD): 48% Socio-economically Disadvantaged (SED): 71% 	<p>Grades K-2 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 80% English Learner (ELs): 44% Students with Disabilities (SWD): 57% Socio-economically Disadvantaged (SED): 54% <p>Grades 3-5 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 43% Students with Disabilities (SWD): 55% Socio-economically Disadvantaged (SED): 71% 	<p>Grades K-2 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 82% English Learner (ELs): 44% Students with Disabilities (SWD): 58% Socio-economically Disadvantaged (SED): 62% <p>Grades 3-5 Reading Benchmark:</p> <ul style="list-style-type: none"> All Students: 88% English Learner (ELs): 25% Students with Disabilities (SWD): 52% Socio-economically Disadvantaged (SED): 66% 	<p>Grades K-2 Reading:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 78% Students with Disabilities (SWD): 70% Socio-economically Disadvantaged (SED): 60% <p>Grades 3-5 Reading:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 70% Students with Disabilities (SWD): 43% Socio-economically Disadvantaged (SED): 61% <p>Grades 6-8 iReady Reading:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> All Students: 65% English Learner (ELs): 4% (1/25 students) Students with Disabilities (SWD): 25% Socio-economically Disadvantaged (SED): 26% <p>(Baseline 2021, End of Trimester 2)</p>	<p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> All Students: 71% English Learner (ELs): 13% (3/24 students) Students with Disabilities (SWD): 16% Socio-economically Disadvantaged (SED): 31% 	<p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> All Students: 72% English Learner (ELs): 0% (0/16 students) Students with Disabilities (SWD): 18% Socio-economically Disadvantaged (SED): 41% 	<p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> All Students: 73% English Learner (ELs): 15% (3/21 students) Students with Disabilities (SWD): 18% Socio-economically Disadvantaged (SED): 38% 	<ul style="list-style-type: none"> All Students: 70% English Learner (ELs): 25% Students with Disabilities (SWD): 35% Socio-economically Disadvantaged (SED): 36%
Percent of all students and English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups in grades K-8 who meet or exceed standards on district writing benchmark assessment	<p>Grades K-2 Writing Benchmark:</p> <ul style="list-style-type: none"> All Students: 88% <p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 71% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> All Students: 64% <p>This data is not yet</p>	<p>Grades K-2 Writing Benchmark:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 73% Students with Disabilities (SWD): 75% Socio-economically Disadvantaged 	<p>Grades K-2 Writing Benchmark:</p> <ul style="list-style-type: none"> All Students: 89% English Learner (ELs): 53% Students with Disabilities (SWD): 75% Socio-economically Disadvantaged 	<p>Grades K-2 Writing:</p> <ul style="list-style-type: none"> All Students: 86% English Learner (ELs): 50% Students with Disabilities (SWD): 73% Socio-economically Disadvantaged (SED): 65% 	<p>Grades K-2 Writing:</p> <ul style="list-style-type: none"> All Students: 90% <p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 80% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> All Students: 74% <p>This data is not yet available by student</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>available by student group, baseline will be set in spring 2022 for English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups</p> <p>(Baseline Spring 2021)</p>	<p>ed (SED): 68%</p> <p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 74% English Learner (ELs): 29% Students with Disabilities (SWD): 28% Socio-economically Disadvantaged (SED): 41% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> All Students: 63% English Learner (ELs): 16% Students with Disabilities (SWD): 27% Socio-economically Disadvantaged (SED): 45% 	<p>ed (SED): 65%</p> <p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 80% English Learner (ELs): 35% Students with Disabilities (SWD): 43% Socio-economically Disadvantaged (SED): 58% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> All Students: 73% English Learner (ELs): 23% Students with Disabilities (SWD): 21% Socio-economically Disadvantaged (SED): 44% 	<p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 78% English Learner (ELs): 26% Students with Disabilities (SWD): 41% Socio-economically Disadvantaged (SED): 57% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> All Students: 68% English Learner (ELs): 17% Students with Disabilities (SWD): 34% Socio-economically Disadvantaged (SED): 56% 	<p>group, baseline will be set in spring 2022 for English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups</p>
Percent of all students and English Learner, Students with	Grades K-2 Math Benchmark:	Grades K-2 Math Benchmark:	Please note: Students in Kindergarten are no longer taking the Math	Please note: Students in Kindergarten are no longer taking the Math	Grades K-2 Math: <ul style="list-style-type: none"> All Students: 88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disabilities and Socio-economically Disadvantaged student groups in grades K-8 who meet or exceed standards on trimester 2 district Math in Focus benchmark assessment K-5, and iReady Math Assessment 6-8	<ul style="list-style-type: none"> All Students: 85% English Learner (ELs): 83% Students with Disabilities (SWD): 84% Socio-economically Disadvantaged (SED): 76% <p>Grades 3-5 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 61% English Learner (ELs): 25% Students with Disabilities (SWD): 30% <p>Socio-economically Disadvantaged (SED): 24%</p> <p>*Please note that the Math in Focus benchmarks for grades K-5 will be revised to match the new scope and sequence for the 2020 edition of Math in</p>	<ul style="list-style-type: none"> All Students: 88% English Learner (ELs): 76% Students with Disabilities (SWD): 69% Socio-economically Disadvantaged (SED): 63% <p>Grades 3-5 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 87% English Learner (ELs): 58% Students with Disabilities (SWD): 60% <p>Socio-economically Disadvantaged (SED): 52%</p> <p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> All Students: 68% English Learner (ELs): 21% 	<p>in Focus benchmark; we are working with the Kindergarten team to develop an appropriate assessment.</p> <p>Grades 1-2 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 88% English Learner (ELs): 52% Students with Disabilities (SWD): 67% Socio-economically Disadvantaged (SED): 68% <p>Grades 3-5 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 85% English Learner (ELs): 48% Students with Disabilities (SWD): 50% <p>Socio-economically Disadvantaged (SED): 61%</p>	<p>in Focus benchmark</p> <p>Grades 1-2 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 89% English Learner (ELs): 64% Students with Disabilities (SWD): 69% Socio-economically Disadvantaged (SED): 71% <p>Grades 3-5 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 85% English Learner (ELs): 42% Students with Disabilities (SWD): 71% <p>Socio-economically Disadvantaged (SED): 55%</p> <p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> All Students: 73% 	<ul style="list-style-type: none"> English Learner (ELs): 86% Students with Disabilities (SWD): 87% Socio-economically Disadvantaged (SED): 79% <p>Grades 3-5 Math:</p> <ul style="list-style-type: none"> All Students: 70% English Learner (ELs): 35% Students with Disabilities (SWD): 40% <p>Socio-economically Disadvantaged (SED): 35%</p> <p>*Please note that the Math in Focus benchmarks for grades K-5 will be revised to match the new scope and sequence for the 2020 edition of Math in Focus. New baselines may need to be created in spring 2022</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Focus. New baselines may need to be created in spring 2022</p> <p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> All Students: 70% English Learner (ELs): 4% Students with Disabilities (SWD): 20% Socio-economically Disadvantaged (SED): 25% <p>(Baseline 2021, End of Trimester 2)</p>	<ul style="list-style-type: none"> Students with Disabilities (SWD): 15% Socio-economically Disadvantaged (SED): 26% 	<p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> All Students: 72% English Learner (ELs): 6% Students with Disabilities (SWD): 15% Socio-economically Disadvantaged (SED): 30% 	<ul style="list-style-type: none"> English Learner (ELs): 15% Students with Disabilities (SWD): 18% Socio-economically Disadvantaged (SED): 38% 	<p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> All Students: 75% English Learner (ELs): 25% Students with Disabilities (SWD): 30% Socio-economically Disadvantaged (SED): 35%
Percent of all students and English Learner, Students with Disabilities and Socio-economically Disadvantaged student groups in grades 3-8 who score proficient or advanced on California Science Test (CAST)	<p>2019 CAST Baseline: Grade 5:</p> <ul style="list-style-type: none"> All Students: 63% English Learner (ELs): 6% Students with Disabilities (SWD): 19% Socio-economically Disadvantaged 	<p>2021 CAST Results Grade 5:</p> <ul style="list-style-type: none"> All Students: 58% English Learner (ELs): <p>sample size too low</p> <ul style="list-style-type: none"> Students with Disabilities (SWD): 26% Socio-economically 	<p>2022 CAST Results Grade 5:</p> <ul style="list-style-type: none"> All Students: 70% English Learner (ELs): <p>sample size too low</p> <ul style="list-style-type: none"> Students with Disabilities (SWD): 38% Socio-economically 	<p>2023 CAST Results Grade 5:</p> <ul style="list-style-type: none"> All Students: 74% English Learner (ELs): <p>sample size too low</p> <ul style="list-style-type: none"> Students with Disabilities (SWD): 38% Socio-economically 	<p>CAST Grade 5:</p> <ul style="list-style-type: none"> All Students: 68% English Learner (ELs): 16% Students with Disabilities (SWD): 29% Socio-economically Disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ed (SED): 23% Grade 8: <ul style="list-style-type: none"> All Students: 64% English Learner (ELs): 23% Students with Disabilities (SWD): 26% Socio-economically Disadvantaged (SED): 33% 	Disadvantaged (SED): 26% Grade 8: <ul style="list-style-type: none"> All Students: 59% English Learner (ELs): sample size too low Students with Disabilities (SWD): 14% Socio-economically Disadvantaged (SED): 22% 	Disadvantaged (SED): 23% Grade 8: <ul style="list-style-type: none"> All Students: 71% English Learner (ELs): sample size too low Students with Disabilities (SWD): 16% Socio-economically Disadvantaged (SED): 20% 	Disadvantaged (SED): 30% Grade 8: <ul style="list-style-type: none"> All Students: 72% English Learner (ELs): sample size too low Students with Disabilities (SWD): 14% Socio-economically Disadvantaged (SED): 46% 	ed (SED): 33% Grade 8: <ul style="list-style-type: none"> All Students: 69% English Learner (ELs): 33% Students with Disabilities (SWD): 36% Socio-economically Disadvantaged (SED): 43%
Decrease the District's Risk Ratio for Hispanic students with an IEP for a Specific Learning Disability (SLD)	2020 Risk Ratio: 3.04 (Baseline: SELPA Letter, Spring 2021)	Actual Risk Ratios for Hispanic students with an IEP for a Specific Learning Disability (SLD), per the California Department of Education: 2020-21: 3.42 2019-20: 3.60 2018-19: 3.29	Risk Ratios for students who are Hispanic and qualify for an IEP under the eligibility category of Specific Learning Disability (SLD), per the California Department of Education. 2022-23: 3.63 2021-22: 3.24 2020-21: 3.42 2019-20: 3.60	Risk Ratios for students who are Hispanic and qualify for an IEP under the eligibility category of Specific Learning Disability (SLD), per the California Department of Education. 2023-24: 3.63 2022-23: 3.63 2021-22: 3.24 2020-21: 3.42 2019-20: 3.60	The number of Hispanic students with an IEP for SLD will be reduced by 10% and/or reach a Risk Ratio lower than the 3.0 criterion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of parents answering favorably to: "School staff helps me understand what my child needs to learn to be successful at his/her grade level"	55% of parents responded favorably to this prompt (Baseline Parent Survey 2020-21)	66% of parents responded favorably to this prompt	Question was changed for 2022-2023 survey: "My child is receiving adequate instruction from teachers to support assigned work." 91% of parents responded favorably to this prompt	"My child is receiving adequate instruction from teachers to support assigned work." 90% of parents responded favorably	65% of parents will respond favorably

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.

There were no substantive differences; all actions were carried out as planned for the 2023-24 school year.

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

The only Substantive difference was in Action 3.2, a TOSA with less years of service was hired at 50%, and did not start in the position until mid-September.

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

All of the actions in Goal 3 were based in providing support to increase academic outcomes and access to learning for all students, with a focus on closing the achievement gap for historically underserved student groups. SCSD's results on the chosen metrics are overwhelmingly positive, with increased achievement in most academic indicators for all students, and, most importantly, for Students with Disabilities and Students Experiencing Poverty (Socioeconomically Disadvantaged), with significant increases in proficiency over the past three school years. The one exception is for Students Learning English (English Learners). At first glance to the casual reader, English Learner data might

indicate that the actions focused on these students were ineffective. To the contrary, we attribute the drop in scores for these students to our increased diligence to aggressively reclassifying our English Learners as soon as they are eligible, in partnership with other school districts in south San Mateo County, and Stanford University. Data analysis of student achievement for reclassified students on both State and local measures is indicating that efforts in reclassification are indeed paying off, as reclassified students are performing at or near the level of their English Only peers on these assessments. This student group will be added to the other groups in metrics for the 2024-2027 LCAP. This leaves a small number of English Learners to be tested, which affects test score percentages greatly (in many cases, the number of students being tested in a grade level/span is less than ten). We believe that these reclassification efforts will pay off in the long run, as research indicates students that are reclassified prior to high school are significantly more likely to graduate from high school.

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

The analysis above provides an explanation of upcoming changes in this goal area for the 2024-2027 LCAP. Goals 1 and 2 of the 2024-2027 LCAP will be focused on providing and monitoring equitable academic and social emotional student support and outcomes for all students.

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

Goals and Actions

Goal

Goal #	Description
4	Create systemic structures that foster the 5C's and support the social emotional student needs that are developmentally appropriate to P-3, 4-5 and 6-8 grade level configurations, and allow for meaningful progress monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of encounters on the mental health log related to returning to in person school	0; 2021-22 will be baseline	Please note: This metric was changed to reflect overall mental health encounters, not just those related to returning to in person school (see below)	See below	See below	N/A 5% decrease in encounters related to returning to in person school each year
Percentage of students responding favorably to: "I can express myself clearly in different ways (speaking, writing, drawing, movement, multimedia, etc.) to different types of people" on the student survey	81% of students responded favorably to this prompt (2020-21 student survey Baseline)	75% of students responded favorably to this prompt	81% of students responding favorably	83% of students responding favorably	86% of students responding favorably (5% increase)
Percentage of students responding favorably to: "The classwork I receive is meaningful and supports my learning" on the student survey	78% of students responded favorably to this prompt (2020-21 student survey Baseline)	73% of students responded favorably to this prompt	78% of students responded favorably	72% of students responded favorably	83% of students responding favorably (5% increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students responding favorably to: "I set goals for myself and I try to achieve them" on the student survey	74% of students responded favorably to this prompt (2020-21 student survey Baseline)	63% of students responded favorably to this prompt	59% of students responded favorably	57% of students responded favorably	79% of students responding favorably (5% increase)
Percentage of parents responding favorably to: "I know how to access additional support for the social emotional needs of my child" on the parent survey	67% of parents responded favorably to this prompt (2020-21 parent survey Baseline)	Please note: Question was changed for 2021-22, based on the California School Parent Survey: "Our school provides parents with advice and resources to support my child's social and emotional needs" 86% of parents responded favorably to this prompt on the parent survey (this becomes the new baseline)	"Our school provides parents with advice and resources to support my child's social and emotional needs" 89% of parents responded favorably	84% of parents responded favorably	90% of parents responding favorably (4% increase) N/A. 72% of parents responding favorably (5% increase) (2021 question)
Percentage of parents responding favorably to: "My child has grown in their communication skills since last school year" on the parent survey	57% of parents responded favorably to this prompt (2020-21 parent survey Baseline)	78% of parents responded favorably to this prompt	89% of parents responded favorably	89% of parents responded favorably	67% of parents responding favorably (10% increase)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of student encounters handled by school counselors on the mental health log	Through April 11, 2022: 2,507 sessions: 297 kindergarteners 267 1st graders 469 2nd graders 355 3rd graders 391 4th graders 232 5th graders 193 6th graders 112 7th graders 185 8th graders	Through April 11, 2022: 2,507 sessions: 297 kindergarteners 267 1st graders 469 2nd graders 355 3rd graders 391 4th graders 232 5th graders 193 6th graders 112 7th graders 185 8th graders	Through April 27th, 2023: 2,835 sessions: K- 438 1st grade- 439 2nd grade- 491 3rd grade- 509 4th grade- 250 5th grade-180 6th grade-173 7th grade-203 8th grade-152	Through April 29th, 2024: 2,824 sessions: K- 334 1st grade- 295 2nd grade- 373 3rd grade- 316 4th grade- 480 5th grade- 122 6th grade- 279 7th grade- 374 8th grade- 251	5% decrease in student encounters handled by school counselors over three years

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.

There were no substantive differences; all actions were carried out as planned for the 2023-24 school year.

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

There were no substantive differences in expenditures.

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

Results from the California Healthy Kids Survey (CHKS) and related caregiver survey used to monitor progress in both Goals 4 and 5 indicate a slight decrease in favorable student responses, and a slight increase in favorable parent responses. Some of the questions used for monitoring are not from these surveys (written by staff); there is some indication that the questions are not worded well and difficult to understand. This could attribute to some of the decreases in favorable student responses. During the course of the three year LCAP, most of

these questions were removed as metrics in favor of research based questions in the CHKS and related surveys. The remainder of the questions will be removed as metrics in favor of CHKS questions in the 2024-2027 LCAP. With all of that said, results in general were overwhelmingly positive for most indicators. In fact, if we had included the "neutral" or "some of the time" responses to the questions, favorable rates would increase drastically, to levels above the goal percentages set for these metrics.

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.

At the heart of these final two goals from the SCSD 2021-2024 LCAP is SCSD's focus on the whole child. That focus was also at the heart of the development of our updated 2023 Strategic Plan and the 2024-2027 SCSD LCAP. The Strategic Plan is structured around the needs of the students (students are at the center in Goals), while the educator, the school, and the community surround and support the learner to provide what they need to be successful socially, emotionally, and academically. The Strategic Plan is the foundation of the SCSD 2024-2027 LCAP, and the Learner Profile provides a new structure to consider how students are moving along the continuum of success. The SCSD Strategic Plan is truly baked into the five goals in the 2024-2027 LCAP:

- Goals 1 and 2 are focused on the Learner
- Goal 3 is focused on the Educator
- Goal 4 is focused on the School (Facilities)
- Goal 5 is focused on Families and the Community

We are excited to embark upon this new journey to ensure we are producing future ready learners!

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

Goals and Actions

Goal

Goal #	Description
5	Ensure equitable access to learning for all students by providing necessary structures and intentionally monitoring student engagement and student sense of belonging within each school community and across all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students that are attending school on a daily basis	2019-20 P2 ADA was 97.1% Note: 98.98% of students attended during the 2020-21 pandemic school year.	2021-22 P2 ADA was 96.9%	2022-23 P2 ADA was 95.01%	2023-24 P2 ADA was 96.2%	Maintain at least 97.1% ADA
Percent of students that are labeled as chronic absenteeism	4.1% of students were chronically absent in 2018-19	4.36% of students were chronically absent as of March 25, 2022 (End of P2)	14.3% of students were chronically absent as of March 31, 2023 (End of P2)	Final Chronic Absenteeism for 2022-23 was 9.3% for all students As of April 30, 2024, 5.2% of students were chronically absent	3.99% or lower chronically absent
Suspension Rate	2018-19 suspension rate 1.8% (19-20 and 20-21 unavailable due to pandemic)	2021-22 suspension rate as of March 25, 2022 (End of P2): 0.45%	2021-22 Dashboard suspension rate: 0.8% (Low) 2022-23 suspension rate as of March 31, 2023 (End of P2): 0.6%	2022-23 Dashboard suspension rate: 0.73% (Very Low) 2023-24 suspension rate as of April 30, 2024: 0.5%	1.4% suspension rate or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% (Baseline 2019-20)	0%	0%	0%	Maintain 0% Expulsion Rate
Middle School Dropout Rate (Number of students in grade 8 who drop out of school) on the student survey	Zero students dropped out of Grade 8 in 2020-21	Zero students dropped out of Grade 8 in 2021-22	Zero students dropped out of Grade 8 in 2022-23	Zero students dropped out of Grade 8 in 2022-23	Maintain 0 Students
Percent of students that respond favorably to: "The adults at school care about me" on the student survey	88% of students responded favorably to this prompt (2020-21 student survey Baseline)	80% of students responded favorably to this prompt	85% students responded favorably	75% students responded favorably	90% of students responding favorably
Percent of students that respond favorably to: "Overall, I feel like I belong at my school" on the student survey	86% of students responded favorably to this prompt (2020-21 student survey Baseline)	76% of students responded favorably to this prompt	71% grades 4-8 responded favorably 3rd grade version of this question: Do you feel close to the people at/ from this school? 73% grade 3 responded favorably	72% grades 4-8 responded favorably 3rd grade version of this question: Do you feel close to the people at/ from this school? 72% grade 3 responded favorably	89% of students responding favorably
Percent of parents that respond favorably to the following prompts on the parent survey:	81% of parents responded favorably to prompt 1 83% of parents responded favorably to prompt 2	84% of parents responded favorably to prompt 1 84% of parents responded favorably to prompt 2	88% of parents responded favorably to prompt 1 The second prompt question was changed to "This school has	94% of parents responded favorably to prompt 1 The second prompt question was changed to "This school has	85% of parents responding favorably to prompt 1 87% of parents responding favorably to prompt 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1) "My child's school has a positive and motivating atmosphere"</p> <p>2) "My child's school is a caring and nurturing place"</p> <p>3) "My child feels connected to their school and class"</p>	<p>64% of parents responded favorably to prompt 3</p> <p>(2020-21 parent survey Baseline)</p>	<p>84% of parents responded favorably to prompt 3</p>	<p>adults who really care about students" this year. 93% of parents responded favorably to prompt 2</p> <p>89% of parents responded favorably to prompt 3</p>	<p>adults who really care about students" this year. 93% of parents responded favorably to prompt 2</p> <p>89% of parents responded favorably to prompt 3</p>	<p>74% of parents responding favorably to prompt 3</p>
<p>Percent of parents that respond favorably to: "The staff at my child's school is sensitive to issues of Diversity, Equity, and Inclusion, which may include but are not limited to race, gender, beliefs, sexual orientation and abilities" on the parent survey</p>	<p>74% of parents responded favorably to this prompt</p> <p>(2020-21 parent survey Baseline)</p>	<p>Data was not collected for this question. See Below for updated question</p>	<p>Data was not collected for this question. See Below for updated question</p>	<p>Data was not collected for this question. See Below for updated question</p>	<p>N/A 80% of parents responding favorably to this prompt</p>
<p>Percent of parents that respond favorably to the following prompts on the parent survey:</p> <p>1) "I receive effective communication from</p>	<p>85% of parents responded favorably to prompt 1</p> <p>75% of parents responded favorably to prompt 2</p>	<p>87% of parents responded favorably to prompt 1</p> <p>83% of parents responded favorably to prompt 2</p>	<p>90% of parents responded favorably to prompt 1</p> <p>86% of parents responded favorably to prompt 2</p>	<p>90% of parents responded favorably to prompt 1</p> <p>83% of parents responded favorably to prompt 2</p>	<p>88% of parents responding favorably to prompt 1</p> <p>78% of parents responding favorably to prompt 2</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
my child's school administration" 2) "I receive effective communication from the district administration and/or school board"	(2020-21 parent survey Baseline)				
California Healthy Kids Survey School Climate Index (CHKS SCI) for Central and Tierra Linda Middle Schools	0 (Data not available at this time) (Baseline CHKS CI 2020-21)	0 (Data not available at this time) CalSCHS has retired the School Climate Index See below for new metric	0 (Data not available at this time) CalSCHS has retired the School Climate Index See below for new metric	0 (Data not available at this time) CalSCHS has retired the School Climate Index See below for new metric	Increase CHKS Climate Index score by at least 10 points each year (30 points cumulative) at CMS and TL
Updated Question for 2021-22, and 22-23: Percent of parents that respond favorably to: "This school communicates the importance of respecting different cultural beliefs and practices"	90% of parents responded favorably to this prompt (2021-22 parent survey baseline)	90% of parents responded favorably to this prompt (2021-22 parent survey baseline)	92% of parents responded favorably to this prompt	94% of parents responded favorably to this prompt	Maintain at least 90% of parents responding favorably to this prompt
California Healthy Kids Survey (CHKS) School Climate Report Card for Central and Tierra Linda Middle Schools	2022 CHKS Baseline: Central Middle School Scored At or Above the State Average on	2022 CHKS is the Baseline (see left)	2023 CHKS: Central Middle School Scored At or Above the State Average on the following School	2024 CHKS: Central Middle School: Scored At or Above the State Average on	Schools will score at or above the State average on all School Climate Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the following School Climate Indicators: 6 of 7 in Supports and Engagement 3 of 3 in Low Violence 3 of 3 in Other School Climate Indicators</p> <p>Tierra Linda Middle School Scored At or Above the State Average on the following School Climate Indicators: 5 of 7 in Supports and Engagement 3 of 3 in Low Violence 2 of 3 in Other School Climate Indicators</p>		<p>Climate Indicators (please note, the state average was not calculated for some of the following) 2 of 4 in Supports and Engagement (3 questions not calculated) Low Violence (all questions in low violence not calculated) 1 of 1 in Other School Climate Indicators (2 not calculated)</p> <p>Tierra Linda Middle School Scored At or Above the State Average on the following School Climate Indicators (please know, the state average was not calculated for some of the following) 1 of 4 in Supports and Engagement (3 questions not calculated) Low Violence (all questions in low violence not calculated)</p>	<p>the following School Climate Indicators (please note, the state average was not calculated for some of the following): 3 of 4 in Supports and Engagement (3 questions not calculated) Low Violence (all questions in low violence not calculated) 1 of 1 in Other School Climate Indicators (2 not calculated)</p> <p>Tierra Linda Middle School Scored At or Above the State Average on the following School Climate Indicators (please know, the state average was not calculated for some of the following) 4 of 4 in Supports and Engagement (3 questions not calculated) Low Violence (all questions in low violence not calculated)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			0 of 1 in Other School Climate Indicators (2 not calculated)	1 of 1 in Other School Climate Indicators (2 not calculated)	

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.

There were no substantive differences; all actions were carried out as planned for the 2023-24 school year.

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

The only substantive differences were as follows

Action 5.8: DEI Steering Committee had a substantive difference, as we joined the California School Leadership Academy (CSLA), which does not charge a fee for services.

Action 5.9: The Community Liaison position had a difference of \$44,000 as we were unable to fill this position until late September, and the individual who was hired has total compensation less than what was budgeted.

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

Analysis for many of the actions and metrics in this goal can be found in the analysis section of Goal 4.

Anticipating the affects of the pandemic shutdown and prolonged disrupted learning was near impossible. While SCSD is well on the road to recovery, with social and academic indicators at or exceeding pre-pandemic levels, attendance and chronic absenteeism has not been one of those areas. Significant work has been dedicated to the issue, including the hiring of our Community Liaison, and increased diligence by office staff and administration at each of our sites. This work is beginning to pay off, as we experienced a 1.2% increase in Average Daily Attendance in the past calendar year, and a drop of 4% in chronic absenteeism for all students. Continued diligence will be necessary in order for SCSD to reach pre-pandemic levels of 97% or more ADA, and less than 4% student chronic absenteeism.

While chronic absenteeism is clearly an area of need, there are also indications of high levels of success. Our middle schools experienced tremendous growth in their "School Climate Indicators." There was also significant progress in lowering suspension rates across the district. Another significant area of growth over the past three years is in indicators related to Diversity, Equity and inclusion, with increases in favorable responses on student, parent and staff surveys related to this important issue. This work will continue, with systemic implementation being the goal. This is another key pillar of the goals and actions in the SCSD 2024-27 LCAP.

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.

At the heart of these final two goals from the SCSD 2021-2024 LCAP is SCSD's focus on the whole child. That focus was also at the heart of the development of our updated 2023 Strategic Plan and the 2024-2027 SCSD LCAP. The Strategic Plan is structured around the needs of the students (students are at the center in Goals), while the educator, the school, and the community surround and support the learner to provide what they need to be successful socially, emotionally, and academically. The Strategic Plan is the foundation of the SCSD 2024-2027 LCAP, and the Learner Profile provides a new structure to consider how students are moving along the continuum of success. The SCSD Strategic Plan is truly baked into the five goals in the 2024-2027 LCAP:

- Goals 1 and 2 are focused on the Learner
- Goal 3 is focused on the Educator
- Goal 4 is focused on the School (Facilities)
- Goal 5 is focused on Families and the Community

We are excited to embark upon this new journey to ensure we are producing future ready learners!

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
San Carlos School District	Hans Barber Assistant Superintendent, Educational Services and HR	hbarber@scsdk8.org 650-590-5930

Plan Summary [2024-25]

General Information

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

San Carlos School District (SCSD) is a high-achieving school district in San Mateo County on the San Francisco Peninsula. The District currently serves approximately 2,785 students in grades TK-8, which is an increase of 100 students over the 2022-23 school year. The increase in enrollment is fairly unique among comparable school districts. As of October 2023, the demographics of SCSD's student population are as follows: 0.4% African American; 24.2% Asian; 15.1% Hispanic/Latino; 0.6% Pacific Islander; 15.9% Two or More Races; and 43.8% White. In addition, as of October 2023, approximately 6.3% (-0.4%) of SCSD's students are English Learners, 10.8% (+1.2%) are Socioeconomically Disadvantaged, 1.26% are Homeless, and 8.4% (-1%) are in Special Education Programs, resulting in a 14.4% unduplicated pupil count.

A signature feature of the district is its small schools and unique grade span configuration, which allows the district to truly focus on the "whole child." SCSD is made up of four elementary schools serving grades P-3, two upper elementary schools serving grades 4 and 5, and two middle schools serving grades 6-8, which aligns with the SCSD Strategic Plan and Facilities Master Plan. Both the Strategic Plan and the Facilities Master Plan were updated in 2023 (see below for more details) The updated plans work hand-in-hand with the 2024-2027 SCSD Local Control Accountability Plan. SCSD also oversees Charter Learning Center (CLC), an independent charter and LEA. CLC is not included in SCSD student or demographics counts, and crafts its own LCAP aligned to its vision and goals.

The district is fortunate to have additional funding streams and partnerships to assist with staff and operational costs. San Carlos Education Foundation, Sequoia Healthcare District, and local parcel taxes provide those additional dollars. SCSD continues to bounce between being community funded (Basic Aid) and State funded (LCFF). According to projections, the district will continue this pattern for the 2024-25 school year. Estimated supplemental funding for 2022-23 will be \$767,000, which is 2.84% of base funding.

The San Carlos School District (SCSD) Board of Trustees adopted a revised SCSD Strategic Plan in June 2023. The Strategic Plan, along with ongoing engagement/collaboration with stakeholders, provide the foundation of the District's LCAP development. As a result, the SCSD LCAP is aligned to the District's Strategic Plan and is developed with both district site-based stakeholder feedback.

2023-28 San Carlos School District Strategic Plan:

VISION:

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the future, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential;
- Becoming Curious Problem Solvers, Self-Aware learners, and kind citizens; and
- Developing into empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

PRINCIPLES

The following principles support the implementation and monitoring of the plan:

- Developing and delivering learner-centered, innovative and engaging curriculum and instruction.
- Leveraging human capital to support staff as adaptive educators.
- Building learning environments that reflect, support, and sustain future-ready learners.
- Committing to continuous improvement at all levels.

PROFILE OF A LEARNER

In addition to the Vision and Principles, the refresh of the Strategic Plan introduces an inspiring new Profile of a Learner as the heart of the Plan. The graphic of the Learner Profile features the learner in the center, surrounded by concentric circles of "The Educator," "The School," and "The Community." Each of these circles has an assigned goal in the SCSD LCAP. Goals 1 and 2 relate directly to "The Learner", Goal 3 to "The Educator," Goal 4 to "The School," and Goal 5 to "The Community."

The dynamic framework outlines the attributes and skills that every student will develop throughout their educational journey with SCSD. Going beyond traditional academics, the Profile of a Learner emphasizes critical thinking, creativity, adaptability, and collaboration, equipping students with the tools they need to thrive in an ever-changing world. Educators have worked throughout the 2023-24 school year to develop a Continuum of Learning aligned to the SCSD Profile of a Learner that will be piloted and implemented in the coming school years.

Reflections: Annual Performance

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

This analysis is based on results from the 2023 Dashboard, and the analysis of State and local achievement data from the 2023-24 school year. The reader will also notice that we refer to "current data" for both chronic absenteeism and suspensions. We are currently working with an outside vendor who has built an application that synchronizes with our Student Information System and mirrors the data used in the Dashboard. This application provides us with real-time data for attendance and suspensions, and has been extremely useful to monitoring progress more closely in these areas.

Reflections: Successes

Based on the 2023 California School Dashboard (Dashboard), 2023 CAASPP Results, 2023-24 local data, and the 2023 CA Dashboard Local Indicators, SCSD has been successful in the following areas:

1. Academic Performance

- English Language Arts Achievement:

Based on the 2023 Smarter Balanced Summative Assessment (SBAC), 80% (-1%) of all 3-8 students scored proficient or above.

Based on the 2023 California School Dashboard for All Students: Very High, and 4 out of 7 student groups were placed as high/very high.

Based on the Trimester 2 records:

82% (+2%) of K-2 students scored proficient or above on the District Running Record Reading Assessment

88% (-2%) of 3rd-5th grade students scored proficient or above on the District Running Record Reading Assessment

44% (no change) of K-2 students identified as English Learners (ELs) scored proficient or above on the District Running Record Reading Assessments.

58% (+1%) of Students with Disabilities scored proficient or above on the District Running Record Reading Assessments.

62% (+8%) of K-2 students identified as socio-economically disadvantaged (SED) scored proficient or above on the District Running Record Reading Assessments.

77% (+5%) of middle school students performed at or above grade level on the iReady Reading assessment.

5% (+5%) of middle school students identified as English Learners (ELs) performed at or above grade level on the iReady Reading assessment.

32% (+14%) of middle school Students With Disabilities performed at or above grade level on the iReady Reading assessment

46% (+5%) of middle school students identified as socio-economically disadvantaged (SED) performed at or above grade level on the iReady Reading assessment

86% (-3%) of K-2 students scored at or above benchmark on the District Writing Assessment

78% (-2%) of 3rd- 5th grade students scored at or above benchmark on the District Writing Assessment

68% (-5%) of 6th- 8th grade students scored at or above benchmark on the District Writing Assessment.

In 2024, the English and History teachers used a new scoring guide that measures opinion (7th/8th grade) and narrative (6th grade) writing that directly aligned to CCSS literacy standards in lieu of using rubrics aligned to the curriculum.

- Mathematics Achievement:

Based on the 2022 Smarter Balanced Summative Assessment (SBAC), 77% (+1%) of all 3-8 students scored proficient or above.

Based on the 2023 Smarter Balanced Summative Assessment (SBAC), Dashboard for All Students: Very High, and 3 out of 7 student groups were placed as very high.

Based on the Trimester 2 records:

89% (+1%) of Gr 1-2 students scored at or above benchmark on the Second Trimester District Math Benchmark.

85% of 3-5 students scored at or above benchmark on the Second Trimester District Math Benchmark. There was no change from 2023 to 2024.

73% (+1%) of 6th-8th grade students scored at or above grade level on the iReady Math Assessment

15% (+9%) of middle school students identified as English Learners (ELs) performed at or above grade level on the iReady math assessment.

18% (+3%) of middle school Students With Disabilities performed at or above grade level on the iReady math assessment

30% (+8%) of middle school students identified as socio-economically disadvantaged (SED) performed at or above grade level on the iReady math assessment

- English Learner Progress:

Based on the English Language Proficiency Assessments for California (ELPAC) Summative Test given in Spring 2023, 38% of students scored Well Developed (Level 4), which qualified them to be considered for reclassification.

Based on the 2023 Dashboard, 49.3% of SCSD English Learners demonstrated progress towards English language proficiency, and 47.2% progressed at least one English Language Proficiency Indicator (ELPI) level. While these are both classified as Orange on the Dashboard, the number of English Learners has declined significantly over the past several years as a result of aggressive reclassification. Reclassified students are doing well- almost commensurate with their English Only peers.

English Learner Reclassification Rate: As of May 31, 2024, we have reclassified 43/174 students for a rate of 24.7%. During the 2023-24 school year, we continued our efforts to closely monitor the progress of our students designated as English Learners, design lessons to specifically target their language needs, and reclassify them as they meet the set criteria for reclassification. Efforts to support our teachers in integrating ELD strategies in their lessons continued, and the opportunity to acquire and implement ELD programs/curricula in some

classrooms took place to support designated ELD instruction. Newcomers with novice English were provided translation devices to aid communication and support their learning.

- Local Indicators

Implementation of Academic Standards - Standard Met

After several years of piloting K-5 History-Social Studies instructional materials, teachers implemented a new Social Studies curriculum this school year. In addition, the district piloted phonics and phonemic awareness programs to address gaps in our core ELA program in these areas.

2. Academic Engagement

- Attendance and Chronic Absenteeism

Based on the 2023 Dashboard, 9.3% of SCSD students were absent more than 10% of the school year during the 2022-23 school year. Current data shows this has improved to 5.5%, and significant gains are being experienced across the district.

Please see the identified needs section for more information on this area.

- Local Indicators:

Access to a Broad Course of Study - Standard Met

3. Conditions and Climate

Suspensions:

The 2023 Dashboard indicates 0.7% (Green) of all SCSD students were suspended at least one day. This is a slight decrease (0.1%) from the 2022 Dashboard. Current data indicates that from August 23, 2023 through May 17, 2024, 0.5% (Blue) of students have been suspended for at least one day. In addition, Suspension Rate for all student groups is currently green or blue, with just one group being medium (Students with Disabilities), and no groups being classified as high or very high.

Local Indicators:

- Basics: Teachers, Instructional Materials, Facilities - Standard Met
- Parent and Family Engagement - Standard Met: 1,323 responses were collected (approximately 50%) on the 2023-24 Parent Engagement Survey
- Local Climate Survey - Standard Met

Local Climate Surveys Detail:

All Families, Staff, Students, and Teachers also had a chance to share their input via California School Climate Surveys in February/March 2024. The family and student surveys were also available in all languages spoken in our community.

Based on the 2023-24 Parent Engagement Survey, 93% of participating families indicated that their child's school has adults that really care about students.

77% of 3rd-8th grade students completed the school climate survey. This is a slight decrease over last school year.
196 Staff members completed the Staff Engagement Survey

Reflections: Identified Need

This analysis is based on results from the 2023 Dashboard, and the analysis of State and local achievement data from the 23-24 school year.

Based on the 2023 California School Dashboard (Dashboard), 2023 CAASPP Results, 2023-24 local data, and the 2023 CA Dashboard Local Indicators, SCSD has concerns/needs improvement in the following areas:

1. Academic Performance

- English Language Arts:

88% (-2%) of 3rd-5th grade students scored proficient or above on the District Running Record Reading Assessment

25% (-18%) of Grades 3-5 students identified as English Learners (ELs) scored proficient or above on the District Running Record Reading Assessments.

52% (-3%) of Grades 3-5 students identified as students with disabilities (SWD) scored proficient or above on the District Running Record Reading Assessments.

66% (-5%) of Grades 3-5 students identified as socio-economically disadvantaged (SED) scored proficient or above on the District Running Record Reading Assessments.

While the district experienced good gains overall for students with disabilities and students experiencing poverty, numbers for English Learners decreased significantly. However, the number of English Learners has declined significantly over the past several years as a result of aggressive reclassification. Reclassified students are doing well- almost commensurate with their English Only peers. This only accentuates the need to support teachers in implementing English Language Development across all grades.

2023 Dashboard:

All Students for ELA is Very High (72.5 Points Above Standard)

Socioeconomically Disadvantaged student group is Low (6.1 Points Below Standard)

Students with Disabilities student group is Low (39.7 Points Below Standard)

Based on this information, SCSD will continue to implement a summer academy in 2024, for which these student groups are given priority.

There is a strong desire on the District's part to continue to offer a summer academy on an ongoing basis, which would require some shifting of resources. We will reevaluate summer school each school year during this LCAP cycle.

- Mathematics:

As indicated in the previous section, there is also still a significant opportunity gap between the White and Asian student groups and English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students on both state and local assessments, which widens further in middle school (see below).

Local Assessments:

Grades 6-8 iReady Reading:

- All Students: 73%
- English Learner (ELs): 15% (3/21 students)
- Students with Disabilities (SWD): 18%
- Socio-economically Disadvantaged (SED): 38%

Grades 6-8 iReady Math:

- All Students: 73%
- English Learner (ELs): 15%
- Students with Disabilities (SWD): 18%
- Socio-economically Disadvantaged (SED): 38%

2023 Dashboard Mathematics:

All Students for Math is Very High: 65.4 Points Above Standard (+3.2 points)

Socioeconomically Disadvantaged student group is Medium: 29.4 Points Below Standard (+7.2 points)

Students with Disabilities student group is Medium: 59.8 Points Below Standard (+7.8 points)

Hispanic/Latino student group is Medium: 3.3 Points Below Standard

Based on this information, SCSD will continue to implement a summer academy in 2024, for which these student groups are given priority.

Just one student group across the district received the lowest performance level of red in mathematics on the 2023 Dashboard, which was Students with Disabilities at Tierra Linda Middle School. We will be implementing intervention and supports for these students, as stated in Action 2.1: Create and implement interventions and supports that specifically target our Students Experiencing Poverty (Socioeconomically Disadvantaged student group)

2. Academic Engagement

- Average Daily Attendance and Chronic Absenteeism

This has been an area of significant focus for each SCSD school during the 2023-24 school year. Strong efforts from school administrative staff have resulted in increased attendance, and sometimes enormous gains, throughout the district. District wide, Average Daily Attendance (ADA) has increased to 96.1% from 95.01%, year over year as of the end of P2. The district has seen a commensurate drop in chronic absenteeism, from 9.3% (Orange) to 5.6% (Green), as well as a drop in each student group from 2023 Dashboard levels, as follows:

9.3% of all students (Orange) to 5.6% (Green)

20.1% of English Learners (Red) to 15.3% (Yellow)

24.4% of Socioeconomically Disadvantaged (Red) to 17.1% (Yellow)
22.1% of Students with Disabilities (Red) to 14.7% (Yellow)
4.1% of Asian Students (Yellow) to 2.3% (Blue)
20% of Hispanic/Latino Students (Red) to 12.9% (Yellow)
8.1% of White Students (Orange) to 4.1% (Blue)
8.7% of Multiracial Students (Orange) to 5.4% (Green)

Current data above (from the application provided by our outside vendor) shows that all but Students Experiencing Homelessness (an increase from 35.2% to 41%- Red) has dropped significantly enough to be at least Yellow on the Dashboard (see Technical Assistance section for more on this group). However, four student groups in addition to students Experiencing Homelessness remain either high or very high overall (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino).

In addition to District level data on chronic absenteeism, three schools received the lowest performance level of Red in this area. Arundel Elementary, Heather Elementary, and Tierra Linda Middle School received Red ratings in this area. Current data indicates significant improvement in this area for all three schools, with chronic absenteeism rates dropping for all students from 2023 Dashboard levels, to current levels, as follows:

Arundel All Students: 11.7% (Red) to 7.14% (Green)
Heather All Students: 11.7% (Red) to 5.5% (Green)
Tierra Linda Middle School All Students: 10.6% (Red) to 8.1% (Green)

There was also a significant number of student groups at the school level that received the lowest performance level of Red in chronic absenteeism. Current data indicates significant improvement in this area for all three schools, with chronic absenteeism rates dropping for all students from 2023 Dashboard levels, to current levels, as follows:

Arundel Elementary Hispanic/Latino Students: 26.4% to 16.4%
Heather Elementary English Learners: 25.7% to 10%
Heather Elementary Socioeconomically Disadvantaged Students: 24.3% to 13.5%
Heather Elementary Hispanic Latino Students: 26.2% to 10.7%
Mariposa Hispanic Students: 28.2% to 9.1%
Central Middle School Students with Disabilities: 37.1% to 26.5%
Tierra Linda Middle School Socioeconomically Disadvantaged: 33.3% to 26.9%

Only the following two student groups currently remain Red across the district:
Tierra Linda Middle School Students With Disabilities: 23.3% to 25.6%
Tierra Linda Middle School Hispanic/Latino: 20.9% to 22.1%

Tierra Linda administrative staff is working closely with our Community Liaison to improve attendance for these two student groups over the last few weeks of school.

Although significantly better than statewide data, and significantly improved over the 2022-23 school year, chronic absenteeism remains an area of focus as the SCSD schools head into the 2024-25 school year. In addition, the district has hired a Community Liaison to assist with chronic absenteeism, as listed in Action 2.3: Provide a Community Liaison to improve school-home connection through family engagement and provide resources to high needs families, with a focus on students experiencing homelessness and students experiencing poverty.

3. Conditions and Climate

- Suspensions:

The 2023 Dashboard indicates 0.7% (Green) of all SCSD students were suspended at least one day. This is a slight decrease (0.1%) from the 2022 Dashboard. Current data from the application provided by our outside vendor indicates that from August 23, 2023 through May 17, 2024, 0.5% (Blue) of students have been suspended for at least one day. In addition, Suspension Rate for all student groups is currently green or blue, with just one group being medium (Students with Disabilities), and no groups being classified as high or very high. Students Experiencing Homelessness were identified as Red for Suspensions on the District Dashboard; this student groups currently has a rating of Blue.

In addition to District level data on suspensions, Tierra Linda Middle School received the lowest performance level of Red in this area for both the Socioeconomically Disadvantaged and Students with Disabilities student groups. Current data indicates significant improvement in this area for the Students Experiencing Poverty from 2023 Dashboard levels, to current levels, as follows:

Tierra Linda Middle School Socioeconomically Disadvantaged: 16.7% to 9.6%

Only one student group currently remains Red across the district:

Tierra Linda Middle School Students With Disabilities: 13.3% to 14%

Tierra Linda administrative staff will be working closely with our Director of Student Services to lower suspension rates for these students moving into next school year. In addition, as stated in Action 1.5: (We will) Energize and refocus the implementation of Positive Behavior Intervention and Support (PBIS), including restorative practices and alternatives to suspension, around the immediate needs of the school sites.

Reflections: Technical Assistance

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

The District was once again identified for Differentiated Assistance for Students Experiencing Homelessness, a group now consisting of 39 students, for both chronic absenteeism and suspension rate. Although 39 students is a relatively small number (about 1.5% of total student population), it represents a significant increase in population (approximately 4 times more) compared with 2019 Dashboard data, when there were not enough students to receive a Dashboard rating, and up from 27 students just two school years ago. Based on the 2023 Dashboard, Students Experiencing Homelessness were chronically absent 35.3% of the school year, a rating of “very high” on the Dashboard. In

addition, this student group was suspended at a rate of 8.8%, also a rating of “very high” on the Dashboard. Updated chronic absenteeism data through May 2024 shows the number of students experiencing homelessness has increased to 39, and the rate of chronic absenteeism has increased to 41% (16 of 39 students are chronically absent). Significant progress has been made in the suspension rate for students experiencing homelessness, with a current rate of 2.5% (low and Blue), a drop of over 6% compared to 2022-23.

The District has intervened with these students this school year by providing after school care for students in need of care for a longer day, providing transportation, and individual phone calls and meetings with families to identify barriers to attendance. Principals have been uncovering barriers to attending school, and working to remove these barriers. Additionally, SCSD started an Attendance Committee made up of three principals, the director of student services, and the director of community relations. This committee is reviewing current research and developing internal processes to improve attendance.

In addition, the district has hired a Community Liaison to provide outreach and linkages to social and community services for these families. For 2024-25, we plan to train the Community Liaison and site administrators on proper protocols to use when making home visits to these and other chronically absent families.

The San Mateo County Office of Education is providing our technical assistance in his area.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	Meetings of the committee were held on the following dates: 3/22/24, 4/24/24 and 5/22/24 Input was also taken from members electronically through email and shared Google Documents
District English Language Advisory Committee (DELAC)	Meetings of the committee were held on the following dates: 9/27/22, 10/25/23, 11/29/23, 12/20/23, 2/28/24, 3/20/24, 4/24/24, and 5/22/24 The final two dates were held in conjunction with the Parent Advisory Committee Input was also taken from members electronically through email and shared Google Documents
Special Education District Advisory Committee (SEDAC) Meeting for Parents of Students with Disabilities	LCAP input meetings of the committee were held on 3/6/24 and 4/19/24 Input was also taken from members electronically through email and shared Google Documents
Teachers and Support Staff at each school site, including members of San Carlos Teachers Association and CSEA Local 263	School principals engaged their staff throughout the 2023-24 school year, with the most intensive input taking place in late February and March 2024. Input was also taken from members electronically through email and shared Google Documents
Site Administrators and District Level Cabinet Members	LCAP writing team members engaged these groups regularly between December 2023 and May 2024. Input was also taken from members electronically through email and shared Google Documents

Educational Partner(s)	Process for Engagement
Diversity, Equity and Inclusion Leadership Team and Steering Committee	Meetings of the committee were held on the following dates: 11/8/23, 2/26/24, 5/8/24 Input was also taken from members electronically through email and shared Google Documents
Special Education Local Plan Area (SELPA) LCAP Consultations	SELPA participated in our first Differentiated Assistance meeting on 2/8/24 SCSD participated in a meeting for SELPA Individualized Consultation on 5/1/24; a second LCAP consultation was held on 5/24/24
School Site Councils and Parent Teacher Associations (PTA)	School principals engaged their School Site Councils and PTA between February and April 2024 Input was also taken from members electronically through email and shared Google Documents
District Parent Teacher Association Coordinating Council (PTACC)	District staff engaged this PTA leadership group on 3/6/24 and 4/3/24 Input was also taken from members electronically through email and shared Google Documents
San Carlos Education Foundation (SCEF) Board	District staff engaged this Foundation leadership group on 4/23/24 Input was also taken from members electronically through email
Site Walkthroughs with Principals, Superintendent, and Board Members	Throughout the 2023-24 school year
California Healthy Kids Survey Please note: currently, CHKS is the primary way in which we engage our students to influence the LCAP	This survey was given to students in grade 3-8 in February and March 2024 77% students participated in the survey
LCAP Engagement Meetings in East Palo Alto	Bilingual meetings with this group were held at the East Palo Alto YMCA on 11/15/23, and 4/17/24
California School Climate, Health and Learning Surveys (CalSCHLS) Parent/Caregiver Survey and Staff Survey	1,323 Caregiver responses were received, which is approximately 50% of families 196 Staff survey responses were received, which is approximately 50% of staff

Educational Partner(s)	Process for Engagement
SCSD Board of Trustees	District staff engaged the SCSD Board extensively throughout the 2023-24 school year on the following dates: 9/14/23, 10/20/23, 10/26/23, 12/14/23, 1/18/24, 2/15/24, 3/14/24, 4/4/24, 4/18/24, 5/2/24, and 5/16/24
Facilities Master Plan and Strategic Planning Committee meetings held during 2022-23	Strategic Planning Sessions: 10/26/22, 11/2/22, 11/3/22, 11/30/22, 12/13/22, 1/27/23, 5/3/23 Facilities Master Plan Sessions: 1/27/23, 2/8/23, 2/28/23, 6/7/23 These meetings shaped the updated SCSD Strategic Plan and Facilities Master Plan, which serve as guiding documents for this LCAP Input was also taken from members electronically through email and shared Google documents

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

Consistent with previous LCAP engagement, this school year, educational partners provided extensive input via discussion, meeting notes, and shared Google documents, as well as through the California School Climate, Health and Learning Surveys (CaSCHLS) for Parents/Caregivers and Staff. The primary goal of the 2024-2027 LCAP was to capture the spirit of the updated 2023 SCSD Strategic Plan, 2023 Facilities Master Plan, and to capture the District's work in other initiatives, such as in Diversity, Equity and Inclusion, and make them actionable in the 2024-2027 San Carlos School District Local Control Accountability Plan.

With this guiding principle in mind, initial SCSD 2024-2027 LCAP goal development took place in December and January, resulting in draft goals to be used during follow-up engagements with educational partners that took place in February through May. Associated actions and metrics were developed and refined based on input from educational partners. The goals have been through many iterations based on this feedback, and were finalized in April 2024. The District has received good feedback on these final goals, with partners calling them "ambitious," "rigorous," and, most importantly, "representative of input."

District staff also engaged the SCSD School Board of Trustees extensively throughout this school year, keeping the Board abreast of LCAP progress and development throughout the school year. This makes the LCAP less of an event, and more representative of what we are doing for students currently and what we aspire to do for students in future years.

- September 14, 2023: Summer School Program and Outcomes
- October 20, 2023: Student Services
- October 26, 2023: Study Session: Learning Outcomes and Math deep dive
- December 14, 2023: Serving Multilingual Students and EL Master Plan
- January 18, 2024: CA School Dashboard and Mid Year LCAP Outcomes
- February 15, 2024: Diversity, Equity, Inclusion and Belonging Initiative
- March 14, 2024: LCAP Draft Goals and SCSD Learner Profile

April 4, 2024: LCAP Study Session

April 18, 2024: Sequoia Union High School District Outcomes

May 2, 2024: California School Climate, Health and Learning Surveys

May 16, 2024: 2024- 2027 SCSO LCAP Progress and 2021-24 Annual Update

All told, district staff considered input from approximately 50 different engagement sessions held throughout the 2023-24 school year. Specifically, input from educational partners influenced LCAP goals and actions in each goal area as follows:

Themes from Educational Partner Engagements in Goal Area 1 directly influencing the LCAP:

- Align goals and action with the SCSO Strategic Plan and Learner Profile (Future Ready Skills)
- Provide innovative learning with a student-centered approach, e.g. Project Based Learning
- Continue offering a well-rounded education, including a full range of electives and STEAM
- Teach students digital and media literacy so they can evaluate sources of information, especially with the rise of AI
- Provide rigorous instruction and challenging coursework for students who are ready
- Keep curriculum up-to-date with research and differentiated to ensure future student success

Finalized Goal 1: We will prioritize and support learners' intellectual, intrapersonal, and interpersonal growth and ensure future success for all students by developing future ready skills, sparking engagement, and building academic confidence in all students.

Themes from Educational Partner Engagements in Goal Area 2 directly influencing the LCAP:

- Continue to prioritize Diversity, Equity, Inclusion, and Belonging Initiatives e.g. implementation of belonging and anti-bullying activities; lifting up diverse culture; addressing disparities among student populations; and hiring diverse staff
- Maintain/increase focus on mental health and behavior resources to increase student engagement
- Continue addressing the needs of all students, including traditionally underserved populations as well as gifted and high-achieving students
- Provide better support for students with learning differences

Finalized Goal 2: We will provide rigorous and differentiated learning, set ambitious goals, and use inclusive practices so that ALL students, including those with learning differences, reach their full academic and social potential.

Themes from Educational Partner Engagements in Goal Area 3 directly influencing the LCAP:

- Provide professional learning that supports and provides for standards based instruction and assignments
- Increase opportunities for staff collaboration including vertical and horizontal collaboration
- Implement culturally responsive, standards based lessons and student centered learning

Finalized Goal 3: We will foster a culture of collaboration and reflection within the school community by prioritizing educator learning to

promote facilitation of standards based, equitable learning experiences for all students.

Themes from Educational Partner Engagements in Goal Area 4 directly influencing the LCAP:

Maximize Measure H dollars to implement the Facilities Master Plan and improve student and staff experiences by updating/modernizing Infrastructure and facilities including school campuses, outdoor spaces, and buildings; specifically:

- Environmental Comfort, including restrooms and HVAC
- Address accessibility issues to ensure all students can access the campus
- Create engaging outdoor and learning and play environments
- Infrastructure to improve energy efficiency and climate readiness
- Create spaces for early childhood education
- Provide spaces for collaboration
- Create student centered learning spaces

Finalized Goal 4: We will create flexible, safe, and climate ready schools and educational environments that support engaging and innovative learning experiences for staff and learners by prioritizing actions in the SCSD Facilities Master Plan.

Themes from Educational Partner Engagements in Goal Area 5 directly influencing the LCAP:

- Involve parents more in decision-making processes
- Be clear with and how to address parent concerns
- Improve and provide more frequent communication with parents about student progress and teaching and learning initiatives.
- Continue providing translation, engagement with, and parent education for the greater SCSD community
- Prioritize relationships with city partners and school neighborhoods
- Increase partnerships with the trades, biotech and high tech companies to further enhance the student experience

Most importantly, it was only after extensive engagement with educational partners that this goal remained as a stand alone goal, rather than being integrated into the other four goal areas. Families and community members in particular felt passionate that this remain a specific goal area, as an area of significant opportunity over the next three school years.

Finalized Goal 5: We will strengthen outreach, engagement, and collaboration with our community and partners to build mutually beneficial linkages between schools, families and the community at large.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will prioritize and support learners' intellectual, intrapersonal, and interpersonal growth and ensure future success for all students by developing future ready skills, sparking engagement, and building academic confidence in all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of this goal follows from the adoption of the updated 2023 SCSD Strategic Plan. The vision of the Strategic Plan emphasizes the development of the whole child and preparing students by arming them with durable "future ready" skills that would be useful regardless of the situation or career path of that student's choice. There was significant stakeholder engagement around the Strategic Plan during the 2022-23 school year, and engagement during the 2023-34 school year remained enthusiastic about the plan's ambitions for students in SCSD and their ability to:

- Reach their highest academic, social, emotional, intellectual, and physical potential;
- Become Curious Problem Solvers, Self-Aware learners, and kind citizens; and
- Develop into empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

The Learner Profile is the heart of the Strategic Plan. In the visual of the Learner Profile, the learner is surrounded by concentric circles of "The Educator," "The School," and "The Community." Each of these circles has an assigned goal in the SCSD LCAP. Goals 1 and 2 relate directly to the Learner.

The Learner Profile is a dynamic framework that outlines the attributes and skills that every student will develop throughout their educational journey with SCSD. Going beyond traditional academics, the Profile of a Learner emphasizes critical thinking, creativity, adaptability, and collaboration, equipping students with the tools they need to thrive in an ever-changing world. Educators have worked throughout the 2023-24 school year to develop a Continuum of Learning aligned to the SCSD Profile of a Learner that will be piloted and implemented in the coming school years.

The continuous improvement Plan is based on four core principles, the first of which is directly related to this goal: Developing and delivering learner-centered, innovative and engaging curriculum and instruction. Educators will pilot the Learner Profile Continuum of Learning in 2024-

25, and we envision that it will be used district-wide in some format by the close of this LCAP in 2027.

Goal 1 centers on ensuring that all students have access to high quality Tier 1 instruction and services. Analysis of previous goals in the 2023-24 Annual Update shows significant improvement in ELA and Math achievement for Students with Disabilities and Students Experiencing Poverty. Baseline data is up significantly from the previous LCAP for these student groups. Continuing to close the achievement gap for these student groups remained a strong priority during engagement with educational partners.

We do expect that some of the chosen metrics in Math and ELA will change as we adopt new curriculum and implement standards based tasks in these areas. We also want to be sure that the assessments give us the information we need to inform instruction and improve student learning. We will be focusing on this work during this three year LCAP cycle.

Themes from educational partners emphasized the following areas in Goal 1:

- Align goals and actions with the SCSD Strategic Plan and Learner Profile (Future Ready Skills)
- Provide innovative learning with a student-centered approach, e.g. Project Based Learning
- Continue offering a well-rounded education, including a full range of electives and STEAM
- Teach students digital and media literacy so they can evaluate sources of information, especially with the rise of AI
- Provide rigorous instruction and challenging coursework for students who are ready
- Keep curriculum up-to-date with research and differentiated to ensure future student success

Goal 1 clearly addresses each of these stakeholder themes collected during the engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of all students and English Learner, Students with Disabilities and Socio- economically Disadvantaged student groups in grades 3-8 who score proficient or advanced on California Assessment of Student Performance and	Spring 2023 CAASPP Results: English Language Arts <ul style="list-style-type: none"> • All Students: 80% • English Learner (ELs): 13% • Students with Disabilities (SWD): 35% 			CAASPP ELA: <ul style="list-style-type: none"> • All Students: 84% • English Learner (ELs): 23% • Students with 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Progress (CAASPP) in ELA</p> <p>Distance from Standard (DFS) on these assessments will also be monitored</p>	<ul style="list-style-type: none"> Socio-economically Disadvantaged (SED): 49% <p>DFS for 2023:</p> <ul style="list-style-type: none"> All Students: +72.5 English Learner (ELs): +2 Students with Disabilities (SWD): -39.7 Socio-economically Disadvantaged (SED): -6.1 			<ul style="list-style-type: none"> Disabilities (SWD): 40% Socio-economically Disadvantaged (SED): 54% <p>CAASPP ELA DFS:</p> <ul style="list-style-type: none"> All Students: +77.5 	
1.2	<p>Percent of all students and English Learner, Students with Disabilities and Socio- economically Disadvantaged student groups in grades 3-8 who score proficient or advanced on California Assessment of Student Performance and Progress (CAASPP) in Mathematics</p> <p>Distance from Standard (DFS) on these assessments will also be monitored</p>	<p>Spring 2023 CAASPP Results:</p> <p>Mathematics</p> <ul style="list-style-type: none"> All Students: 77% English Learner (ELs): 23% Students with Disabilities (SWD): 35% Socio-economically Disadvantaged (SED): 42% <p>DFS for 2023:</p>			<p>CAASPP Math:</p> <ul style="list-style-type: none"> All Students: 81% English Learner (ELs): 33% Students with Disabilities (SWD): 40% Socio-economically 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> All Students: +65.4 English Learner (ELs): -6.4 Students with Disabilities (SWD): -59.8 Socio-economically Disadvantaged (SED): -29.4 			Disadvantaged (SED): 47% CAASPP Math DFS: <ul style="list-style-type: none"> All Students: +70 	
1.3	Percent of All Students and English Learner, Students with Disabilities, and Socio-economically Disadvantaged student groups in grades K-8 who meet or exceed standards on trimester 2 district reading benchmark assessment K-5, and iReady Reading Assessment 6-8	Spring Trimester 2023 Reading Benchmark Results: Grades K-2: <ul style="list-style-type: none"> All Students: 82% English Learner (ELs): 44% Students with Disabilities (SWD): 58% Socio-economically Disadvantaged (SED): 62% Grades 3-5: <ul style="list-style-type: none"> All Students: 88% English Learner (ELs): 25% 			Grades K-2 Reading Benchmark: <ul style="list-style-type: none"> All Students: 86% English Learner (ELs): 50% Students with Disabilities (SWD): 63% Socio-economically Disadvantaged (SED): 67% Grades 3-5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Students with Disabilities (SWD): 52% • Socio-economically Disadvantaged (SED):66% <p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> • All Students: 73% • English Learner (ELs): 15% (3/21 students) • Students with Disabilities (SWD): 18% • Socio-economically Disadvantaged (SED): 38% 			<p>Reading Benchmark:</p> <ul style="list-style-type: none"> • All Students: 90% • English Learner (ELs): 35% • Students with Disabilities (SWD): 57% • Socio-economically Disadvantaged (SED):70% <p>Grades 6-8 iReady Reading:</p> <ul style="list-style-type: none"> • All Students: 78% • English Learner (ELs): 25% • Students with Disabilities (SWD): 25% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> Socio-economically Disadvantaged (SED): 48% 	
1.4	Percent of all students and English Learner, Students with Disabilities, and Socio-economically Disadvantaged student groups in grades K-8 who meet or exceed standards on the spring district writing benchmark assessment	<p>Spring Trimester 2023 Writing Benchmark Results:</p> <p>Grades K-2:</p> <ul style="list-style-type: none"> All Students: 86% English Learner (ELs): 50% Students with Disabilities(SWD): 73% Socio-economically Disadvantaged (SED):65% <p>Grades 3-5:</p> <ul style="list-style-type: none"> All Students: 78% English Learner (ELs): 26% Students with Disabilities (SWD): 41% Socio-economically 			<p>Grades K-2 Writing:</p> <ul style="list-style-type: none"> All Students: 90% English Learner (ELs): 55% Students with Disabilities(SWD): 78% Socio-economically Disadvantaged (SED):70% <p>Grades 3-5 Writing:</p> <ul style="list-style-type: none"> All Students: 83% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantaged (SED):57%</p> <p>Grades 6-8:</p> <ul style="list-style-type: none"> • All Students: 68% • English Learner (ELs): 17% • Students with Disabilities (SWD): 34% • Socio-economically Disadvantaged (SED):56% 			<ul style="list-style-type: none"> • English Learner (ELs): 36% • Students with Disabilities (SWD): 46% • Socio-economically Disadvantaged (SED):62% <p>Grades 6-8 Writing:</p> <ul style="list-style-type: none"> • All Students: 73% • English Learner (ELs): 27% • Students with Disabilities (SWD): 44% • Socio-economically Disadvantaged 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(SED): 66%	
1.5	Percent of all students and English Learner, Students with Disabilities, and Socio-economically Disadvantaged student groups in grades 1-8 who meet or exceed standards on trimester 2 district Math benchmark assessment K-5, and iReady Math Assessment 6-8	<p>Spring Trimester 2023 Math Benchmark Results:</p> <p>Grades 1-2:</p> <ul style="list-style-type: none"> All Students: 89% English Learner (ELs): 64% Students with Disabilities (SWD): 69% Socio-economically Disadvantaged (SED):71% <p>Grades 3-5:</p> <ul style="list-style-type: none"> All Students: 85% English Learner (ELs): 42% Students with Disabilities (SWD): 71% Socio-economically Disadvantaged (SED):55% <p>Grades 6-8 iReady Math:</p>			<p>Grades 1-2 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 92% English Learner (ELs): 69% Students with Disabilities (SWD): 74% Socio-economically Disadvantaged (SED): 76% <p>Grades 3-5 Math Benchmark:</p> <ul style="list-style-type: none"> All Students: 89% English Learner (ELs): 47% Students with 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • All Students: 73% • English Learner (ELs): 15% • Students with Disabilities (SWD): 18% • Socio-economically Disadvantaged (SED): 38% 			<ul style="list-style-type: none"> • Disabilities (SWD): 76% • Socio-economically Disadvantaged (SED): 60% <p>Grades 6-8 iReady Math:</p> <ul style="list-style-type: none"> • All Students: 78% • English Learner (ELs): 25% • Students with Disabilities (SWD): 28% • Socio-economically Disadvantaged (SED): 48% 	
1.6	Percent of all students and English Learner, Students with	2023 CAST Results Grade 5:			2023 CAST Results Grade 5:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disabilities, and Socio-economically Disadvantaged student groups in grades 3-8 who score proficient or advanced on California Science Test (CAST)	<ul style="list-style-type: none"> All Students: 74% English Learner (ELs): sample size too low Students with Disabilities (SWD): 38% Socio-economically Disadvantaged (SED):30% <p>Grade 8:</p> <ul style="list-style-type: none"> All Students: 72% English Learner (ELs): sample size too low Students with Disabilities (SWD): 14% Socio-economically Disadvantaged (SED):46% 			<ul style="list-style-type: none"> All Students: 79% English Learner (ELs): N/A Students with Disabilities (SWD): 43% Socio-economically Disadvantaged (SED): 40% <p>Grade 8:</p> <ul style="list-style-type: none"> All Students: 77% English Learner (ELs): N/A Students with Disabilities (SWD): 24% Socio-economically 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Disadvantaged (SED): 51%	
1.7	Percent of students receiving a broad course of study	100% of students receiving a broad course of study (2023-24 Local Indicators Baseline)			Maintain 100% of students receiving a broad course of study	
1.8	Percent of Students responding favorably (agree or strongly agree) to the following questions on the California Healthy Kids (student) Survey (CHKS): 1) "Adults at school care about me" 2) "I feel like I am a part of my school"	Based on the 2024 CHKS: 75% of students responded favorably to "Adults at school care about me" 72% of students responded favorably to "I feel like I am a part of my school"			80% of students responding favorably to Question 1 77% of students responding favorably to Question 2	
1.9	Percent of Caregivers responding favorably (agree or strongly agree) to the following survey areas on the Caregiver Survey • Opportunities for meaningful	Based on the 2024 Caregiver Survey: 39% of caregivers responded strongly agree 48% of caregivers responded agree			45% respond strongly agree 47% respond agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	student participation					
1.10	Number of student encounters handled by school counselors on the mental health log	Through April 29th, 2024: 2,824 sessions: K- 334 1st grade- 295 2nd grade- 373 3rd grade- 316 4th grade- 480 5th grade- 122 6th grade- 279 7th grade- 374 8th grade- 251			5% decrease in student encounters handled by school counselors over three years	
1.11	Percent of students having daily access to Standards-aligned core curriculum materials	100% of students currently have access to Standards-aligned core curriculum materials (2023-24 Baseline)			Maintain 100% of students having daily access to Standards- aligned core curriculum materials	
1.12	Number of Williams complaints regarding instructional materials received at the District office	Zero complaints based on quarterly Williams audits (2023-24 Baseline)			Maintain zero complaints based on quarterly audits	
1.13	Pilot the SCSD Strategic Plan Learner Profile Continuum of Learning rubric in 2024-25 Full implementation of the SCSD Strategic Plan	100% of teachers from the Profile of a Learner Teacher Leadership group will pilot the Continuum of Learning rubric during the 2024-25 school year			Full implementation of the SCSD Strategic Plan Learner Profile Continuum of Learning rubric by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Leaner Profile Continuum of Learning rubric by 2026-27				all (100%) teachers during the 2026-27 school year	

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	Technology: Data Warehousing and Analysis	Analyze student results on standards-based assessments to drive standards-based instruction and inform decision making for academic performance, academic engagement (including chronic absenteeism), and improving conditions and climate for all students	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Staffing	Provide appropriate staffing so that all students have access to a broad course of study, including reading, writing, Science, Technology, Engineering, Arts, and Mathematics (STEAM)	\$1,971,846.00	No
1.3	Staffing	Provide a Teacher on Special Assignment and Director of Early Learning to advance the alignment of Preschool-Grade 3 (P-3) Teaching, Learning, and Assessment in Literacy, Social Emotional Learning, and Math	\$139,992.00	Yes
1.4	Staffing	Provide Director of Wellness and Director of Student Services to apply a continuous improvement process to the Whole Child instructional model and identify areas for improvement.	\$92,010.00	Yes
1.5	Professional Development	Energize and refocus the implementation of Positive Behavior Intervention and Support (PBIS), including restorative practices and alternatives to suspension, around the immediate needs of the school sites, particularly for Low Income students and Students with Disabilities.	\$15,000.00	Yes
1.6	Professional Development	Teach future-ready skills (collaboration, communication, problem-solving, etc.) in the SCSD Strategic Plan Learner Profile using a variety of learning strategies to increase the voice and choice of students (e.g. project-based learning)	\$26,150.00	No
1.7	Student Engagement	Build student agency and sense of belonging to build future-ready skills through a variety of activities, including: middle school articulation programs, student-directed clubs and leadership opportunities to build future-ready skills (e.g. Where Everybody Belongs (WEB), Safe School Ambassador Program, Safety Patrol, Green Teams and other clubs).	\$9,788.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Materials and Training	<p>Implement age-appropriate Social Emotional Learning curriculum to support student learning and sense of belonging inclusive of school wide initiatives to increase belonging (Second Step, Sown to Grow, and Wayfinder).</p> <p>Support for Social-emotional Learning (SEL), increasing emphasis on procedures and strategies both in and out of the classroom (playground, lunch tables, hallways, library, field trips, etc.).</p>	\$7,500.00	No
1.9	Support for Student Groups	Support students' mental health needs by providing appropriate staffing and writing and renewing grants/partnerships with organizations such as Sequoia Healthcare District, One Life Counseling Center, etc	\$479,136.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will provide rigorous and differentiated learning, set ambitious goals, and use inclusive practices so that ALL students, including those with learning differences, reach their full academic and social potential.	Broad Goal

State Priorities addressed by this goal.

- 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.

Goal 2 is a broad goal based in providing students access to Multi Tiered Systems of Support, with Tier 2 and Tier 3 services as they need them, inclusive of all student groups. It emphasizes the idea of "just in time" intervention, whether that is in academics, behavior, or mental health. It was also made clear during the engagement process that it was important to consider the needs of students that need a deeper or more rigorous dive into the core subjects. This goal also continues to focus on the implementation of inclusive practices for all students as part of the District's initiative in Diversity, Equity, Inclusion, and Belonging. Educational partner engagement revealed a need to be clearer with families regarding the services their student may be eligible for, and to refine the Student Study Team (SST) process, which will be done through a rewrite of the district SST handbook.

To address specific needs of Students Learning English (English Learners) Goal 2 funds an English Language Development Teacher on Special Assignment to:

- Provide support for all teachers, K-8, in serving the needs of English Learners, to increase their achievement across all subjects
- Work with/train the Literacy team, classroom teachers and site administration to improve ELA/ELD instruction and strategies, K-8
- Implement the 2024 EL Master Plan, including support services and curriculum
- Increase participation in Site and District English Learner Advisory Committees and engagement with families from East Palo Alto

To address specific needs of students experiencing homelessness, the district will continue to fund a bilingual Community Liaison. The Community Liaison's objective is to improve school-home connection through family engagement and providing resources to these and other high needs families.

The district will continue to fund a robust mental health program including school counselors and mental health associates, thanks in large part to grants received through local partnerships with Sequoia Healthcare District and the San Carlos Education Foundation.

While achievement of the Hispanic/Latino student group has traditionally been quite good in SCSD (Green for ELA and Yellow for Math),

SCSD continues to experience significant disproportionality in Special Education for this student group. The District has developed a plan to reduce the risk ratio for Hispanic/Latino students in Special Education, and while the number of students being identified has decreased, so has the total number of students being identified in the district, and the risk ratio remains the same. This will continue to be a focus of the district throughout the life of this LCAP.

Themes from educational partner engagement emphasized the following areas in Goal 2:

- Continue to prioritize Diversity, Equity, Inclusion, and Belonging Initiatives e.g. implementation of belonging and anti-bullying activities; lifting up diverse culture; addressing disparities among student populations; and hiring diverse staff
- Maintain/increase focus on mental health and behavior resources to increase student engagement
- Continue addressing the needs of all students, including traditionally underserved populations as well as gifted and high-achieving students
- Provide better support for students with learning differences

Goal 2 clearly addresses each of these stakeholder themes collected during the engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Decrease the District's Risk Ratio for Hispanic students with an IEP for a Specific Learning Disability (SLD)	<p>Risk Ratios for students who are Hispanic and qualify for an IEP under the eligibility category of Specific Learning Disability (SLD), per the California Department of Education.</p> <p>2023-24: 3.63 2022-23: 3.63 2021-22: 3.24 2020-21: 3.42 2019-20: 3.60</p>			The number of Hispanic students with an IEP for SLD will be reduced by 10% and/or reach a Risk Ratio lower than the 3.0 criterion	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of students that are attending school on a daily basis	<p>2023-24 P2 ADA was 96.2% District Wide</p> <p>2023-24 P2 ADA for each school: Arroyo: 96.78% Arundel: 96.18% Brittan Acres: 96.36% Central Middle School: 96.45% Heather: 95.45% Mariposa: 96.01% Tierra Linda Middle School: 95.92% White Oaks: 96.32%</p>			Return to pre-pandemic ADA of at least 97% ADA District Wide	
2.3	Percent of all students and student groups that are labeled as chronically absent	<p>Final Chronic Absenteeism for 2022-23 on the CA School Dashboard:</p> <p>9.3% of all students (Orange) 20.1% of English Learners (Red) 35.2% of Students Experiencing Homelessness (Red) 24.4% of Socioeconomically Disadvantaged (Red) 22.1% of Students with Disabilities (Red) 4.1% of Asian Students (Yellow)</p>			<p>2025-26 Dashboard chronic absenteeism for all students is green or blue, and chronic absenteeism rate returns to pre-pandemic levels at or below 4%</p> <p>Dashboard Chronic Absenteeism for all student groups is at least yellow</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20% of Hispanic/Latino Students (Red) 8.1% of White Students (Orange) 8.7% of Multiracial Students (Orange) 2.8% of Filipino Students (Green)				
2.4	Suspension Rate	2022-23 Dashboard suspension rate: 0.73% (Green- Very Low) 2023-24 suspension rate as of April 30, 2024: 0.5%			2025-26 Dashboard suspension rate remains Green or Blue	
2.5	Expulsion Rate	0% (Baseline 2022-23)			Maintain 0% Expulsion Rate	
2.6	Middle School Dropout Rate (Number of students in grade 8 who drop out of school)	Zero students dropped out of Grade 8 in 2022-23			Maintain Zero Students Dropping Out of Grade 8	
2.7	Percent of Students responding favorably (yes, most of the time or yes, all of the time) to the Meaningful Participation section of the California Healthy Kids (student) Survey (CHKS)	Based on the 2024 CHKS: 48% of students in grade 4 37% of students in grade 5 47% of students in grade 6 35% of students in grade 7			5% increase in favorable responses in all grade levels	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		32% of students in grade 8 responded favorably to the Meaningful Participation section				
2.8	Percent of Caregivers responding strongly agree to the Student Learning Environment scale questions	Based on the 2024 Caregiver Survey: <ul style="list-style-type: none"> 45% of TK-5 caregivers strongly agree 29% of middle school caregivers strongly agree 			55% of TK-5 caregivers strongly agree 40% of middle school caregivers strongly agree	
2.9	California Healthy Kids Survey (CHKS) School Climate Report Card for Central and Tierra Linda Middle Schools	2024 California Healthy Kids Survey Data: Central Middle School: Scored At or Above the State Average on the following School Climate Indicators (please note, the state average was not calculated for some of the following): 3 of 4 in Supports and Engagement (3 questions not calculated) Low Violence (all questions in low violence not calculated)			Both Schools will maintain or improve in each indicator and maintain at least average levels when compared with other California Middle Schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>1 of 1 in Other School Climate Indicators (2 not calculated)</p> <p>Tierra Linda Middle School Scored At or Above the State Average on the following School Climate Indicators (please know, the state average was not calculated for some of the following)</p> <p>4 of 4 in Supports and Engagement (3 questions not calculated)</p> <p>Low Violence (all questions in low violence not calculated)</p> <p>1 of 1 in Other School Climate Indicators (2 not calculated)</p>				
2.10	English Learner Reclassification Rate	As of Spring 2024, the English Learner Reclassification rate was 24.7%			Increase EL Reclassification rate to 30%	

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	Staffing and Support for Student Groups	<p>Provide staffing to enhance the SCSD's Multi-Tiered System of Support (MTSS), including monitoring and data collection to increase student engagement and academic achievement:</p> <ul style="list-style-type: none"> Continuously refine teacher capacity to accommodate, differentiate, and modify instruction for students with learning differences, including those that need more rigorous instruction/coursework, to ensure at least one year of academic growth each school year Ensure families know interventions and supports available to all students Provide English Language Development (ELD) instruction to students learning English Provide literacy support to emergent readers Create and implement interventions and supports that specifically target our Students with Disabilities in Math and ELA Create and implement interventions and supports that specifically target our Students Experiencing Poverty (Socioeconomically Disadvantaged student group) in mathematics Provide access to Mental Health Services and Care teams at each school site 	\$1,768,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Develop an updated Student Success Team (SST) Handbook to provide guidelines for leaders and support staff, including a flow chart of student services and support for parents. 		
2.2	Professional Development and Instructional Materials	<p>Create and implement purposeful Diversity, Equity, Inclusion, and Belonging (DEIB) activities, resources, and curriculum that increase awareness and inclusion of students from different cultures and backgrounds:</p> <ul style="list-style-type: none"> Inclusive, effective, standards-based academic and Social Emotional Learning (SEL) programs Increase access to culturally responsive literature Provide training on Culturally responsive teaching <p>Funded in 3.1</p>	\$0.00	No
2.3	Staffing and Support for Student Groups	<p>Provide a Wellness Director and Community Liaison to continuously improve parent/family engagement and opportunities for learning, and provide Parent Education on a variety of topics</p> <p>Provide translation services as needed (in-person, telephonic, and written communication)</p> <p>Provide a Community Liaison to improve school-home connection through family engagement and provide resources to high needs families, with a focus on students experiencing homelessness and students experiencing poverty.</p>	\$213,058.00	Yes
2.4	Support for Student Groups	Provide access for underserved populations to learning experiences both in and outside the classroom related to core curriculum	\$54,000.00	Yes
2.5	Support for English Learners	Provide an 50% ELD TOSA to:	\$75,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide support for all teachers, K-8, in serving the needs of English Learners, to increase their achievement across all subjects • Work with/train the Literacy team, classroom teachers and site administration to improve ELA/ELD instruction and strategies, K-8 • Implement the 2024 EL Master Plan, including support services and curriculum • Increase participation in Site and District English Learner Advisory Committees and engagement with multilingual families and families from East Palo Alto 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will foster a culture of collaboration and reflection within the school community by prioritizing educator learning to promote facilitation of standards based, equitable learning experiences for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As stated earlier, the heart of the SCSD Strategic Plan is the Learner Profile. Goal 3 is directly related to "The Educator" concentric circle, assuring that our educators are "reflective learners who collaborate and team broadly within and across school and community, and adaptive facilitators of relevant, integrated, equitable learning experiences."

The following principles support the implementation and monitoring of the plan:

- Leveraging human capital to support staff as adaptive educators.
- Committing to continuous improvement at all levels.

In addition, the following success indicators are included in the Strategic Plan under "The Educator":

- Educators collaborate with teams to plan, deliver, and calibrate standards based instruction.
- Educators inspire the joy of learning through innovative, relevant learning experiences.
- Educators use culturally responsive practices to meet the diverse needs of all students.
- Educators plan and differentiate their instruction to meet the social, emotional, and academic needs of the whole child
- Educators partner with parents, caregivers and the community for the education of their children.
- Educators deepen their own practice through ongoing learning, feedback, and reflection to grow professionally and model their love of learning.

SCSD has traditionally been strong in assisting teachers and administrators early in their career to develop their craft and attain their clear credential. Staff engagement and survey data indicates a strong desire for both more time for teacher collaboration, and high quality professional learning. SCSD leaders and principals have spent significant time developing professional learning calendars to address these needs, which are reviewed annually with their school staff.

Themes from educational partners emphasized the following areas in Goal 3:

- Provide professional learning that supports and provides for standards based instruction and assignments
- Increase opportunities for staff collaboration including vertical and horizontal collaboration
- Implement culturally responsive, standards based lessons and student centered learning

Goal 3 and its related actions clearly address each of the success indicators and stakeholder themes collected during the engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Teachers Fully Credentialed and Appropriately Assigned	96% of teachers are fully credentialed appropriately assigned based on local data collection in CBEDS day: October 4, 2023 Please note: responsibility for determining teacher misassignment data transitioned to the CDE, but the data published in the SARCs is from 2021- 22			98% of teachers will be fully credentialed an appropriately assigned	
3.2	Professional Learning Calendar: Log of professional learning activities addressing each curricular area on District PD Days and Wednesdays	Spring 2024: Principals at each grade span (TK-3, 4-5, and 6-8) are developing their learning calendar to meet the needs of students and priorities			Principals at each grade span (TK-3, 4-5, and 6-8) will develop their learning calendar in collaboration with teachers and staff to meet the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at their site (e.g.: small group instruction)			needs of students and priorities at their site	
3.3	Implementation of State Academic Content Standards as measured by Teacher Professional Learning Survey Outcomes from PD Days to inform Local Indicator Priority 2 Self Reflection Tool: Professional Learning (Area 1)	2023-24 Professional Learning Survey Outcomes were 65% favorable (rating 4 or 5 for useful to teaching practice)			Results from professional development surveys are at least 70% favorable	
3.4	Percent of staff responding favorably (agree or strongly agree) to the following question on the staff survey: "This school provides the supports needed to for teaching culturally and linguistically diverse students."	Based on the 2024 Staff Survey: 83% of elementary school staff responded favorably 66% of middle school staff responded favorably			88% of elementary school staff respond favorably 71% of middle school staff respond favorably	

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	Professional Development	Thoughtfully and purposefully plan a year-long plan for professional learning at each site that enhances teacher capacity to deliver standards-based instruction that meets the needs of all students, including: <ul style="list-style-type: none"> • ELD instruction • Small Group Instruction • Differentiation with learning differences • Equitable teaching strategies to support all learners • Project Based Instruction/ Learning (PBL) • Universal Design Learning (UDL) 	\$125,149.00	Yes
3.2	Professional Learning Time	Create opportunities for teams to plan and calibrate standards-based instruction: <ul style="list-style-type: none"> • Preserve at least one Wednesday afternoon each month • Create common tasks at each grade level and in each subject area • Preserve time to analyze and calibrate student work 	\$285,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Professional Development and Training	<p>Ensure that all teachers and administrators are fully credentialed, appropriately assigned, and supported</p> <ul style="list-style-type: none"> • New Teachers participate in SMCOE Induction Program, District New Teacher Training, and training on SCSD initiatives and assessments • New Administrators participate in SMCOE Clear Administrative Services Credential Program and training on SCSD initiatives • Administrators complete teacher evaluations in a timely and effective manner • Develop systems and structures to develop competency of substitute staff (e.g Big 5, DEIB, emergency systems, etc.) 	\$62,072.00	No
3.4	Staff Retention and Recruitment	<p>Promote the use of updated retention and recruitment strategies and develop career ladders and/or growth opportunities for staff at all levels to build a diverse workforce reflective of the student population</p> <p>Note: We will add metrics for this action in Spring 2025 for 2025-26, as follows:</p> <ul style="list-style-type: none"> • Monitoring retention percentage of teachers in each grade span: TK-3, 4-5, 6-8 • Comparing demographics of teaching staff to demographics of student population 	\$39,000.00	No
3.5	Teacher Collaborative Learning	<p>Create safe spaces for adult learning and a professional culture of collaborative learning for educators by:</p> <ul style="list-style-type: none"> • Developing staff meeting agendas focused on team building (relationships, trust, resilience, reflection, self-awareness) • Developing structures and protocols for teachers to observe colleagues, e.g., Open Door Policy, Instructional Rounds, and Lab Classrooms • Reflecting on school data and outcomes to generate site-base goals and actions that inform each site's School Plan for Student Achievement 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Professional Development	Advertise, promote, and support educator/staff attendance to quality professional development outside of SCSD. focused on collaboration and professional growth.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will create flexible, safe, and climate ready schools and educational environments that support engaging and innovative learning experiences for staff and learners by prioritizing actions in the the SCSD Facilities Master Plan.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As stated earlier, the heart of the SCSD Strategic Plan is the Learner Profile. Goal 4 is directly related to "The School" concentric circle, assuring that schools "are flexible, climate ready environments that welcome all (learners, staff, families, community), and enable an engaging and innovative teaching and learning experience so that all learners reach their full potential."

The following principles support the implementation and monitoring of the Strategic plan:

- Building learning environments that reflect, support, and sustain future-ready learners.
- Committing to continuous improvement at all levels.

This goal also relates directly to the SCSD Facilities Master Plan, transforming the plan into a goal that can be operationalized. The priorities from stakeholder engagement fell into the following phases, which will take place over the the next 10-15 years:

- Phase 1: Climate Ready Projects: These projects reflect the district’s commitment to climate readiness and healthy school environments. Scopes of work include HVAC (heating, ventilation, air conditioning) upgrades and installation as well as related electrical upgrades, and building envelope improvements (exterior walls, roofing, windows, doors) to maximize energy efficiency, clean energy use, and carbon emission reduction, and set the foundation for long-term sustainability measures.
- Phase 2: Transitional Kindergarten and Building Systems: The impacts from Transitional Kindergarten and the specific space needs required to support this additional grade level dictate the need for reconfiguration or expansion of classroom space. Project scopes include new TK/Kindergarten classrooms, restroom additions, and playground improvements. Building system scopes include fire alarm, electrical and plumbing system upgrades.
- Phase 3: Dynamic Learning Environments: Scopes of work in this project grouping focus on educational enhancements for early childhood education, outdoor learning environments, nutrition services, and the development of dynamic collaboration spaces such as a library/student

commons space.

Themes from educational partners emphasized the following areas in Goal 4:

Maximize Measure H dollars to implement the Facilities Master Plan and improve student and staff experiences by updating/modernizing Infrastructure and facilities including school campuses, outdoor spaces, and buildings; specifically:

- Environmental Comfort, including restrooms and HVAC
- Address accessibility issues to ensure all students can access the campus
- Create engaging outdoor and learning and play environments
- Infrastructure to improve energy efficiency and climate readiness
- Create spaces for early childhood education
- Provide spaces for collaboration
- Create student centered learning spaces

Goal 4 and its related actions clearly address each of these stakeholder themes collected during the engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)	100% of facilities received a rating of good or better on the FIT (December 2023 Baseline)			Maintain 100% of facilities received a rating of good or better on the FIT	
4.2	Number of Williams complaints regarding facilities received at the District office	Zero complaints based on quarterly Williams audits (2023-24 Baseline)			Maintain Zero complaints based on quarterly Williams audits	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology: Devices for Staff and Students and Instructional Materials	<p>Assess student and staff technology needs and develop a 3-5 year technology plan, including:</p> <ul style="list-style-type: none"> • Development of a replenishment cycle for technology devices and infrastructure • Providing students and families in need of student devices and hotspots at home for completion of school work • Establishing and maintaining a robust library of educational technology applications to increase student learning and/or to extend learning 	\$650,692.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Staffing	Provide staff to implement priorities in the Facilities Master Plan to ensure safe, well-maintained, inviting learning environments to meet the diverse needs of our students of all ages	\$499,786.00	No
4.3	New/Updated Facilities	<p>Provide and/or develop updated/new facilities and document changes/updates based on prioritization from the Facility Master Plan by individual school sites in order to:</p> <ul style="list-style-type: none"> • Ensure appropriate classroom spaces for Transitional Kindergarten • Improve air quality and temperature in classrooms with upgraded heating, ventilation, and air conditioning (HVAC) • Support the utilization of STEAM equipment in the library and/or in other learning spaces • Make changes on campuses that result in less asphalt and more green spaces (Resilient San Carlos planning and implementation) <p>Funded in 4.2</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	We will strengthen outreach, engagement, and collaboration with our community and partners to build mutually beneficial linkages between schools, families and the community at large.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

As stated earlier, the heart of the SCSD Strategic Plan is the Learner Profile. Goal 5 is directly related to "The Community" concentric circle, assuring that the community "supports learners through collaborative school and district-level partnerships, engagement in and support for integrated curriculum and project-based learning, and advocacy and funding for responsive programming."

In addition, the following success indicators are included in the Strategic Plan under "The Community":

- Community (local businesses, community-based organizations, high schools, and city agencies) volunteers, collaborates, supports, and partners with the District.
- Community engages with schools to foster academic, career, real-world and project-based learning opportunities.
- Community advocates and provides funding for responsive programming and equitable resources.
- The Community values and is an ambassador for the District as an important partner in the education of the children.
- Community and the District communicate on decisions that affect both parties.

Early on in the goal development process, it was unclear whether this goal area should have its own goal, or whether the actions related to this goal should be integrated into the other four goals. Later in the process, there was strong sentiment from all engagement groups that this should remain its own goal area, as an area of great opportunity, and perhaps untapped potential, in SCSD over the next several years.

Themes from educational partners emphasized the following areas in Goal 5:

Community Engagement and Communication:

- Involve parents more in decision-making processes and be clear with and how to address parent concerns if/when they arise
- Improved and more frequent communication with parents about student progress and teaching and learning initiatives
- Continue providing translation, engagement with, and parent education for the greater SCSD community
- Increase relationships with city partners and neighborhoods
- Increase partnerships with the trades, biotech and high tech companies to further enhance the student experience

Goal 5 and its related actions reflect each of these stakeholder themes collected during the engagement process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percent of Responding caregivers answering agree or strongly agree to: "School actively seeks the input of parents before making important decisions" on the caregiver survey	72% of caregivers responded agree or strongly agree to this prompt (2024 caregiver survey baseline)			77% of caregivers responding favorably	
5.2	Number of Student ROPES Participants Number of ROPES Judges	214 Student ROPES recipients in Spring 2024 68 ROPES Judges in Spring 2024			Maintain at least 200 ROPES Participants and 60 ROPES judges	
5.3	Number of Students participating in Healthy Cities Tutoring	As of May 2024, 165 students are participating			Increase the number of students participating by 5% Disaggregating data will inform an additional metric for 2025-26	

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
5.1	Staffing	Provide a Community liaison to work with schools, families, and the community to ensure equitable communication and engagement, with an emphasis on students experiencing homelessness, students experiencing poverty, English Learners, and Students with Disabilities. Funded in 2.3	\$0.00	No
5.2	Community and Family Engagement	Further engage and expand District committees such as Special Education District Advisory Committee (SEDAC) and District English Learner Advisory Committee (DELAC) efforts in the promotion of inclusive practices Funded in 2.1 & 2.5	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Community, Student and Family Engagement	Continue signature practices such as Rights of Passage Experiences (ROPES) projects and the SCSD STEAM Fair as community service opportunities, including engaging community members as judges.	\$4,172.00	No
5.4	Community Engagement	Partner with community members, including the City of San Carlos, local professionals and first responders, service groups, and businesses to engage in potential learning opportunities and real world, project-based experiences, and Science, Technology, Engineering, Art, and Math (STEAM) experiences. Align potential outreach and projects with teacher/classroom needs and increase student engagement.	\$0.00	No
5.5	Supports for Student Groups and Families	Offer/Provide interpretation services at all public meetings: Board Meetings, School Site Council meetings, ELAC/DELAC meetings, and parent conferences (in-person, telephonic, and written communication)	\$9,306.00	Yes
5.6	Support for Student Groups and Community Engagement	Continue and expand partnership with Healthy Cities Tutoring to provide appropriate low dosage tutoring and mentoring for identified students	\$40,000.00	Yes
5.7	Family Engagement	Provide parent/caregiver education and resources to support parents/caregivers at home and to increase parent and student engagement in school Partner with parent groups to provide diverse community events, including multicultural night/week reflective of the diversity of each school site and education opportunities to support parents and caregivers and increase student sense of belonging	\$5,300.00	Yes
5.8	Family Engagement	Communicate regarding student progress, and school and district issues and events, regularly and clearly to families, in a variety of formats	\$55,888.00	Yes

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
\$824,251	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.677%	0.238%	\$70,938.87	2.915%

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: Technology: Data Warehousing and Analysis</p> <p>Need: As indicated on the 2023 Dashboard, English Learners and Students Experiencing Poverty received Red performance levels (lowest performance level) for chronic absenteeism. White students and multiracial students received an Orange performance level district</p>	<p>Each site will receive access to warehousing systems providing disaggregated data for chronic absenteeism and state and local assessment data. This will allow teachers and leaders to monitor progress of English Learner and Low Income student groups in real time, and design instruction/intervention based on their needs.</p> <p>Middle schools will also receive access to the iReady benchmark assessment, and identified students will also receive access to the iReady</p>	<p>1.1 through 1.5: Disaggregated Student Achievement Data</p> <p>2.2 and 2.3: Student Attendance and Chronic Absenteeism Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>wide, and multiple schools had needs related to school attendance and engagement.</p> <p>English Learners and Students Experiencing Poverty received a performance level of Orange in both ELA and Math at Tierra Linda Middle School.</p> <p>Performance on the iReady benchmark assessments also indicated a large gap in achievement for English Learners and Students Experiencing Poverty in both ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>instruction module. Priority for this module will be given to English Learners and Low Income students.</p> <p>The action is provided on an LEA-wide basis at all schools because providing these systems to disaggregate data will benefit all students. However, because English Learners and low-income students will be the focus of these systems, we expect that the achievement of our English Learner and low-income students will increase more than other students.</p>	
<p>1.3</p>	<p>Action: Staffing</p> <p>Need: While progress has been made over the past three years, there is still a significant gap in achievement between All Students and both English Learners and Students Experiencing Poverty in Reading and English Language Arts, as indicated by Dashboard and Local assessment data.</p> <p>The data also indicates a need for early reading intervention to close that gap as students move into the upper and middle grades. Quantitative and qualitative data also indicates early intervention needs in social emotional learning and behavior.</p>	<p>Sites will have access to a Director of Early Learning and Teacher on Special Assignment to assist with accelerating Reading achievement and providing support for social emotional learning and behavior for English Learner and Low Income students in grades P-3 to close the identified achievement gaps. These personnel will work in concert with identified personnel in Action 2.1.</p> <p>The action is provided on an LEA-wide basis at all schools because providing staff to assist with accelerating Reading achievement and providing support for social emotional learning and behavior will benefit all students in grades P-3. However, because English Learners and Low Income students will be given priority to these supports and interventions, we expect that the achievement of our English Learner and Low Income students will increase more than other students</p>	<p>1.1- 1.5: State and Local Reading and Math Assessment Data 1.10: School Counselor Data</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>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Staffing</p> <p>Need: Counseling data and data collected from student responses on the California Healthy Kids Survey (CHKS) included in the Annual Update indicate a need to further efforts in Social Emotional Learning and the district's philosophy on whole child instruction for English Learners and Low Income students.</p> <p>Scope: LEA-wide</p>	<p>Sites will have access to the Director of Student Services and the Director of Wellness, who lead the Mental Health Collaborative, made up of school counselors, school psychologists, mental health associates, and other appropriate staff.</p> <p>Providing access to the Director of Student Services and Director Wellness to further efforts in Social Emotional Learning and mental health will directly benefit English Learners and Low Income students because they will be given priority for mental health supports and interventions.</p> <p>The action is provided on an LEA-wide basis at all schools because providing staff to further efforts in Social Emotional Learning and mental health will benefit all students. However, because English Learners and Low Income students will be given priority to these supports and interventions, we expect that the social emotional well being of our English Learner and Low Income students will increase more than other students.</p>	<p>1.8: CHKS Questions-Caring Adults and School Connectedness 1.10: School Counselor Data</p>
<p>1.5</p>	<p>Action: Professional Development</p> <p>Need: Local student data in counseling and behavior, and Dashboard data for suspensions for Students Experiencing Poverty indicates a need for school staff training in Positive Behavior Intervention and Support (PBIS),</p>	<p>Each site will have access to training on an as-needed basis to provide staff with tools to create a positive behavior support system, and further learning in restorative practices and alternatives to suspension.</p> <p>Providing access to training in these best practices will directly benefit Low Income students because the training will focus on supporting positive</p>	<p>1.10: Counseling Data 2.4: Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>including restorative practices and alternatives to suspension.</p> <p>Scope: LEA-wide</p>	<p>behavior practices that support low income students, including empathy interviews.</p> <p>The action is provided on an LEA-wide basis at all schools because providing staff training in these best practices will benefit all students. However, because Low Income students will be focus of these trainings, we expect that the suspension rate of lo income students will decrease.</p>	
<p>2.1</p>	<p>Action: Staffing and Support for Student Groups</p> <p>Need: While progress has been made over the past three years, there is still a significant gap in achievement in Reading and English Language Arts for English Learners and Low Income students, as indicated by Dashboard and Local assessment data.</p> <p>Scope: LEA-wide</p>	<p>Elementary school sites will be provided with reading intervention staff to assist students needing a double dose of reading. These personnel will work in concert with identified personnel in Action 1.3.</p> <p>Providing access to reading intervention staff will directly benefit English Learners and Low Income students because they will be given priority for reading intervention programs to close the achievement gap.</p> <p>The action is provided on an LEA wide basis, as students from multiple socioeconomic statuses, with different primary language status, and from a variety of ethnic backgrounds show the need for reading intervention services. However, because English Learners and Low Income students will be given priority for these programs, we expect that the achievement of our English Learner and Low Income students will increase significantly more than other students.</p>	<p>1.1, 1.3, 1.4: Local and State ELA/Reading and Writing Data</p>
<p>2.3</p>	<p>Action: Staffing and Support for Student Groups</p>	<p>School sites will have access to a Community Liaison to assist with lowering chronic</p>	<p>1.8: Student sense of belonging and school</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>Need: As indicated on the 2023 Dashboard, English Learners and Low Income students received Red performance levels (lowest performance level) for chronic absenteeism at both the school and district level. In addition, multiple schools had needs related to school attendance and engagement for English Learner and Low Income students, although they did not have red indicators on the Dashboard.</p> <p>Scope: LEA-wide</p>	<p>absenteeism and increasing engagement for families experiencing homelessness/poverty and English Learners.</p> <p>The action is provided on an LEA-wide basis at all schools because multiple student groups across the district are demonstrating attendance and engagement needs. However, because English Learners, and Low Income students will be given priority by the Community Liaison, we expect that the chronic absenteeism of our English Learner and Low Income students will decrease more than other students.</p>	<p>connectedness CHKS questions 1.9: Caregiver survey Student Learning Environment scale questions 2.2: Attendance Rates 2.3: Chronic Absenteeism Rates</p>
3.1	<p>Action: Professional Development</p> <p>Need: While progress has been made over the past three years, there is still a significant gap in achievement for English Learners and Students Experiencing Poverty in Reading/ English Language Arts and Mathematics, as indicated by Dashboard and Local assessment data.</p> <p>Scope: LEA-wide</p>	<p>Each site will conduct professional development days with assistance from either an internal or external presenter to enhance teacher toolboxes and their ability to differentiate and provide equitable support to English Learners and Low Income students. Training will emphasize ELD and small group instruction, best practices shown to benefit English Learners and Low Income students.</p> <p>This action is provided on an LEA wide basis because multiple student groups are demonstrating a need for standards based curriculum that is differentiated to meet their needs, and we hope that it benefits those students. However, we expect the achievement of English Learners and Low Income students to increase more than other students</p>	<p>1.1 - 1.6: Disaggregated State and Local Achievement Data Action 3.4: Staff Survey Question: culturally and linguistically diverse students</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
3.2	<p>Action: Professional Learning Time</p> <p>Need: While progress has been made over the past three years, there is still a significant gap in achievement between All Students and both English Learners and Students Experiencing Poverty in Reading/ English Language Arts and Mathematics, as indicated by Dashboard and Local assessment data.</p> <p>Scope: LEA-wide</p>	<p>Each site will conduct professional development collaborative Wednesdays to enhance teacher toolboxes and their ability to differentiate and provide equitable support to English Learners and Low Income students. Teachers collaborating to design and score standards based tasks to inform instruction will increase student achievement for English Learners and Low Income students.</p> <p>This action is provided on an LEA wide basis because multiple student groups are demonstrating a need for standards based curriculum that is differentiated to meet their needs, and we hope that it benefits those students. However, we expect the achievement of English Learners and Low Income students to increase more than other students</p>	<p>1.1 - 1.6: Disaggregated State and Local Achievement Data Action 3.4: Staff Survey Question</p>
5.5	<p>Action: Supports for Student Groups and Families</p> <p>Need: Family engagement and survey results indicate that access to translation is crucial to the academic success and increasing the sense of belonging and school connectedness for English Learners and Low Income Students, and may be preventing these families from accessing information about school.</p> <p>Scope: LEA-wide</p>	<p>Schools and families will have access to translation in their home language in whatever format they need (in-person, telephonic, or written) so that these families have an increased comfort level at the schools and access to information.</p> <p>This action is being provided on an LEA-wide basis, and we expect/hope that all families will benefit. However, because of the higher barriers to engagement of English learner and low income families and because the action meets needs most associated with English learners and low income families, we expect that the engagement data for English Learners and low income families will increase more than all other students. In addition, translations and parent meetings will help the English</p>	<p>1.8: Student sense of belonging and caring adults questions from CHKS 1.9: Caregiver survey questions on meaningful student participation 2.8: Caregiver survey questions on Student Learning Environment</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
		Learner families achieve increased engagement and involvement by increasing access to information in their primary language and increasing the opportunity to come together as families of English Learners.	
5.6	<p>Action: Support for Student Groups and Community Engagement</p> <p>Need: While progress has been made over the past three years, there is still a significant gap in achievement for both English Learners and Low Income students in English Language Arts and Mathematics, as indicated by Dashboard and Local assessment data.</p> <p>Scope: LEA-wide</p>	<p>Each site will have access to low-dosage tutoring through a partnership with Healthy Cities Tutoring (HCT). Qualitative data collected by HCT from participating students and their teachers indicates that English Learner and Low Income students benefit academically and socially from the experiences they have with their tutors.</p> <p>The action is provided on an LEA-wide basis at all schools because multiple student groups across the district are demonstrating a need for low dosage tutoring/mentoring. However, because English Learners and Low Income students will be given priority by HCT, we expect that the achievement of our English Learner and Low Income students will increase more than other students.</p>	1.1 through 1.6: Disaggregated State and Local Achievement Data 5.3: Healthy Cities Tutoring participation data
5.7	<p>Action: Family Engagement</p> <p>Need: Engagement with English Learner and Low Income families, chronic absenteeism rates, and CHKS and caregiver school climate surveys indicate that there is a continued need for resources for English Learner and Low Income caregivers on a variety of topics related to school attendance, engagement, and connectedness, and general parenting.</p>	<p>Parents/caregivers of English Learners and Students Experiencing Poverty from all school sites will have access to parent/caregiver education on a variety of topics in their primary language to improve student attendance, engagement, and connectedness to school.</p> <p>This action is provided on an LEA-wide basis because there is demonstrated need in attendance and engagement across all families and student groups. However, certain sessions will be focused on identified need from caregivers of English</p>	1.8: Student sense of belonging and caring adults CHKS questions 1.9: Caregiver survey Student Learning Environment scale questions 2.2: Attendance Rates 2.3: Chronic Absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Learners and low income students, and they will be offered in a variety of venues in and out of the City of San Carlos. Therefore, we expect chronic absenteeism rates and school connectedness to increase more rapidly for English Learners and low income students.	
5.8	Action: Family Engagement Need: Engagement with English Learner and Low Income families, and caregiver and survey results indicate a need for continued regular and clear district and school level communication. Scope: LEA-wide	Each site will have access to School Messenger and the district communications lead to assist with communicating with English Learner and low income families in a variety of formats and languages, to increase student sense of belonging and family and student connectedness to school. This action is provided on an LEA-wide basis because there is demonstrated need for increased communication across all families and student groups. However, providing increased communication in the primary language of the family in a variety of formats will increase student and family connectedness to school. Therefore, school connectedness and attendance to increase more rapidly for English Learners and low income students.	1.8: Student sense of belonging and caring adults CHKS questions 1.9: Caregiver survey Student Learning Environment scale questions 2.2: Attendance Rates 2.3: Chronic Absenteeism rates

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	Action: Support for Student Groups Need:	All sites will have access to services and resources to increase the participation of English Learners, Students Experiencing Poverty and Students Experiencing Homelessness in these	1.8: Student sense of belonging and caring adults CHKS questions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CHKS data collected in spring 2024 indicates that English Learners and Students Experiencing Poverty have a lower sense of belonging at school. As previously discussed, data also indicates these student groups have higher rates of absenteeism. Student participation data indicates that English Learners, Students Experiencing Poverty, and Students Experiencing Homelessness are not accessing learning experiences outside the classroom at the same rate as other student groups, and have higher needs for transportation and technology.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>learning activities and experiences related to the core curriculum and related services.</p>	<p>1.9: Caregiver survey Student Learning Environment scale questions 2.9: Middle School CHKS School Climate Report Cards</p>
<p>2.5</p>	<p>Action: Support for English Learners</p> <p>Need: 2023 State and Local assessment data and Dashboard data indicate English Learners in SCSD have declined in their achievement in both ELA and Math, and they have higher rates of absenteeism.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Each site will have access to a 50% ELD Teacher on Special Assignment to implement the SCSD English Learner Master Plan, provide professional development in English Language Development, and for limited direct services to English Learners. This action is being provided only to English Learners to increase achievement across the curriculum, but with an emphasis in English Language Arts.</p>	<p>1.1 through 1.6: Local and State disaggregated student achievement data for English Learners 2.2: Attendance Rates 2.3: Chronic Absenteeism Rates 3.4: Staff survey data: Supports for linguistically and culturally diverse students</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.

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	30,791,659	824,251	2.677%	0.238%	2.915%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,186,138.00	\$1,260,245.00	\$3,213,145.00	\$99,587.00	\$6,759,115.00	\$6,062,959.00	\$696,156.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology: Data Warehousing and Analysis	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$120,000.00	\$36,000.00	\$84,000.00			\$120,000.00	
1	1.2	Staffing	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$1,971,846.00	\$0.00			\$1,971,846.00		\$1,971,846.00	
1	1.3	Staffing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All P-3 Schools		\$139,992.00	\$0.00	\$139,992.00				\$139,992.00	
1	1.4	Staffing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$92,010.00	\$0.00	\$92,010.00				\$92,010.00	
1	1.5	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.6	Professional Development	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$0.00	\$26,150.00			\$26,150.00		\$26,150.00	
1	1.7	Student Engagement	All Students with Disabilities English Learners, Socioeconomically Disadvantaged, Students Experiencing Homelessness	No			All Schools		\$9,788.00	\$0.00	\$9,788.00				\$9,788.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Instructional Materials and Training	All Students with Disabilities English Learners, Socioeconomically Disadvantaged, Students Experiencing Homelessness	No			All Schools		\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.9	Support for Student Groups	All English Learners, Socioeconomically Disadvantaged, Students Experiencing Homelessness	No					\$182,136.00	\$297,000.00	\$117,000.00	\$312,136.00	\$50,000.00		\$479,136.00	
2	2.1	Staffing and Support for Student Groups	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$1,768,202.00	\$0.00	\$140,603.00	\$802,490.00	\$758,228.00	\$66,881.00	\$1,768,202.00	
2	2.2	Professional Development and Instructional Materials	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Staffing and Support for Student Groups	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$210,558.00	\$2,500.00	\$16,264.00	\$61,619.00	\$135,175.00		\$213,058.00	
2	2.4	Support for Student Groups	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$0.00	\$54,000.00	\$54,000.00				\$54,000.00	
2	2.5	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$75,620.00	\$0.00	\$75,620.00				\$75,620.00	
3	3.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$95,149.00	\$30,000.00	\$125,149.00				\$125,149.00	

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	3.2	Professional Learning Time	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$285,448.00	\$0.00	\$285,448.00				\$285,448.00	
3	3.3	Professional Development and Training	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$29,366.00	\$32,706.00	\$29,366.00			\$32,706.00	\$62,072.00	
3	3.4	Staff Retention and Recruitment	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$0.00	\$39,000.00	\$39,000.00				\$39,000.00	
3	3.5	Teacher Collaborative Learning	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Professional Development	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.1	Technology: Devices for Staff and Students and Instructional Materials	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$650,692.00	\$0.00	\$378,946.00		\$271,746.00		\$650,692.00	
4	4.2	Staffing	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$499,786.00	\$0.00	\$499,786.00				\$499,786.00	
4	4.3	New/Updated Facilities	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	Staffing	All Students with Disabilities English Learners, Socioeconomically Disadvantaged	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.2	Community and Family Engagement	Students with Disabilities English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
5	5.3	Community, Student and Family Engagement	All	No			All Schools		\$3,672.00	\$500.00	\$4,172.00				\$4,172.00	
5	5.4	Community Engagement	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.5	Supports for Student Groups and Families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,806.00	\$7,500.00	\$9,306.00				\$9,306.00	
5	5.6	Support for Student Groups and Community Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
5	5.7	Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$5,300.00	\$5,300.00				\$5,300.00	
5	5.8	Family Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$46,888.00	\$9,000.00	\$55,888.00				\$55,888.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
30,791,659	824,251	2.677%	0.238%	2.915%	\$1,090,580.00	0.000%	3.542 %	Total:	\$1,090,580.00
								LEA-wide Total:	\$960,960.00
								Limited Total:	\$129,620.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Technology: Data Warehousing and Analysis	Yes	LEA-wide	English Learners Low Income	All Schools	\$36,000.00	
1	1.3	Staffing	Yes	LEA-wide	English Learners Low Income	All P-3 Schools	\$139,992.00	
1	1.4	Staffing	Yes	LEA-wide	English Learners Low Income	All Schools	\$92,010.00	
1	1.5	Professional Development	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	
2	2.1	Staffing and Support for Student Groups	Yes	LEA-wide	English Learners Low Income		\$140,603.00	
2	2.3	Staffing and Support for Student Groups	Yes	LEA-wide	English Learners Low Income	All Schools	\$16,264.00	
2	2.4	Support for Student Groups	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$54,000.00	
2	2.5	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$75,620.00	

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 (%)
3	3.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$125,149.00	
3	3.2	Professional Learning Time	Yes	LEA-wide	English Learners Low Income	All Schools	\$285,448.00	
5	5.5	Supports for Student Groups and Families	Yes	LEA-wide	English Learners Low Income	All Schools	\$9,306.00	
5	5.6	Support for Student Groups and Community Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,000.00	
5	5.7	Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,300.00	
5	5.8	Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$55,888.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,697,002.00	\$4,492,790.40

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	Staffing		\$0.00	\$0.00
1	1.2	Staffing and Program	No	\$233,159.00	\$186,216.00
			Yes		
1	1.3	Staffing	No	\$189,048.00	\$168,206.00
1	1.4	Staffing	No	\$40,472.00	\$41,443.00
1	1.5	Professional Development and Training (PD)	No	\$26,150.00	\$26,150.00
1	1.6	Staffing	No	\$85,966.00	\$82,038.00
1	1.7	Extra Support for Student Groups	No	\$40,000.00	\$40,000.00
			Yes		
1	1.8	Staffing	Yes	\$145,808.00	\$75,093.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development and Training	No	\$72,533.00	\$68,314.00
2	2.2	Teacher Leadership Opportunities	No	\$36,642.00	\$23,851.40
2	2.3	Facilities	No	\$283,335.00	\$281,694.00
2	2.4	Staffing	No	\$1,126,130.00	\$1,164,740.00
2	2.5	Technology	No	\$100,000.00	\$100,000.00
2	2.6	Facilities	No	\$0.00	\$0.00
2	2.7	Technology	No Yes	\$4,500.00	\$1,000.00
3	3.1	Instructional Materials and Assessments	No	\$15,000.00	\$19,146.00
3	3.2	Staffing	Yes	\$133,273.00	\$53,345.00
3	3.3	Staffing	Yes	\$120,891.00	\$122,788.00
3	3.4	Instructional Materials and Assessments	Yes	\$20,000.00	\$21,320.00
3	3.5	Professional Development and Training	No	\$4,518.00	\$4,312.00
3	3.6	Family Engagement	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Staffing	Yes	\$87,284.00	\$87,284.00
3	3.8	Support for Student Groups	No	\$0.00	\$0.00
3	3.9	Professional Development and Training	No	\$112,556.00	\$105,021.00
3	3.10	Professional Development and Training	No	\$26,150.00	\$26,150.00
3	3.11	Instructional Materials and Assessments	No	\$75,061.00	\$80,480.00
3	3.12	Support for Student Groups	No	\$182,782.00	\$183,658.00
3	3.13	Professional Development and Training	No	\$0.00	\$0.00
3	3.14	Staffing	Yes	\$181,972.00	\$186,426.00
4	4.1	Staffing	No	\$579,053.00	\$602,657.00
4	4.2	Staffing and Programs	No	\$12,216.00	\$12,216.00
4	4.3	Professional Development and Training	No	\$0.00	\$0.00
4	4.4	Structures to Support Student Voice, Choice and Leadership	No	\$0.00	\$0.00
4	4.5	Structures to Support Student Voice, Choice and Leadership	No	\$0.00	\$0.00
5	5.1	Staffing	Yes	\$59,471.00	\$59,471.00

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)
5	5.2	Staffing	Yes	\$43,672.00	\$63,670.00
5	5.3	Professional Development and Training	Yes	\$15,000.00	\$23,135.00
5	5.4	Supports for Student Groups	Yes	\$22,418.00	\$13,131.00
5	5.5	Family Engagement	Yes	\$193,199.00	\$186,677.00
5	5.6	Supports for Student Groups	Yes	\$40,000.00	\$39,434.00
5	5.7	Supports for Student Groups	No	\$286,200.00	\$286,200.00
5	5.8	Professional Development and Training	Yes	\$1,000.00	\$0.00
5	5.9	Staffing and Family Engagement	No	\$101,543.00	\$57,524.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$779,715	\$798,726.00	\$753,480.00	\$45,246.00	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	1.2	Staffing and Program	Yes	\$135,651.00	\$186,216.00		
1	1.7	Extra Support for Student Groups	Yes	\$40,000.00	\$40,000.00		
1	1.8	Staffing	Yes	\$15,154.00	0.00		
2	2.7	Technology	Yes	\$4,500.00	\$1,000.00		
3	3.2	Staffing	Yes	\$133,273.00	\$53,345.00		
3	3.3	Staffing	Yes	\$120,891.00	\$122,788.00		
3	3.4	Instructional Materials and Assessments	Yes	\$20,000.00	\$21,320.00		
3	3.7	Staffing	Yes	\$87,284.00	\$87,284.00		
3	3.14	Staffing	Yes	\$0.00	\$0.00		
5	5.1	Staffing	Yes	\$59,471.00	\$59,471.00		
5	5.2	Staffing	Yes	\$43,672.00	\$63,670.00		
5	5.3	Professional Development and Training	Yes	\$15,000.00	\$23,135.00		

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)
5	5.4	Supports for Student Groups	Yes	\$22,418.00	\$13,131.00		
5	5.5	Family Engagement	Yes	\$60,412.00	\$42,120.00		
5	5.6	Supports for Student Groups	Yes	\$40,000.00	\$40,000.00		
5	5.8	Professional Development and Training	Yes	\$1,000.00	\$0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$29,802,578	\$779,715	.15%	2.766%	\$753,480.00	0.000%	2.528%	\$70,938.87	0.238%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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