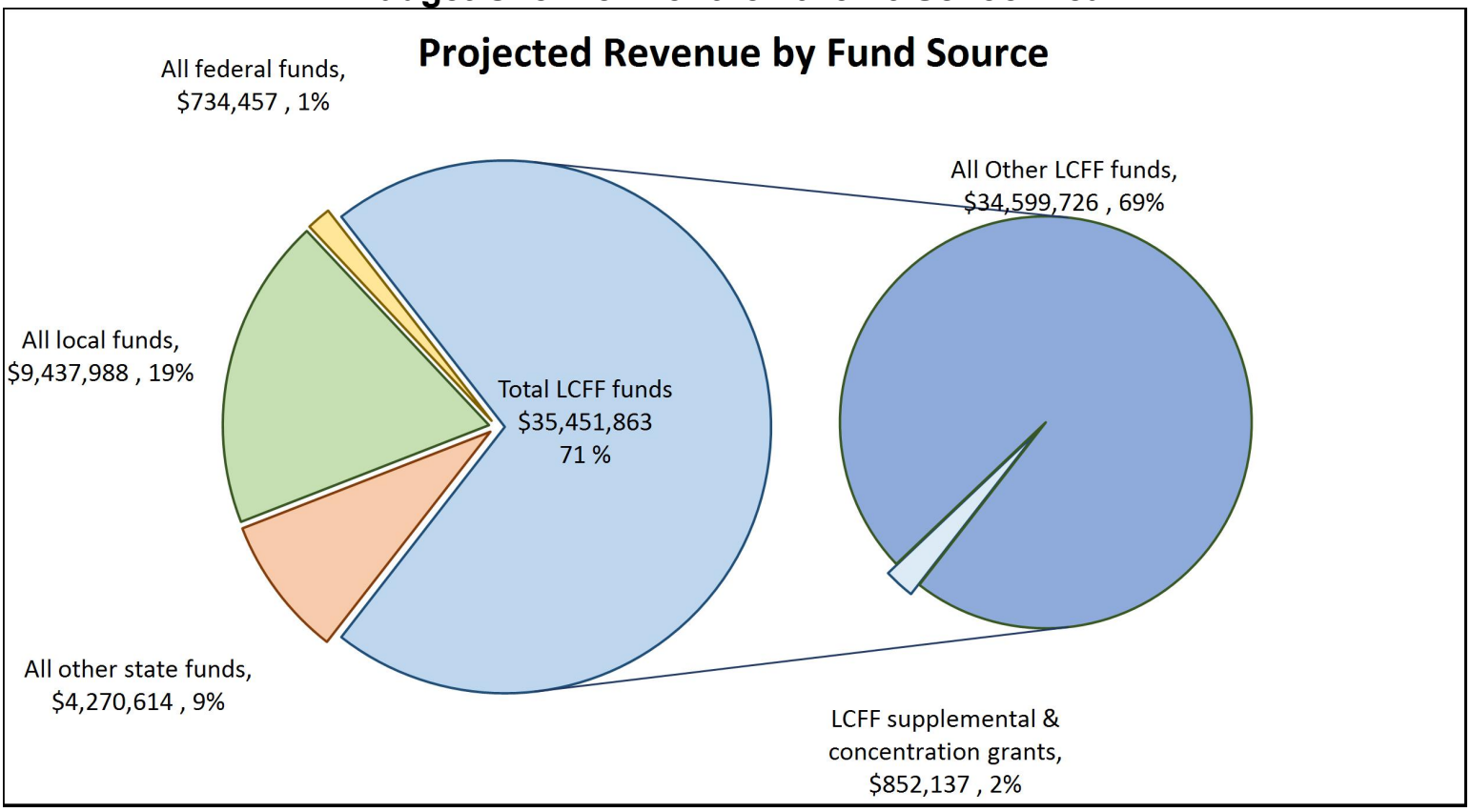
# LCFF Budget Overview for Parents


Local Educational Agency (LEA) Name: San Carlos School District
CDS Code: 41-69021-0000000
School Year: 2025-26
LEA contact information:
Hans Barber
Assistant Superintendent, Educational Services and HR
hbarber@scsdk8.org
650-590-5930


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 2025-26 School Year

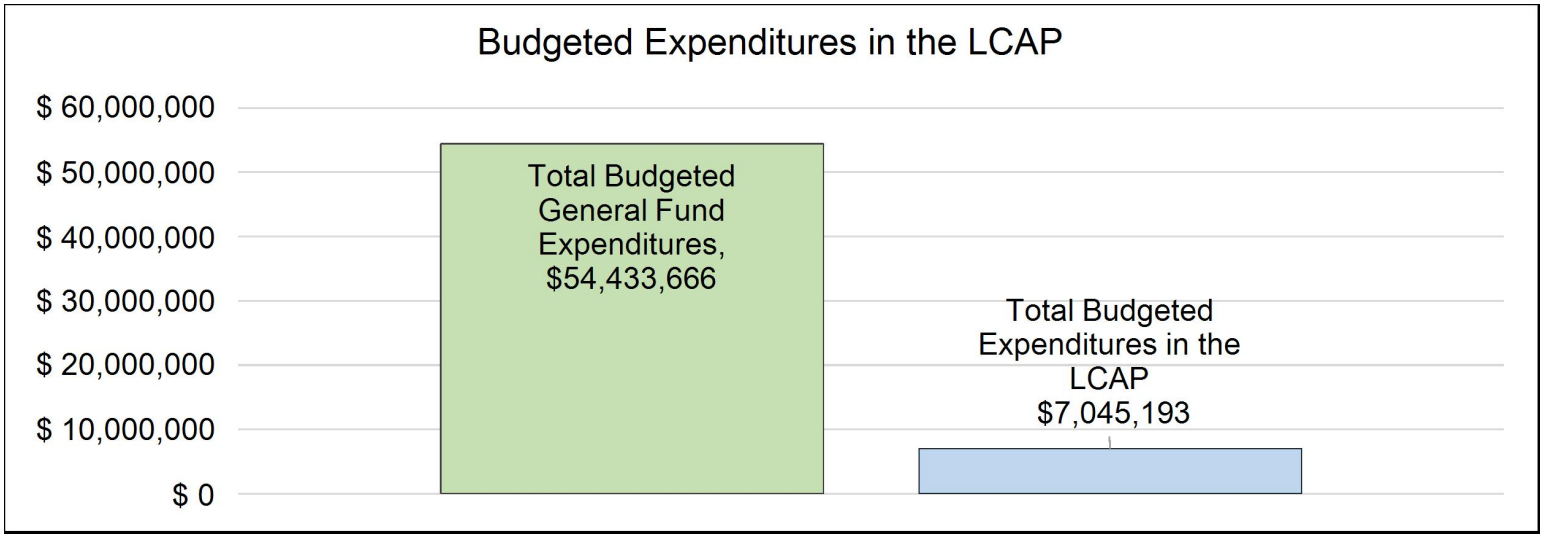



This chart shows the total general purpose revenue San Carlos School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Carlos School District is $49,894,922, of which $35451863 is Local Control Funding Formula (LCFF), $4270614 is other state funds, $9437988 is local funds, and $734457 is federal funds. Of the $35451863 in LCFF Funds, $852137 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 2025-26. 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 $54433666 for the 2025-26 school year. Of that amount, $7045193 is tied to actions/services in the LCAP and $47,388,473 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

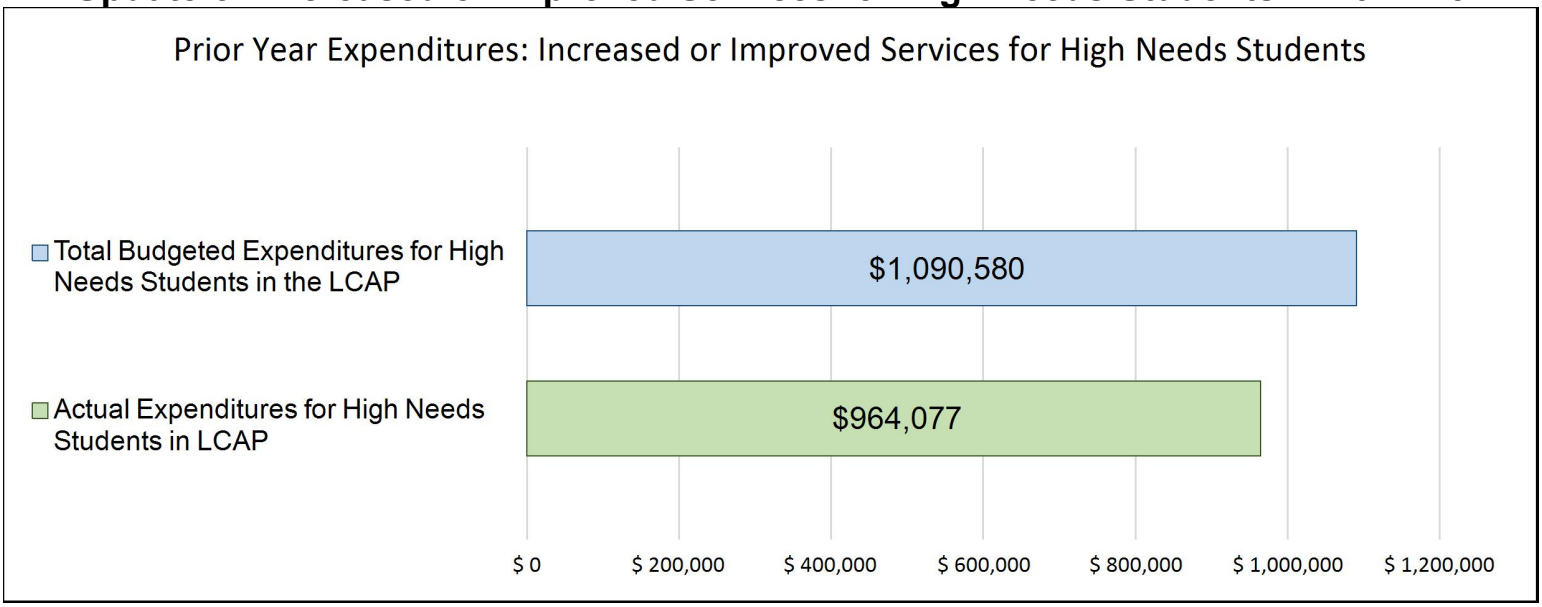
Normal operating expenditures are not included in the LCAP. Some examples of normal operating expenditures are: personnel salaries and benefits, books and supplies, special education, routine maintenance of operations, transportation, insurance, utility ad custodial costs.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Carlos School District is projecting it will receive $852137 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 $1174826 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 2024-25




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 2024-25, San Carlos School District's LCAP budgeted $1090580 for planned actions to increase or improve services for high needs students. San Carlos School District actually spent $964077 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $126,503 had the following impact on San Carlos School District’s ability to increase or improve services for high needs students:

Despite the difference in planned expenditures, most actions in the LCAP were carried out as planned, and results were largely positive. The only substantive differences in budget versus actual spending were primarily due to the inability to fill positions that were to directly contribute to the increased and improved services for high needs students. More information on specific substantive differences can be found in the goal analysis sections of the following goals : Goal1 (Action 1.5), Goal 2 (Action 2.1, 2.4, and 2.5), and 5 (Action 5.5 and 5.7).

# 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<br>Assistant Superintendent, Educational Services and HR | hbarber@scsdk8.org<br>650-590-5930 |

# Plan Summary [2025-26]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2,885 students in grades TK-8, which is an increase of 100 students over the 2023-24 school year. The increase in enrollment is fairly unique among comparable school districts. The demographics of SCSD's student population as of May 1, 2025, are as follows: 0.4% African American; 24.1% Asian; 15% Hispanic/Latino; 0.5% Pacific Islander; 17.9% Two or More Races; and 41.9% White. In addition, as of October 2024, approximately 5.5% (-0.8%) of SCSD's students are English Learners, 10.25% (-0.55%) are Socioeconomically Disadvantaged, 1.32% (+0.06%) are Homeless, resulting in a 13.9% unduplicated pupil count. In addition, 8.9%% (+0.5%) are in Special Education Programs, where we have seen a marked increase in the number of students needing speech and language services.

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 2025-2026 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 as a state funded LEA for the 2025-26 school year. Estimated supplemental funding for 2025-26 will be $853,000, which is 2.65% 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.

The full SCSD Strategic Plan can be found here: https://4.files.edl.io/a086/06/28/23/000000-5c2cf9d9-96e1-4549-b011-e9f1bed701d8.pdf

# 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 and 2024 California School Dashboard (Dashboard), and the analysis of State and local achievement data from the 2024-25 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.

Since the LCAP is a three year plan that focuses on improving student outcomes, we continue to monitor and measure the 2023 Dashboard results as it provides the baseline for which the LCAP was developed.

Reflections: Successes:
Based on the 2023 and 2024 Dashboard, 2024 CAASPP Results, 2024-25 local data, and the 2024 CA Dashboard Local Indicators, SCSD has been successful in the following areas:

2024 Dashboard Highlights:

- Overall, 23 of 33 possible student group Dashboard ratings were Green or Blue compared with 13 of 33 in 2023
- Distance from Standard in ELA for All Students increased to 79.2 points above standard, and 70.2 points above standard in Math, increases of 6.7 and 4.8 points respectively (includes increases for students exceeding standards)
- SCSD experienced the most impressive growth in Chronic Absenteeism, with a decrease from 9.2% to 6%, and 5 student groups moving from Red or Orange to Yellow, Green, or Blue
- Students Experiencing Poverty (Socioeconomically Disadvantaged or SED) and Students Learning English (English Learners or EL) made measurable gains in every area on the Dashboard, receiving only ratings of Yellow, Green, and Blue in every area
- Students Learning English (EL) made significant progress last year, with the English Learner Progress Indicator rating increasing significantly

1. Academic Performance
    - English Language Arts Achievement:

Based on the 2024 Smarter Balanced Summative Assessment (SBAC), 82% (+2%) of all 3-8 students scored proficient or above.

Based on the 2024 California School Dashboard in ELA for All Students: Very High, 6 out of 7 student groups were placed as high/very high (green/blue), compared to 4 out of 7 in 2023.
The Socioeconomically Disadvantaged student group was in the low range for 2023. This group of students saw a 17.8 point increase on the 2024 Dashboard which now places this group in the very high range (11.7 points above standard).
Students with Disabilities student group is Medium (27.8 Points Below Standard). This is an increase of 11.8 points from the 2023 Dashboard.

Based on Trimester 2 records/scores:
READING:
82% (0% change) of students in grades 1 and 2 scored proficient or above on the District Running Record Reading Assessment
Please note that Kindergarten students are no longer given this assessment

New baselines will be used as follows for Students in Grades 1 and 2 on the District Running Record Reading Assessments
38% of students identified as English Learners (ELs) scored proficient or above
46% of Students with Disabilities scored proficient or above
56% of students identified as socio-economically disadvantaged (SED) scored proficient or above

30% (+5%) of Grades 3-5 students identified as English Learners (ELs) scored proficient or above on the District Running Record Reading Assessments.
53% (+1%) of Grades 3-5 students identified as students with disabilities (SWD) scored proficient or above on the District Running Record Reading Assessments.
66% (0% change) of Grades 3-5 students identified as socio-economically disadvantaged (SED) scored proficient or above on the District Running Record Reading Assessments.

81% (+4%) of middle school students performed at or above grade level on the iReady Reading assessment.
11% (+6%) of middle school students identified as English Learners (ELs) performed at or above grade level on the iReady Reading assessment.
35% (+3%) of middle school Students With Disabilities performed at or above grade level on the iReady Reading assessment.
48% (+2%) of middle school students identified as socio-economically disadvantaged (SED) performed at or above grade level on the iReady Reading assessment.
New for 2025: 17% of middle school students identified as students experiencing homelessness performed at or above grade level on the iReady Reading assessment.

WRITING:
90% (+4%) of K-2 students scored at or above benchmark on the District Writing Assessment.
72% (+22%) of K-2 students identified as English Learners scored at or above benchmark on the District Writing Assessment.
69% (+4%) of K-2 students identified as socio-economically Disadvantaged scored at or above benchmark on the District Writing Assessment.

81% (+3%) of 3rd grade students scored at or above benchmark on the District Writing Assessment.
67% of 3rd grade students with Disabilities scored at or above benchmark on the District Writing Assessment.
25% of 3rd grade students identified as English Learners scored at or above benchmark on the District Writing Assessment.
58% of 3rd grade students identified as socio-economically Disadvantaged scored at or above benchmark on the District Writing Assessment.

In 2025, the middle school English teachers developed a new assessment and rubric for writing that directly aligned to the Common Core

State Standards, specifically CCSS.ELA-literacy. W.1. Students demonstrated grade level writing proficiency in argumentative writing by crafting an argument that supports a claim with relevant reason/evidence. This on-demand assessment included a response to literature for the first time, in lieu of using process writing or extended writing using a prompt and rubric aligned to the ELA curriculum. Therefore, new baselines will be established and noted in Goal 1, as follows:

60% of 6th- 8th grade students scored at or above benchmark on the District Writing Assessment.
22% of middle school Students with Disabilities scored at or above benchmark on the District Writing Assessment.
22% of middle school students identified as English Learners scored at or above benchmark on the District Writing Assessment.
37% of middle students identified as socio-economically Disadvantaged scored at or above benchmark on the District Writing Assessment.

- Mathematics Achievement:

Based on the 2022 Smarter Balanced Summative Assessment (SBAC), 79% (+2%) of all 3-8 students scored proficient or above.
Based on the 2024 Smarter Balanced Summative Assessment (SBAC), Dashboard for All Students: Very High, and 5 out of 7 student groups were placed as high (Green) or very high (Blue) as compared to 3 out of 7 in 2023.
Students Experiencing Poverty (Socioeconomically Disadvantaged) student is Green: 10.9 Points Below Standard (+18.5 points)
Students Learning English (EL) is Green: 3.6 Points Above Standard (+10 points)

We discovered that Trimester 1 data was entered incorrectly for Grade 1-5 Math Benchmark. This error will be noted in the analysis section of Goal 1. Based on 2024 Trimester 2 data, compared to 2025 Trimester 2 data:
86% (+1%) of Gr. 1-2 students scored at or above benchmark on the Second Trimester District Math Benchmark.

New benchmarks are under development in Grades 4 and 5; therefore, only Grade 3 data will be reported for 2024-25. A new metric will be developed and baselines established for grades 4 and 5 for 2025-26.
82% (-5%) of Gr. 3 students scored at or above benchmark on the Second Trimester District Math Benchmark.
The n size of students identified as English Learners (ELs) in Grade 3 is too low for reporting.

The 8th grade students at Central Middle School did not take the second trimester iReady math assessment.
78% of 6th-8th grade students at Tierra Linda Middle School scored at or above grade level on the iReady Math Assessment.
12% of 6th-8th grade students at Tierra Linda Middle School identified as English Learners (ELs) performed at or above grade level on the iReady math assessment.
33% of 6th-8th grade Students with Disabilities at Tierra Linda Middle School performed at or above grade level on the iReady math assessment.
35% of 6th-8th grade students at Tierra Linda Middle School identified as socio-economically disadvantaged (SED) performed at or above grade level on the iReady math assessment.
New for 2024-25: 10% of 6th-8th grade students at Tierra Linda Middle School identified as students experiencing homelessness 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 2024, 21% of students scored Well Developed (Level 4), which qualified them to be considered for reclassification.
Based on the 2024 Dashboard, 61.4% (+12.1%) of SCSD English Learners demonstrated progress towards English language proficiency, and 60.6% (+11.2%) progressed at least one English Language Proficiency Indicator ( ELPI) level. Please note that the number of English Learners has declined significantly over the past several years as a result of our efforts in aggressive reclassification. Reclassified students continue to do well on other measures- almost commensurate with their English Only peers.

English Learner Reclassification Rate: As of May 1, 2025, we have reclassified 32/147 students for a rate of 21.1%. During the 2024-25 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 through a partnership with Stanford University. Newcomers with novice English were provided translation devices to aid communication and support their learning.

- Local Indicators

Implementation of Academic Standards - Standard Met

The district piloted phonics and phonemic awareness programs to address gaps in our core ELA program in these areas, and will formally adopt the University of Florida Literacy Institute Foundations program in June 2025. The district also piloted each of the recommended universal screeners to identify reading difficulties of students in grades K-2, and will recommend a screener for adoption in June 2025.

2. Academic Engagement

- Attendance and Chronic Absenteeism

Based on the 2024 Dashboard, 6% (Green) of SCSD students were absent more than 10% of the school year during the 2023-24 school year. This is a decrease of 3.2% from the 2023 Dashboard.

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 2024 Dashboard indicates 0.4% (Blue) of all SCSD students were suspended at least one day. This is a slight decrease (0.3%) from the 2023 Dashboard. In addition, Suspension Rate for all student groups is currently green or blue, with just one group being yellow (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: 1,342 Caregiver responses were received (approximately 50%) on the 2024-25 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 2025. The family and student surveys were also available in all languages spoken in our community.

Based on the 2024-25 Parent Engagement Survey, 95% agree or strongly agree that school is an inviting and supportive place for students to learn.

77% of students in grades 3-6 participated in the 2024-25 school climate survey
100% of students in grade 7 participated in the 2024-25 school climate survey
98% of students in grade 8 participated in the 2024-25 school climate survey

217 (75%) of staff members completed the Staff Engagement Survey

Results of the surveys were largely positive, with many areas scoring above 90%

Reflections: Identified Need

Based on the 2023 and 2024 California School Dashboard (Dashboard), 2024 CAASPP Results, 2024-25 local data, and the 2024 CA Dashboard Local Indicators, SCSD has concerns/needs improvement in the following areas:

1. Academic Performance

- English Language Arts:

District Running Record Reading Assessment
Please note that Kindergarten students are no longer given this assessment

New baselines were established for grades 1 and 2 in the successes section above.

As noted above, new baselines will be used for Students in Grades 1 and 2 on the District Running Record Reading Assessments.
86.5% (-1.5%) of 3rd-5th grade students scored proficient or above on the District Running Record Reading Assessment
65% (-8%) of K-2 students with Disabilities scored at or above benchmark on the District Writing Assessment.

Grades 6-8 iReady Reading:
All Students: 81%

English Learner (ELs): 11%
Students with Disabilities (SWD): 35%
Socio-economically Disadvantaged (SED): 48%
Students experiencing homelessness: 17%

While the district experienced some gains overall for Students with Disabilities, Students Experiencing Poverty, and Students identified as English Learners, there is still a significant gap in achievement of these student groups when compared to all students.

Based on this identified need, SCSD will continue to implement a summer academy in 2025, 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 All Students, 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).

Trimester 2 District Math Benchmark:
63% (-4%) of Gr. 1-2 Students With Disabilities scored at or above benchmark on the Second Trimester District Math Benchmark.
38% (0% change) of Gr. 1-2 students identified as English Learners (ELs) scored at or above benchmark on the Second Trimester District Math Benchmark.
63% (-1%) of Gr. 1-2 students identified as socio-economically disadvantaged (SED) scored at or above benchmark on the Second Trimester District Math Benchmark.
82% (-5%) of Gr. 3 students scored at or above benchmark on the Second Trimester District Math Benchmark.
54% (-6%) of Students With Disabilities scored at or above benchmark on the Second Trimester District Math Benchmark.
54% (-6%) of Gr. 3 students identified as socio-economically disadvantaged (SED) scored at or above benchmark on the Second Trimester District Math Benchmark.

Grades 6-8 iReady Math:
- All Students: 78%
- English Learner (ELs): 12%
- Students with Disabilities (SWD): 33%
- Socio-economically Disadvantaged (SED): 35%

Students experiencing homelessness: 17%

2024 Dashboard Mathematics:
All Students for Math is Very High (Blue): 70.2 Points Above Standard (+4.8 points)
Socioeconomically Disadvantaged student group is Green: 10.9 Points Below Standard (+18.5 points)
Students with Disabilities student group is Yellow: 50.5 Points Below Standard (+9.3 points)
Hispanic/Latino student group is Yellow: 3.8 Points Below Standard. This group maintained 2023 Dashboard levels.

Based on this information, SCSD will continue to implement a summer academy in 2025, for which these student groups are given priority.

One student group across the district was in the lowest performance level of red in mathematics on the 2023 Dashboard, which was Students with Disabilities at Tierra Linda Middle School. On the 2024 Dashboard, this group, is now at the performance level of yellow (39.7 points below standard). This is an increase of 16.5 points. As the group is still significantly below standard, we will continue 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 both the 2023-24 and 2024-25 school years. 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 96.2% in 2025, from 95.01% in 2023, and 96.0% in 2024, as of the end of P2. On the 2024 Dashboard, the district saw a commensurate drop in chronic absenteeism, from 9% (Orange) to 6% (Green), as well as a drop in each student group from 2023 Dashboard levels, as follows:

9.3% of all students (Orange) to 6% (Green)
20.1% of English Learners (Red) to 14.7% (Yellow)
24.4% of Socioeconomically Disadvantaged (Red) to 16.5% (Yellow)
22.1% of Students with Disabilities (Red) to 14.8% (Yellow)
4% of Asian Students (Yellow) to 2.8% (Blue)
20% of Hispanic/Latino Students (Red) to 12.9% (Yellow)
8% of White Students (Orange) to 5% (Blue)
8.7% of Multiracial Students (Orange) to 5.3% (Green)

Students Experiencing Homelessness were chronically absent at a rate of 35.3% (Red) in 2023, and rose to a rate of 38.9% (Red) in 2024.

Current data from the application provided by our outside vendor shows that all but Students with Disabilities and Students Experiencing Homelessness (which are currently Orange and Red, respectively) has dropped again to be at least Yellow on the Dashboard (see Technical Assistance section below for more on Students Experiencing Homelessness). However, four student groups in addition to students Experiencing Homelessness remain 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 chronic absenteeism on the 2023 Dashboard. 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 6.7% (Green)
Heather All Students: 11.8% (Red) to 5.5% (Green)
Tierra Linda Middle School All Students: 10.6% (Red) to 7.6% (Green)

On the 2023 Dashboard, there was also a significant number of student groups at the school level that received the lowest performance level of Red in chronic absenteeism. rates. The rates for the following student groups and sites are dropping from 2023 Dashboard levels, to current levels, as follows:

Central Middle School Students with Disabilities: 37.1% (Red) to 29.7% (Orange)
Mariposa Hispanic Students: 28.3% (Red) to 11.3% (Yellow)

2024 Dashboard data indicates that only two student groups (Hispanic and Students with Disabilities) at Tierra Linda remain Red district wide.

Current data indicates some concern as levels are creeping up to Orange or Red again for some student groups compared to 2024 Dashboard numbers, although most are nowhere near 2023 levels:

Arundel Elementary Hispanic/Latino Students: 14.75% to 17.53% (Orange)
Arundel Elementary Socioeconomically Disadvantaged Students: 18.18% to 19.14% (Orange)
Arundel Elementary Multiracial Students: 6.85% to 7.95% (Orange)
Heather Elementary All Students: 6.3% to 7.1% (Orange)
Heather Elementary English Learners: 8.5% to 19.4% (Red)
Heather Elementary Students with Disabilities: 8.3% to 13.9% (Red)
Heather Elementary Socioeconomically Disadvantaged Students: 15.2% to 29.4% (Red)
Heather Elementary Hispanic Latino Students: 11.3% to 16% (Red)
Tierra Linda Middle School Socioeconomically Disadvantaged Students: 25.9% to 28.8% (Red)
Tierra Linda Middle School Students with Disabilities: 25.5% to 31.6%
Tierra Linda Middle School Hispanic Latino Students: 20.6% to 23.4%

Administrative staff at these sites are working closely with our Community Liaison to improve attendance for these 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 2025-26 school year. In addition, the district continues to employ 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 2024 Dashboard indicates 0.4% (Blue) of all SCSD students were suspended at least one day. This is a slight decrease of 0.3% from the 2023 Dashboard. Current data from the application provided by our outside vendor indicates that, through May 9, 2025, 0.2% (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 all student groups being classified as low or very low. Students Experiencing Homelessness were identified as Red for Suspensions on the 2023 Dashboard; this student group had a rating of Green on the 2024 Dashboard, and 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 on the 2023 Dashboard. 2024 Dashboard and current data indicates continued improvement in this area for both student groups, to current levels, as follows:

Tierra Linda Middle School Socioeconomically Disadvantaged: 7.4% to 3.8% (Green)
Tierra Linda Middle School Students With Disabilities: 9.8% to 5.3% (Green)

Tierra Linda administrative staff has worked closely with our Director of Student Services to lower suspension rates for these students over the past two school years, and has brought the intention of Action 1.5 to life: (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.

Learning Recovery and Emergency Block Grant (LREBG):
SCSD has unexpended LREGB funds for the 2025-26 school year.

LREGB funded actions may be found in Goal 1, Action 9 (Mental Health Supports), and supported by metrics 1.8 and 1.10.

The SCSD needs assessment and analysis above substantiates findings from the 2024 Dashboard related to English Language Arts and Math achievement, and chronic absenteeism.

As explained above, and as stated in the 2024-25 LCAP: “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 based on student achievement outcomes.” As explained above, despite gains on the Dashboard (no student groups were orange or red in ELA or Math), a significant gap in achievement is still apparent for Students with Disabilities, Students Experiencing Poverty (SED), and Students Learning English (EL) in both ELA and Math Distance from Standard. This significant gap in achievement warrants continuation of a Summer program in 2025, using a portion of LREBG funds. A Summer program prioritizing these student groups aligns to allowable use of funds in the area of increasing instructional time and accelerating learning gaps. This use of LREBG is further supported by metrics 1.1-1.6.

While we saw large gains in chronic absenteeism this school year, and the 2024 Dashboard reflects these gains, current data still indicates that Students Learning English (EL) are chronically absent twice as much as all students, and Students with Disabilities and Students Experiencing Poverty are chronically absent three times as much as all students. Students Experiencing Homelessness are chronically

absent approximately eight times as much as all students. Based on this data, Goal 1, Action 9 directly addresses the need to motivate students to engage more consistently in their education and provide accessible counseling and crisis intervention to support students in building resilience and managing the emotional toll of their circumstances. This action aligns to allowable use of funds in the area of mental health support services.

## Reflections: Technical Assistance

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

The District was identified for Differentiated Assistance during the 2023-24 school year for Students Experiencing Homelessness, a group now consisting of 36 students, for both chronic absenteeism and suspension rate. Although 36 students is a relatively small number (about 1.3% 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 three 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, and was suspended at a rate of 8.8%, also a rating of very high on the Dashboard. Based on the 2024 Dashboard, Students Experiencing Homelessness were chronically absent 38.9% (+3.6%) of the school year, remaining at a rating of very high, but suspension rates decreased significantly to just 2.8%, a decrease of 6 points, which is a rating of medium on the Dashboard. Updated chronic absenteeism data through May 2025 shows the number of students experiencing homelessness has decreased to 30, and the rate of chronic absenteeism has increased to 40% (12 of 30 students are chronically absent). The suspension rate for students experiencing homelessness continues to drop, with a current rate of 0% (very low and Blue).

The District has provided continuous intervention 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 continue to work with the Director of Student Services and the Community Liaison to uncover barriers to attending school, and work together to remove these barriers. Additionally, SCSD is refining the School Attendance Review Team (SART) process which will be fully operational in 2025-26 based on the County Office guidelines, and continues to review current research and develop internal processes to improve attendance.

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: 3/20/25, 4/4/25, 4/24/25, and 5/9/25<br>The final two dates were held in conjunction with the DELAC<br>Drafts of the LCAP were presented at the combined meetings on 4/24 and 5/9<br>Input was also taken from members electronically through email and shared Google Documents<br>There were no questions asked that required written responses |
| District English Language Advisory Committee (DELAC) | Meetings of the committee were held on the following dates: 3/19/25, 4/2/25, 4/24/25, and 5/9/25<br>The final two dates were held in conjunction with the Parent Advisory Committee<br>Drafts of the LCAP were presented at the combined meetings on 4/24 and 5/9<br>Input was also taken from members electronically through email and shared Google Documents<br>There were no questions asked that required written responses |
| Special Education District Advisory Committee (SEDAC) Meeting for Parents of Students with Disabilities | LCAP input meetings of the committee were held on 4/18/25 and members were also encouraged to attend PAC meetings.<br>Input was also taken from members electronically through email and shared Google Documents |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| 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 2024-25 school year, with the most intensive input taking place in April and early May. 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 2024 and May 2025. 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 2/12/25.<br>SCSD participated in a meeting for SELPA Individualized Consultation on 2/28/25; a second LCAP consultation was held on 4/25/25. |
| School Site Councils and Parent Teacher Associations (PTA) | School principals engaged their School Site Councils and PTA between March and May 2025<br>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 throughout the 2024-25 school year at monthly meetings |
| Site Walkthroughs with Principals, Superintendent, and Board Members | Throughout the 2024-25 school year |
| California Healthy Kids Survey<br>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 2025<br>77% of students in grades 3-6 participated in the survey<br>100% of students in grade 7 participated in the survey<br>98% of students in grade 8 participated in the survey |
| Middle School Student Input Sessions | In Person Sessions from a representative group were conducted by site principals in May 2025<br>Students across both schools shared thoughtful reflections aligned with our SCSD Learner Profile—highlighting growth as Curious Problem Solvers, Self-Aware Learners, and Kind Citizens- and their broader school experience Further information on their input can be found in the last two paragraphs LCAP influence section below. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| LCAP Engagement Meeting in East Palo Alto | Bilingual meeting with this group was held at the East Palo Alto YMCA on 11/16/24 |
| California School Climate, Health and Learning Surveys (CalSCHLS) Parent/Caregiver Survey and Staff Survey | 1,342 Caregiver responses were received, which is approximately 50% of families<br>217 Staff survey responses were received, which is approximately 75% of staff |
| SCSD Board of Trustees | District staff engaged the SCSD Board extensively throughout the 2023-24 school year on the following dates: 8/22/24, 9/12/24, 10/10/24, 11/7/24, 12/12/24, 1/16/25, 2/6/25, 2/27/25, 3/13/25, 4/16/24, and 5/15/25 |
| 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<br>Facilities Master Plan Sessions: 1/27/23, 2/8/23, 2/28/23, 6/7/23<br>These meetings shaped the updated SCSD Strategic Plan and Facilities Master Plan, which serve as guiding documents for this LCAP<br>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 (CalSCHLS) for Parents/Caregivers and Staff. The primary goal of the 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 Equity, Inclusion, and Belonging, and make them actionable in the San Carlos School District Local Control Accountability Plan.

With this guiding principle in mind,  input on the SCSD 2024-2027 LCAP was extensive ultimately developing strong and ambitious goals and associated actions and metrics. The District received strong feedback on these final goals, with partners calling them "ambitious," "rigorous," and, most importantly, "representative of input." Stakeholder engagement during the 2024-25 school year focused on progress made toward goal actions, and suggestions for next steps.

District staff continued to engage 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, more representative of what we are doing for students currently, and what we aspire to do for students in future years.

August 22, 2024: Social, Emotional, and Mental Health Programs and Services
September 12, 2024: 2023-24 Preliminary State Testing Results & 2024-25 Emerging Student Outcomes
October 10, 2024: Student Services and the Role of the Community Liaison
November 7, 2024: Early Childhood Education/Universal Pre Kindergarten
December 12, 2024: California School Dashboard
January 16, 2025: Social/Emotional Learning - Curriculum and Outcomes
February 6, 2025: LCAP Mid-Year Update and Outcomes
February 27, 2025: Teaching and Learning Study Session: Early Literacy
March 13, 2025: Student Services: School Culture and Climate and Student Outcomes
April 16, 2025: California School Climate, Health and Learning Surveys (CHKS)
May 15, 2025: 2025-26 LCAP and 2024-25 Annual Update: Engagement and Outcomes

All told, district staff considered input from approximately 35 different engagement sessions held throughout the 2024-25 school year. Specifically, input from educational partners influenced LCAP goals and actions in each goal area as follows:

Themes from Educational Partner Engagements in each goal area directly influencing the LCAP:

Stakeholders were asked to consider the actions in each goal, and rate them on the following scale:

Areas of Success
Areas of Progress
Areas Needing Follow Up/Next Steps

Stakeholder Input on Goal 1 Actions:

1.1 Data-Driven Instruction
Areas of Success: Actively using assessment data; strong at some sites
Areas of Progress: Using data shows intent; need continued training on application
Areas Needing Follow-Up/Next Steps: Desire for increased PD and time to review results
1.2 Broad Course of Study
Areas of Success: Broad course of study available to students
Areas of Progress: Reading/Writing support improving; additional RTI needed; STEAM access
Areas Needing Follow-Up/Next Steps: Continued needs for behavior/emotional support; Increased EL support /ELD TOSA
1.3 Early Learning Alignment
Areas of Success: Director hired, alignment beginning
Areas of Progress: P-3 SEL areas of alignment (eg. Kimochi’s in TK)
Areas Needing Follow-Up/Next Steps: Continued need for collaboration and communication
1.4 Whole Child Support
Areas of Success: Directors in place; wellness councils active

Areas of Progress: Development of the Multi Tiered System of Support is beginning
Areas Needing Follow-Up/Next Steps: Increased visibility of Director of Student Services and Director of Wellness in interventions/family contact
1.5 PBIS Implementation
Areas of Success: Some schoolwide tools in place; restorative practices noted
Areas of Progress: Some classroom tools used; implementation varies by site: training incomplete and/or inconsistent
Areas Needing Follow-Up/Next Steps: Training gaps need to be filled to implement whole-school PBIS plan
1.6 Future-Ready Skills
Areas of Success: SCSD Learner Profile in place; PBL actively used in 4-5
Areas of Progress: Learner Profile continuum is being piloted
Areas Needing Follow-Up/Next Steps: Re-prioritize PBL at other grade levels and support cross-curricular work
1.7 Student Agency & Belonging
Areas of Success: Student participation in clubs (eg.WEB, Green Teams)
Areas of Progress: Continue to expand belonging initiatives
Areas Needing Follow-Up/Next Steps: Broader student inclusion; expand belonging initiatives
1.8 Social-Emotional Learning (SEL)
Areas of Success: Multiple SEL tools being implemented; Wayfinder curriculum
Areas of Progress: Start-of-year SEL strong; Schoolwide initiatives are apparent (Kelso's Choice, Zones of Regulation)
Areas Needing Follow-Up/Next Steps: Clarify curriculum for P-3; ensure year-round implementation district wide
1.9 Mental Health Support
Areas of Success: Counselors and interns are in place thanks to partnerships supporting mental health
Areas of Progress: Support is present on campuses
Areas Needing Follow-Up/Next Steps: Intern expertise, experience and visibility varies district wide

Stakeholder Input on Goal 2 Actions:

2.1 MTSS and Targeted Support
Areas of Success: SEL implementation, Literacy Program in P-3, Mental Health Services, Equity-Focused interventions
Areas of Progress: Intent and structure in place; ELOP (after school) tutoring available at some sites
Areas Needing Follow Up/Next Steps: Gaps in staffing and services noted; Ensure support for ELs in core instruction; Better define intervention strategies
2.2 DEIB and Cultural Inclusion
Areas of Success: Strong multicultural events across sites, inclusive literature, PTA inclusion efforts, identity-focused PBL in 4-5
Areas of Progress: Variety of SEL programs in use
Areas Needing Follow Up/Next Steps: Follow up on Culturally Responsive Teaching Practices
2.3 Family Engagement and Community Support
Areas of Success: Wellness Director and Community Liaison roles valued, strong outreach to high-needs families
Areas of Progress: Some family outreach occurring; some staff unfamiliar with liaison role
Areas Needing Follow Up/Next Steps: Provide applicable parent education and increase parent participation

2.4 Access to Learning Opportunities
Areas of Success: Device access for home learning; Access to Outdoor Education and some other opportunities for underserved groups
Areas of Progress: Tutoring efforts underway at some sites- continue efforts to increase participation
Areas Needing Follow Up/Next Steps: Expand access to Performing Arts and extracurriculars;
2.5 ELD TOSA and EL Support
Areas of Success: Intention to support ELs is clear
Areas of Progress: Teachers and staff have had some training in ELD; more consistent focus on strategies during PD
Areas Needing Follow Up/Next Steps: Hire ELD TOSA position to provide support in this action area

Stakeholder Input on Goal 3 Actions:

3.1 Professional Learning Plans
Areas of Success: Strong PBL in grades 4–5
Areas of Progress: More consistent year-long plan and Improving staff communication; Use of outside PD (eg. Stanford)
Areas Needing Follow Up/Next Steps:PD sometimes lacks specificity, tools, and modeling; better support needed for inclusion, ELD, and differentiation ( Universal Design for Learning)
3.2 Collaborative Planning & Calibration
Areas of Success: Effective collaboration Common tasks discussed and/or created; Reflective staff meetings
Areas of Progress: Collaboration can feel overly task-focused at times
Areas Needing Follow Up/Next Steps: Consistency across grade spans; Better define task creation and collaboration protocols
3.3 Credentialing & Support
Areas of Success: Induction and support for new teachers and new administrators
Areas of Progress: Mentors assigned to new staff; Goal setting with principal/supervisor
Areas Needing Follow Up/Next Steps: Develop clear substitute orientation and training plan;
More consistent evaluation process/protocols across sites
3.4 Recruitment & Retention
Areas of Success: Improved retention; freedom to pursue relevant PD
Areas of Progress: Efforts to hire diverse staff underway
Areas Needing Follow Up/Next Steps: Better define career ladders
Address para/SPED/sub retention through pay and support
3.5 Collaborative Culture & Safe Spaces
Areas of Success: Team-building through staff meetings
Areas of Progress: Peer observation offered inconsistently; team building appreciated but needs balance
Areas Needing Follow Up/Next Steps: Clarify peer observation model (e.g., Lab Classrooms) and associated ideas
3.6 External PD Promotion
Areas of Success: External PD valued, supported and applied (e.g. Technology and AI conferences)
Areas of Progress: Participating staff are beginning to share ideas they are learning about; AI Task Force
Areas Needing Follow Up/Next Steps: Increase advertisement and availability of external PD to increase participation across the district

Stakeholder Input on Goal 4 Actions:

Areas of Success:
Implementation of Measure H Bond projects started quickly

Areas of Progress:
All Schools need HVAC- cannot happen soon enough
Remaining diligent with standard maintenance projects that are unrelated to bond

Areas Needing Follow Up/Next Steps:
Continued development of age appropriate Early Learning Facilities
Staying up to date with staff, student and facility technology needs as part of a technology plan

Stakeholder Input on Goal 5 Actions:

5.1 Community Liaison & Equitable Engagement
Areas of Success: Community liaison praised; strong support for families; East Palo Alto outreach
Areas of Progress: Translation and resources are more readily available
Areas Needing Follow Up/Next Steps: Support PTA coordination; Build more consistent event promotion
5.2 District Committees (SEDAC & DELAC)
Areas of Success: Increased participation in SEDAC; Ability Awareness Week recognized
Areas of Progress: DELAC and SEDAC meet consistently
Areas Needing Follow Up/Next Steps: Broaden presence and outreach across schools for DELAC
5.3 Signature Practices (ROPES, STEAM Fair)
Areas of Success: Strong community engagement in ROPES & STEAM Fair; programs embedded in school culture
Areas of Progress: Great foundation to build on
Areas Needing Follow Up/Next Steps: Promote participation and outreach even more actively- increase participation across student population outreach earlier in the year
5.4 Community Partnerships & Real-World Learning
Areas of Success: Effective collaboration with first responders, libraries, and community events
Areas of Progress: Partnerships growing but need more coordination; potential not fully realized
Areas Needing Follow Up/Next Steps: Find ways to recruit volunteers to build real-world learning partnerships
5.5 Interpretation Services
Areas of Success: Translation support available for key meetings; appreciated at middle school level
Areas of Progress: Some interpreter use is inconsistent; other languages may be underserved
Areas Needing Follow Up/Next Steps: Ensure availability across all events/languages; explore use of tech (Zoom, ChatGPT) for broader access
5.6 Healthy Cities Tutoring

Areas of Success: Highly valued for adaptability and student impact; growing reach
Areas of Progress: Increasing number of students and teachers participating this year
Areas Needing Follow Up/Next Steps: Tailor support to reach all identified students
Support tutor training
5.7 Parent/Caregiver Education & Events
Areas of Success: Multicultural Nights, orientations, and Culture & Belonging programs successful
Areas of Progress: Ongoing engagement is strong, but could expand with more promotion
Areas Needing Follow Up/Next Steps: Increase family engagement; expand PIE Nights and districtwide family learning, especially for “hot topics”
5.8 Communication to Families
Areas of Success: Consistent district communication; report cards added to portal; school weekly newsletters
Areas of Progress: While in place, communication can be uneven across teachers and school levels
Areas Needing Follow Up/Next Steps: Promote consistency across classrooms

Through this extensive input process, stakeholders indicated no need for significant change to goals or actions. Rather, the input will influence how SCSD prioritizes actions moving into the 2025-26 school year, particularly in areas noted as needing follow up/next steps.

In person student feedback from a representative group of students was taken at both Central and Tierra Linda Middle Schools. Students across both schools shared thoughtful reflections aligned with our SCSD Learner Profile—highlighting growth as Curious Problem Solvers, Self-Aware Learners, and Kind Citizens. Many students described improvements in communication, collaboration, and problem-solving across academic subjects. They cited examples such as seeking help from teachers, working through challenges independently, and using feedback to revise their work. However, students also identified areas for growth, including developing stronger ownership of their learning, increasing adaptability, and engaging more meaningfully with civic issues. While some students were familiar with the Learner Profile and saw it posted in classrooms, others indicated they had not reviewed it in depth or understood how it connects to their learning.

When asked about their broader school experience—including questions from the California Healthy Kids Survey—students emphasized the importance of hands-on, engaging, and socially connected learning environments. Participation in class and school activities increased when learning felt relevant, interactive, and collaborative. They suggested more outdoor learning, project-based assignments, and opportunities to share their voices during assemblies or during advisory period. While some students found the workload manageable, others noted that certain subjects—particularly English and math—could feel overwhelming at times. A number of students expressed a strong interest in learning about and using AI in the classroom, recognizing its future importance while also highlighting equity and privacy concerns. Lastly, many students affirmed that school plays a key role in helping them develop empathy, teamwork, and social awareness—pointing to teachers and peers as positive influences in their personal growth.

# 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 Progress (CAASPP) in ELA | Spring 2023 CAASPP Results:<br><br>English Language Arts<br>• All Students: 80%<br>• English Learner (ELs): 13%<br>• Students with Disabilities (SWD): 35%<br>• Socio-economically | Spring 2024 CAASPP Results:<br><br>English Language Arts<br>• All Students: 82%<br>• English Learner (ELs): 21% | | CAASPP ELA:<br><br>• All Students: 84%<br>• English Learner (ELs): 23%<br>• Students with Disabilitie | CAASPP ELA:<br><br>• All Students: +2%<br>• English Learner (ELs): +8%<br>• Students with Disabilitie |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Distance from Standard (DFS) on these assessments will also be monitored | Disadvantaged (SED): 49%<br><br>DFS for 2023:<br>• All Students: +72.5<br>• English Learner (ELs): +2<br>• Students with Disabilities (SWD): -39.7<br>• Socio-economically Disadvantaged (SED): -6.1 | • Students with Disabilities (SWD): 33%<br>• Socio-economically Disadvantaged (SED): 55%<br><br>DFS for 2023:<br>• All Students: +79.2<br>• English Learner (ELs): +16.5<br>• Students with Disabilities (SWD): -27.8<br>• Socio-economically Disadvantaged (SED): 11.7 | | s (SWD): 40%<br>• Socio-economically Disadvantaged (SED): 54%<br><br>CAASPP ELA DFS:<br>• All Students: +77.5 | s (SWD): --2%<br>• Socio-economically Disadvantaged (SED): +6%<br><br>CAASPP ELA DFS:<br>• All Students: +6.7<br>• English Learner (ELs): +14.5<br>• Students with Disabilities (SWD): +11.8<br>• Socio-economically Disadvantaged (SED): +17.8 |
| 1.2 | Percent of all students and English Learner, Students with Disabilities | Spring 2023 CAASPP Results: | Spring 2024 CAASPP Results: | | CAASPP Math: | CAASPP Math: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 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<br><br>Distance from Standard (DFS) on these assessments will also be monitored | Mathematics<br>• All Students: 77%<br>• English Learner (ELs): 23%<br>• Students with Disabilities (SWD): 35%<br>• Socio-economically Disadvantaged (SED):42%<br><br>DFS for 2023:<br>• All Students: +65.4<br>• English Learner (ELs): -6.4<br>• Students with Disabilities (SWD): -59.8<br>• Socio-economically Disadvantaged (SED): -29.4 | Mathematics<br>• All Students: 79%<br>• English Learner (ELs): 24%<br>• Students with Disabilities (SWD): 31%<br>• Socio-economically Disadvantaged (SED):48%<br><br>DFS for 2023:<br>• All Students: +70.2<br>• English Learner (ELs): +3.6<br>• Students with Disabilities (SWD): -50.5<br>• Socio-economic | | • All Students: 81%<br>• English Learner (ELs): 33%<br>• Students with Disabilities (SWD): 40%<br>• Socio-economically Disadvantaged (SED): 47%<br><br>CAASPP Math DFS:<br>• All Students: +70 | • All Students: +2%<br>• English Learner (ELs): +1%<br>• Students with Disabilities (SWD): -4%<br>• Socio-economically Disadvantaged (SED): +6%<br><br>CAASPP Math DFS:<br>• All Students: +4.8<br>• English Learner (ELs): +10<br>• Students with Disabilities (SWD): +9.3<br>• Socio-economically |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | ally Disadvantaged (SED): -10.9 | | | Disadvantaged (SED): +18.5 |
| 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:<br><br>Grades K-2:<br>• All Students: 82%<br>• English Learner (ELs): 44%<br>• Students with Disabilities (SWD): 58%<br>• Socio-economically Disadvantaged (SED):62%<br><br>Grades 3-5:<br>• All Students: 88%<br>• English Learner (ELs): 25%<br>• Students with Disabilities (SWD): 52%<br>• Socio-economically Disadvantaged (SED):66% | Spring Trimester 2023 Reading Benchmark Results:<br>Please note that Kindergarten Students no longer take this assessment; new baselines for grades<br>Grades 1-2 are as follows:<br>• All Students: 82%<br>• English Learner (ELs): 38%<br>• Students with Disabilities (SWD): 46%<br>• Socio-economically Disadvantaged | | Grades K-2 Reading Benchmark:<br>As noted in Year 1 Outcome, students in Kindergarten no longer take this assessment; new baselines for grades 1-2 were established in year 1 outcome, and new targets are as follows:<br>Grades 1-2 Reading Benchmark:<br>• All Students: 86%<br>• English Learner (ELs): 44%<br>• Students with Disabilities (SWD): 51%<br>• Socio-economic | Grades 1-2 Reading Benchmark:<br>• All Students: +0<br>New baselines for grade 1-2 for student groups were created in Year 1 outcome; change from baseline for student groups will be entered in 2025-26<br><br>Grades 3-5 Reading Benchmark:<br>• All Students: -2%<br>• English Learner (ELs): +5%<br>• Students with Disabilitie |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grades 6-8 iReady Reading:<br>• All Students: 73%<br>• English Learner (ELs): 15% (3/21 students)<br>• Students with Disabilities (SWD): 18%<br>• Socio-economically Disadvantaged (SED): 38% | (SED): 56%<br><br>Grades 3-5:<br>• All Students: 88%<br>• English Learner (ELs): 30%<br>• Students with Disabilities (SWD): 53%<br>• Socio-economically Disadvantaged (SED):66 %<br><br>Grades 6-8 iReady Reading:<br>• All Students: 81%<br>• English Learner (ELs): 11% (2/18 students)<br>• Students with | | ally Disadvantaged (SED): 61%<br><br>Grades 3-5 Reading Benchmark:<br>• All Students: 90%<br>• English Learner (ELs): 35%<br>• Students with Disabilities (SWD): 57%<br>• Socio-economically Disadvantaged (SED):70 %<br><br>Grades 6-8 iReady Reading:<br>• All Students: 78%<br>• English Learner | s (SWD): +1%<br>• Socio-economically Disadvantaged (SED): +0%<br><br>Grades 6-8 iReady Reading:<br>• All Students: +8%<br>• English Learner (ELs): -4%<br>• Students with Disabilities (SWD): +17%<br>• Socio-economically Disadvantaged (SED): +10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Disabilities (SWD): 35%<br>• Socio-economically Disadvantaged (SED): 48%<br><br>• Socio-economically Disadvantaged (SED): 38% | | (ELs): 25%<br>• Students with Disabilities (SWD): 25%<br>• 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 | Spring Trimester 2023 Writing Benchmark Results:<br><br>Grades K-2:<br>• All Students: 86%<br>• English Learner (ELs): 50%<br>• Students with Disabilities(SWD): 73%<br>• Socio-economically Disadvantaged (SED):65%<br><br>Grades 3-5: | Spring Trimester 2023 Writing Benchmark Results:<br>Grades K-2:<br>• All Students: 90%<br>• English Learner (ELs): 72%<br>• Students with Disabilities(SWD): 65% | | Grades K-2 Writing:<br>• All Students: 90%<br>• English Learner (ELs): 55%<br>• Students with Disabilities(SWD): 78%<br>• Socio-economically Disadvant | Grades K-2 Writing:<br>• All Students: +4%<br>• English Learner (ELs): +22%<br>• Students with Disabilities(SWD): -8%<br>• Socio-economically Disadvant |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • All Students: 78%<br>• English Learner (ELs): 26%<br>• Students with Disabilities (SWD): 41%<br>• Socio-economically Disadvantaged (SED):57%<br><br>Grades 6-8:<br>• All Students: 68%<br>• English Learner (ELs): 17%<br>• Students with Disabilities (SWD): 34%<br>• Socio-economically Disadvantaged (SED):56% | • Socio-economically Disadvantaged (SED):69%<br><br>Please note grades 4-5 are developing a new benchmark; new baseline data will be available in 2026 (see goal analysis below)<br>New baselines for grade 3 are as follows:<br>Grade 3<br>• All Students: 81%<br>• English Learner (ELs): 25%<br>• Students with Disabilities (SWD): 67%<br>• Socio-economically Disadvantaged | | aged (SED):70%<br><br>Grade 3 Writing:<br>• All Students: 86%<br>• English Learner (ELs): 35%<br>• Students with Disabilities (SWD): 70%<br>• Socio-economically Disadvantaged (SED):63%<br><br>Grades 4-5: Please see goal analysis section<br><br>Grades 6-8 Writing:<br>• All Students: 65%<br>• English Learner | aged (SED): +4%<br><br>Grade 3 and Grades 6-8 Writing: New baselines and targets for grade 3 and grades 6-8 were established in previous columns<br><br>Please see goal analysis regarding grades 4-5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | (SED):58 %<br><br>New baselines for grades 6-8 are as follows:<br>Grades 6-8:<br>• All Students: 60%<br>• English Learner (ELs): 22%<br>• Students with Disabilities (SWD): 22%<br>• Socio-economically Disadvantaged (SED): 37% | | (ELs): 27%<br>• Students with Disabilities (SWD): 30%<br>• Socio-economically Disadvantaged (SED): 42%<br>• Socio-economically Disadvantaged (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 | Spring Trimester 2023 Math Benchmark Results:<br><br>Grades 1-2:<br>• All Students: 89%<br>• English Learner (ELs): 64% | New Baselines were entered as of 2024-25 school year for grade 1-3; please see goal analysis for further details:<br><br>Grades 1-2: | | Based on Updated baselines in Year 1 for Grades 1-2 and Grade 3:<br>• All Students: 90%%<br>• English Learner | Grades 1-3 Math: New baselines and targets for grade 3 1-2 and 3 were established in previous columns<br><br>Please see goal analysis regarding grades 4-5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | assessment K-5, and iReady Math Assessment 6-8 | • Students with Disabilities (SWD): 69%<br>• Socio-economically Disadvantaged (SED):71%<br><br>Grades 3-5:<br>• All Students: 85%<br>• English Learner (ELs): 42%<br>• Students with Disabilities (SWD): 71%<br>• Socio-economically Disadvantaged (SED):55%<br><br>Grades 6-8 iReady Math:<br>• All Students: 73%<br>• English Learner (ELs): 15%<br>• Students with Disabilities (SWD): 18%<br>• Socio-economically Disadvantaged (SED):38% | • All Students: 86%<br>• English Learner (ELs): 38%<br>• Students with Disabilities (SWD): 63%<br>• Socio-economically Disadvantaged (SED): 63%<br><br>Please note grades 4-5 are developing a new benchmark; new baseline data will be available in 2026 (see goal analysis below) New baselines for grade 3 are as follows:<br><br>Grade 3:<br>• All Students: 82% | | (ELs): 43%<br>• Students with Disabilities (SWD): 68%%<br>• Socio-economically Disadvantaged (SED): 68%<br><br>Grade 3:<br>• All Students: 87%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): 59%<br>• Socio-economically Disadvantaged (SED): 59%<br><br>Grades 4-5: | Grades 6-8 iReady Math (TL Only):<br>• All Students: +0%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): +10%<br>• Socio-economically Disadvantaged (SED): -3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • English Learner (ELs): sample size too low<br>• Students with Disabilities (SWD): 54%<br>• Socio-economically Disadvantaged (SED): 54%<br><br>Grades 6-8: Please note that data is only available for Tierra Linda Middle School; see analysis<br>Grades 6-8 iReady Math (TL):<br>• All Students: 78%<br>• English Learner (ELs): sample size too low | | Please see goal analysis section<br><br>Grades 6-8 iReady Math:<br>• All Students: 78%<br>• English Learner (ELs): 25%<br>• Students with Disabilities (SWD): 28%<br>• Socio-economically Disadvantaged (SED): 48% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Students with Disabilities (SWD): 33%<br>• Socio-economically Disadvantaged (SED): 35% | | | |
| 1.6 | 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) | 2023 CAST Results<br>Grade 5:<br>• All Students: 74%<br>• English Learner (ELs): sample size too low<br>• Students with Disabilities (SWD): 38%<br>• Socio-economically Disadvantaged (SED):30%<br><br>Grade 8:<br>• All Students: 72%<br>• English Learner (ELs): sample size too low | 2023 CAST Results<br>Grade 5:<br>• All Students: 74%<br>• English Learner (ELs): sample size too low<br>• Students with Disabilities (SWD): 26%<br>• Socio-economically Disadvant | | 2023 CAST Results<br>Grade 5:<br>• All Students: 79%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): 43%<br>• Socio-economically Disadvantaged | CAST Results<br>Grade 5:<br>• All Students: 0%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): -12%<br>• Socio-economically Disadvantaged (SED): +13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities (SWD): 14%<br>• Socio-economically Disadvantaged (SED):46% | aged (SED): 43%<br><br>Grade 8:<br>• All Students: 73%<br>• English Learner (ELs): sample size too low<br>• Students with Disabilities (SWD): 19%<br>• Socio-economically Disadvantaged (SED): 36% | | (SED): 40%<br><br>Grade 8:<br>• All Students: 77%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): 24%<br>• Socio-economically Disadvantaged (SED): 51% | Grade 8:<br>• All Students: +1%<br>• English Learner (ELs): N/A<br>• Students with Disabilities (SWD): +5%<br>• Socio-economically Disadvantaged (SED): -10% |
| 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) | 100% of students receiving a broad course of study | | Maintain 100% of students receiving a broad course of study | +0 |
| 1.8 | Percent of Students responding favorably (agree or strongly agree) to the following | Based on the 2024 CHKS: | Based on the 2024 CHKS: | | 80% of students responding favorably to Question 1 | 1) "Adults at school care about me": -2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | questions on the California Healthy Kids (student) Survey (CHKS):<br><br>1) "Adults at school care about me"<br>2) "I feel like I am a part of my school" | 75% of students responded favorably to "Adults at school care about me"<br><br>72% of students responded favorably to "I feel like I am a part of my school" | 73% of students responded favorably to "Adults at school care about me"<br><br>71% of students responded favorably to "I feel like I am a part of my school" | | 77% of students responding favorably to Question 2 | 2) "I feel like I am a part of my school": -1% |
| 1.9 | Percent of Caregivers responding favorably (agree or strongly agree) to the following survey areas on the Caregiver Survey<br><br>• Opportunities for meaningful student participation | Based on the 2024 Caregiver Survey:<br>39% of caregivers responded strongly agree<br>48% of caregivers responded agree | Based on the 2024 Caregiver Survey:<br>44% of caregivers responded strongly agree<br>45% of caregivers responded agree | | 45% respond strongly agree<br><br>47% respond agree | +5% responded strongly agree<br><br>-3% responded agree<br><br>+2% Cumulative strongly agree and agree |
| 1.10 | Number of student encounters handled by school counselors on the mental health log | Through April 29th, 2024:<br>2,824 sessions:<br>K- 334<br>1st grade- 295<br>2nd grade- 373<br>3rd grade- 316<br>4th grade- 480<br>5th grade- 122<br>6th grade- 279<br>7th grade- 374<br>8th grade- 251 | Total Counseling Visits: 2970 sessions:<br><br>K-186 visits<br>1st grade - 503 visits<br>2nd grade - 511visits<br>3rd grade - 359 visits<br>4th grade - 338 visits | | 5% decrease in student encounters handled by school counselors over three years | K: -148 visits<br>1st grade: +358 visits<br>2nd grade: +188 visits<br>3rd grade: +93 visits<br>4th grade: -142 visits<br>5th grade: +206 visits<br>6th grade: +29 visits |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 5th grade - 328 visits<br>6th grade - 308 visits<br>7th grade - 222 visits<br>8th grade - 215 visits | | | 7th grade: -152 visits<br>8th grade: -36 visits |
| 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) | 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 | +0 |
| 1.12 | Number of WIlliams complaints regarding instructional materials received at the District office | Zero complaints based on quarterly Williams audits (2023-24 Baseline) | Zero complaints based on quarterly Williams audits | | Maintain zero complaints based on quarterly audits | +0 |
| 1.13 | Pilot the SCSD Strategic Plan Learner Profile Continuum of Learning rubric in 2024-25<br><br>Full implementation of the SCSD Strategic Plan Leaner Profile Continuum of Learning rubric by 2026-27 | 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 | 100% of teachers from the Profile of a Learner Teacher Leadership group piloted the Continuum of Learning rubric during the 2024-25 school year | | Full implementation of the SCSD Strategic Plan Leaner Profile Continuum of Learning rubric by all (100%) teachers during the 2026-27 school year | +0 |

# Goal Analysis [2024-25]

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.

Most actions were carried out as planned, with the exception of Actions 1.5 and 1.6. Although school sites decided not to continue or begin training in PBIS, there is still a clear need for this training (see below). Training in Project Based Learning did take place for Arroyo and Mariposa, but at a much lower cost than anticipated. These sites continue to develop their prowess in gold standard PBL. With several new staff members joining their teams this coming year, there will be a need for increased training in this area.

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 was a material difference in Action 1.2 due to increases in salary and health and welfare benefits to the allocated positions.

There were material differences in Actions 1.5 and 1.6, as explained above. There was significant carryover in each action area that we anticipate being spent in the coming year.

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

While there were gains made in several areas, particularly in academic areas, there was an overall increase in counseling visits (metric 1.10), and a slight dip in CHKS responses from students in metric 1.8. This data indicates marked increases in counseling visits across multiple grade levels, most notably in1st-3rd-grade. This shift is partially attributed to implementing a standardized system for data input across counselors and school sites, but the district continues to see increased need for counseling and behavioral intervention at the TK-3 level. This indicates a continued need for training in the Multi Tiered System of Support (MTSS) and Positive Behavior Intervention Supports (PBIS). There is also extensive analysis regarding the action and metrics in Goal 1 included in the identified needs section of this document.

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.

Metrics 1.1, 1.2, and 1.6, CAASPP scores: Please note that an error in CALPADS data for certain districts statewide created publicly reported inflated numbers in the socioeconomically disadvantaged student group. This was verified through a conversation with a respresentative from CDE. Therefore if one was checking the numbers reported in these metrics against the State CAASPP reporting site, a double digit discrepancy is found. As a result, SCSD is reporting locally disaggregated CAASPP data for this student group.

Metric 1.3, District Reading Benchmark: Kindergarten Students no longer take the running record district benchmark reading assessment; teachers are now using a standards aligned literacy inventory to assess student progress in reading. Therefore new baselines and target outcomes for EL, SED, and SWD student groups in grades Grades 1-2 were established based on 2024-25 data and difference from baseline will be reported on he 2025-26 LCAP.

Metric 1.4, District Writing Benchmark Scores:
Grade 3: New baselines for Grade 3 were established, as 4-5 no longer takes this assessment (see below).
Grades 4-5: Teachers in grades 4-5 spent significant time developing an updated, standards aligned writing measure during the 2024-25 school year. The measure is being piloted in May 2025, and will be finalized for use in 2025-26. Therefore, there are not target outcomes included above, and updated baseline data for the new assessment will be available for the 2025-26 LCAP.
Grades 6-8: In 2025, the middle school English teachers developed a new assessment and rubric for writing that directly aligned to the Common Core State Standards, specifically CCSS.ELA-literacy. W.1. Students demonstrated grade level writing proficiency in argumentative writing by crafting an argument that supports a claim with relevant reason/evidence. This on-demand assessment included a response to literature for the first time, in lieu of using process writing or extended writing using a prompt and rubric aligned to the ELA curriculum. Therefore, new baselines for middle school were established as noted in metric 1.4 above.

Metric 1.5, District Math Benchmark Scores:
We discovered that 2024 Trimester 1 data was entered instead of Trimester 2 data for the Grades 1-5 Math Benchmark. Therefore, new baseline data and target outcomes have been entered for Grade 1-3 in their respective columns. No data appears in the Difference from Baseline column for grades 1-3.
Grades 4-5: Teachers in grades 4-5 spent significant time developing an updated, standards aligned math benchmark and associated math task during the 2024-25 school year. The measure is being piloted in April-May 2025, and will be finalized for use in 2025-26. Therefore, there are no target outcomes included above, and updated baseline data for the new assessment will be available for the 2025-26 LCAP.
Grades 6-8: The 8th grade students at Central Middle School did not take the second trimester iReady math assessment due to an administrative error. This will be corrected for 2025-26.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | 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 | $83,855.00 | Yes |
| **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) | $2,239,605.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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 | $131,443.00 | 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. | $97,703.00 | 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). | $9,810.00 | No |
| **1.8** | Instructional Materials and Training | 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).<br><br>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.). | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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.<br><br>This is a Learning Recovery Emergency Block Grant (LREBG) action, with $130,000 being used toward providing mental health interns at each site through a partnership with One Life Counseling Center. This action addresses the need to motivate students to engage more consistently in their education and provide accessible counseling and crisis intervention to support students in building resilience and managing the emotional toll of their circumstances.<br><br>There is an abundance of evidence in both formal and informal research citing the benefits of increased mental health services as part of the multi-tiered system of support for all students. Mental health supports such as counseling and peer support have been shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Research also indicates that mental health supports improve emotional well-being, reduce bullying, and enhance academic outcomes. In addition, our local student climate survey data and academic achievement results are showing increased gains for the most vulnerable student populations, who are the primary beneficiaries of this intervention.<br><br>This action aligns to allowable use of LREBG funds in the area of mental health support services, and is further supported by the monitoring of metrics 1.8 and 1.10. | $477,244.00 | 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) | 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.<br><br>2023-24: 3.63<br>2022-23: 3.63<br>2021-22: 3.24<br>2020-21: 3.42<br>2019-20: 3.60 | 2024-25: 3.01 | | 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 | -0.62 |
| 2.2 | Percent of students that are attending school on a daily basis | 2023-24 P2 ADA was 96.2% District Wide | 2024-25 P2 ADA was 96.37% District Wide | | Return to pre-pandemic ADA of at least 97% ADA District Wide | SCSD: +0.17%<br><br>Arroyo: +0.47%<br>Arundel: -0.01% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 2023-24 P2 ADA for each school:<br>Arroyo: 96.78%<br>Arundel: 96.18%<br>Brittan Acres: 96.36%<br>Central Middle School: 96.45%<br>Heather: 95.45%<br>Mariposa: 96.01%<br>Tierra Linda Middle School: 95.92%<br>White Oaks: 96.32% | 2024-25 P2 ADA for each school:<br>Arroyo: 96.98%<br>Arundel: 96.17%<br>Brittan Acres: 96.87%<br>Central Middle School: 96.41%<br>Heather: 95.62%<br>Mariposa: 96.48%<br>Tierra Linda Middle School: 95.99%<br>White Oaks: 96.6% | | | Brittan Acres: +0.51%<br>Central Middle School: -0.04%<br>Heather: +0.17%<br>Mariposa: +0.47%<br>Tierra Linda Middle School: +0.07%<br>White Oaks: +0.28% |
| 2.3 | Percent of all students and student groups that are labeled as chronically absent | Final Chronic Absenteeism for 2022-23 on the CA School Dashboard:<br><br>9.3% of all students (Orange)<br>20.1% of English Learners (Red)<br>35.2% of Students Experiencing Homelessness (Red)<br>24.4% of Socioeconomically Disadvantaged (Red)<br>22.1% of Students with Disabilities (Red)<br>4.1% of Asian Students (Yellow)<br>20% of Hispanic/Latino Students (Red) | Final Chronic Absenteeism for 2023-24 on the CA School Dashboard:<br><br>6% of all students (Green)<br>14.7% of English Learners (Yellow)<br>38.9% of Students Experiencing Homelessness (Red)<br>16.5% of Socioeconomically Disadvantaged (Yellow)<br>14.8% of Students with Disabilities (Yellow) | | 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%<br><br>Dashboard Chronic Absenteeism for all student groups is at least yellow | -3.3% for all students<br>-5.4% for English Learners<br>+3.7% for Students Experiencing Homelessness<br>-7.9% for Socioeconomically Disadvantaged<br>-7.3% for Students with Disabilities<br>-1.3% for Asian Students<br>-7.2% for Hispanic/Latino Students<br>-3.1% for White Students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 8.1% of White Students (Orange)<br>8.7% of Multiracial Students (Orange)<br>2.8% of Filipino Students (Green) | 2.8% of Asian Students (Green)<br>12.9% of Hispanic/Latino Students (Yellow)<br>5% of White Students (Blue)<br>5.3% of Multiracial Students (Green)<br>5.7% of Filipino Students (Orange) | | | -3.4% for Multiracial Students<br>+2.9% for Filipino Students |
| 2.4 | Suspension Rate | 2022-23 Dashboard suspension rate: 0.73% (Green- Very Low)<br><br>2023-24 suspension rate as of April 30, 2024: 0.5% | 2023-24 Dashboard suspension rate: 0.4% (Blue- Very Low)<br><br>2023-24 suspension rate as of April 30, 2024: 0.21% | | 2025-26 Dashboard suspension rate remains Green or Blue | -0.3% (Blue) |
| 2.5 | Expulsion Rate | 0% (Baseline 2022-23) | 0% | | Maintain 0% Expulsion Rate | +0% |
| 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 | Zero students dropped out of Grade 8 in 2023-24 | | Maintain Zero Students Dropping Out of Grade 8 | 0 |
| 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 | Based on the 2024 CHKS:<br><br>48% of students in grade 4<br>37% of students in grade 5 | Based on the 2025 CHKS<br><br>51% of students in grade 4<br>45% of students in grade 5 | | 5% increase in favorable responses in all grade levels | +3% of students in grade 4<br>+8% of students in grade 5<br>-13% of students in grade 6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Kids (student) Survey (CHKS) | 47% of students in grade 6<br>35% of students in grade 7<br>32% of students in grade 8<br><br>responded favorably to the Meaningful Participation section | 34% of students in grade 6<br>32% of students in grade 7<br>33% of students in grade 8 | | | -3% of students in grade 7<br>+1% of students in grade 8 |
| 2.8 | Percent of Caregivers responding strongly agree to the Student Learning Environment scale questions | Based on the 2024 Caregiver Survey:<br>• 45% of TK-5 caregivers strongly agree<br>• 29% of middle school caregivers strongly agree | Based on the 2025 Caregiver Survey:<br>• 48% of TK-5 caregivers strongly agree<br>• 37% of middle school caregivers strongly agree | | 55% of TK-5 caregivers strongly agree<br><br>40% of middle school caregivers strongly agree | • +3% for TK-5 caregivers<br><br>• +8% for middle school caregivers |
| 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): | 2025 Middle School Report Card<br><br>New Baselines- CHKS has been re-normed, and now includes state averages for all questions in each domain | | Both Schools will maintain or improve in each indicator and maintain at least average levels when compared with other California Middle Schools | CMS maintained or improved in all areas from 2024<br><br>TL maintained in all areas from 2024 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 3 of 4 in Supports and Engagement (3 additional questions not calculated)<br>Low Violence (all questions in low violence not calculated)<br>1 of 1 in Other School Climate Indicators (2 additional questions not calculated)<br><br>Tierra Linda Middle School<br>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)<br>4 of 4 in Supports and Engagement (3 questions not calculated)<br>Low Violence (all questions in low violence not calculated)<br>1 of 1 in Other School Climate Indicators (2 not calculated) | Central Middle School:<br>Scored At or Above the State Average on the following School Climate Indicators<br>7 of 7 in Supports and Engagement<br>4 of 4 in Low Violence<br>3 of 3 in Other School Climate Indicators<br><br>Tierra Linda Middle School:<br>Scored At or Above the State Average on the following School Climate Indicators<br>7 of 7 in Supports and Engagement<br>4 of 4 in Low Violence<br>3 of 3 in Other School Climate Indicators | | | |
| 2.10 | English Learner Reclassification Rate | As of Spring 2024, the English Learner Reclassification rate was 24.7% (41/174) | New baseline (please see goal analysis below): | | Maintain at least a 21% reclassification | New baseline data set in Year 1 Outcome (please |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | As of Spring 2025, the English Learner Reclassification rate was 21.1% (32/147) | | rate trough 2026-27. | see goal analysis below) |

# Goal Analysis [2024-25]

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.

The actions in this goal were implemented as planned, with the exception of the ELD TOSA (Action 2.5). For more information on this position, please read below.

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

Action 2.1 has a material difference due to the inability to hire a Program Specialist to support the Early Learning Special Education Preschool and other areas of Special Education. This position was hired in late October, and we were unable to find an administrative candidate, so instead hired a Special Education Teacher on Special Assignment.

Action 2.3 has a material difference due to increases in salary and health and welfare benefits to the allocated positions.

Action 2.4 has a material difference as the need for scholarships to Outdoor Education and other off site trips was less than anticipated. Students are experiencing more virtual and on site "field trips" for which the cost is less. There were also fewer students experiencing homelessness in SCSD this year, lessening the need for transportation and electronic devices also provided under this action.

Action 2.5 has a large carryover, as we were unable to hire the 0.5 ELD Teacher on Special Assignment. For 2025-26, with work in significant disproportionality continuing, we plan to combine this ELD TOSA position with a 0.5 Intervention teacher to address needs in our Continuous Improvement Monitoring (CIM) Plan to make a full-time position.

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

Actions in this area have been fairly effective, with the exception of services that were planned to be provided by a 0.5 ELD Teacher on Special Assignment. As discussed in Goal 1, there is still a need for further training on the Multi Tiered System of Support, particularly in Tier

1 and Tier 2 intervention that classroom teachers can provide. There is also an extensive need for training in inclusive practices for students with learning differences. We have embarked on a journey with the SMCOE SELPA to assist with this project. An additional strong area of need is in supporting teachers with Students Learning English (EL), particularly newcomer students in third grade and up. This area of need that is apparent in feedback from teachers spanning all goal areas.

Survey data from students and caregivers continued to be strong, with the exception of meaningful participation for students in certain grades (Metric 2.7). Principals followed up with students in person to get a better sense for their reasoning in giving the relatively low rating in this area. Their compelling feedback is shared in the educational partners engagement section of this document.

As of May 1, 2025, we have reclassified 32/147 students for an English Learner reclassification rate of 21.1%. During the 2024-25 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 through a partnership with Stanford University. Newcomers with novice English were provided translation devices to aid communication and support their learning.

There is also extensive analysis regarding the action and metrics in Goal 2 included in the identified needs section of this document.

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.

Metric 2.10: As a result of the aggressive reclassification efforts, we believe that increasing the reclassification rate target to 30% is unattainable as we identify and serve only those students that are truly learning English. Therefore, we have set a new baseline of 21.1%, with a goal of at least maintaining that number through the 3 year cycle.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Staffing and Support for Student Groups | 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:<br><br>• Continuously refine teacher capacity to accommodate, differentiate, and modify instruction for students with learning differences, including those that need more rigorous | $1,822,280.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instruction/coursework, to ensure at least one year of academic growth each school year<br>• Ensure families know interventions and supports available to all students<br>• Provide English Language Development (ELD) instruction to students learning English<br>• Provide literacy support to emergent readers<br>• Create and implement interventions and supports that specifically target our Students with Disabilities in Math and ELA<br>• Create and implement interventions and supports that specifically target our Students Experiencing Poverty (Socioeconomically Disadvantaged student group) in mathematics<br>• Provide access to Mental Health Services and Care teams at each school site<br>• 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 | 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:<br>• Inclusive, effective, standards-based academic and Social Emotional Learning (SEL) programs<br>• Increase access to culturally responsive literature<br>• Provide training on Culturally responsive teaching<br>Funded in 3.1 | $0.00 | No |
| **2.3** | Staffing and Support for Student Groups | 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 | $250,571.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Provide translation services as needed (in-person, telephonic, and written communication)<br><br>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. | | |
| **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:<br>• Provide support for all teachers, K-8, in serving the needs of English Learners, to increase their achievement across all subjects<br>• Work with/train the Literacy team, classroom teachers and site administration to improve ELA/ELD instruction and strategies, K-8<br>• Implement the 2024 EL Master Plan, including support services and curriculum<br>• Increase participation in Site and District English Learner Advisory Committees and engagement with multilingual families and families from East Palo Alto | $76,752.00 | Yes |

# 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<br><br>Please note: responsibility for determining teacher misassignment data transitioned to the CDE, but the data published in the SARCs is from 2021- 22 | 95% of teachers are fully credentialed appropriately assigned based on local data collection in CBEDS day: October 4, 2023<br><br>Please note: responsibility for determining teacher misassignment data transitioned to the CDE, but the data published in the SARCs is from 2022- 23 | | 98% of teachers will be fully credentialed an appropriately assigned | -1% |
| 3.2 | Professional Learning Calendar: Log of professional learning activities addressing | Spring 2024: Principals at each grade span (TK-3, 4-5, and 6-8) are developing their | Spring 2025: Principals at each grade span (TK-3, 4-5, and 6-8) are | | Principals at each grade span (TK-3, 4-5, and 6-8) will develop their | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | each curricular area on District PD Days and Wednesdays | learning calendar to meet the needs of students and priorities at their site (e.g.: small group instruction) | developing their learning calendar to meet the needs of students and priorities at their site with input from teachers, and will publish the calendar at least every three months | | learning calendar in collaboration with teachers and staff to meet the 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) | 2023-24 Professional Learning Survey Outcomes were 68% favorable (rating 4 or 5 for useful to teaching practice) | | Results from professional development surveys are at least 70% favorable | +3% |
| 3.4 | Percent of staff responding favorably (agree or strongly agree) to the following question on the staff survey:<br><br>"This school provides the supports needed to for teaching culturally and linguistically diverse students." | Based on the 2024 Staff Survey:<br>83% of elementary school staff responded favorably<br>66% of middle school staff responded favorably | Based on the 2025 Staff Survey:<br>76% of elementary school staff responded favorably<br>57% of middle school staff responded favorably | | 88% of elementary school staff respond favorably<br>71% of middle school staff respond favorably | -7% for elementary school staff<br>-9% for middle school staff |

# Goal Analysis [2024-25]

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.

There were no substantive differences; all actions were carried out as planned for the 2024-25 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.

Action 3.2 Wednesday Professional Development: There was a material difference due to increases in salary and health and welfare benefits for participating teachers.
Action 3.4 Creating career ladders: We were unable to secure any residents from the SMCOE/Alder University partnerships program, resulting in a substantive unused allocation of approximately $33,000.
Action 3.6 Outside Professional Development: Costs for outside PD were less than anticipated, as the district took advantage of many low-cost or free options in this area.

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

Based on feedback taken from teaching staff, they appreciated collaboration time, external PD opportunities, and the development of a safe professional culture at school sites. In fact, a gain of 3% was seen in the usefulness of professional learning. Teachers and staff emphasized the desire for a long view of professional learning that includes more support and training for inclusion and differentiation, including Universal Design for Learning, and the development of protocols for standards based task creation and teaching. This is consistent with initiatives that have been implemented over the past few school years. Employees also notably mentioned the desire for further development in peer observation models and career ladders, which were new initiatives in their infancy during 2024-25. The District is exploring ways to expand action in both areas.

During the 2024-25 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 through a partnership with Stanford University.  Despite this work. metric 3.4 shows a drop survey results for for supporting culturally and linguistically diverse students. Follow up meetings with teachers revealed that this decrease is primarily about support for Students Learning English, particularly for students new to the country, which could partially be attributed to our inability to hire the ELD TOSA mentioned in Goal 2.

There is significant work to do towards developing systems and structures to increase competency of substitute staff  (e.g Big 5, DEIB, emergency systems, etc.).

There is also analysis regarding the action and metrics in Goal 3 included in the identified needs section of this document.

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.

There were no changes to planned metrics or target outcomes.
Data will be calculated by May 23 to include a new metric, 3.5: Monitoring retention percentage of teachers in each grade span: TK-3, 4-5, 6-8

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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:<br><br>• ELD instruction<br>• Small Group Instruction<br>• Differentiation with learning differences<br>• Equitable teaching strategies to support all learners<br>• Project Based Instruction/ Learning (PBL)<br>• Universal Design Learning (UDL) | $143,001.00 | Yes |
| **3.2** | Professional Learning Time | Create opportunities for teams to plan and calibrate standards-based instruction:<br><br>• Preserve at least one Wednesday afternoon each month<br>• Create common tasks at each grade level and in each subject area<br>• Preserve time to analyze and calibrate student work | $339,003.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Professional Development and Training | Ensure that all teachers and administrators are fully credentialed, appropriately assigned, and supported<br><br>• New Teachers participate in SMCOE Induction Program, District New Teacher Training, and training on SCSD initiatives and assessments<br>• New Administrators participate in SMCOE Clear Administrative Services Credential Program and training on SCSD initiatives<br>• Administrators complete teacher evaluations in a timely and effective manner<br>• Develop systems and structures to increase competency of substitute staff (e.g Big 5, DEIB, emergency systems, etc.) | $65,925.00 | No |
| **3.4** | Staff Retention and Recruitment | 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<br><br>Note: One metric was added for this action in Spring 2025 for 2025-26, as follows:<br>• Monitoring retention percentage of teachers in each grade span: TK-3, 4-5, 6-8 | $12,000.00 | No |
| **3.5** | Teacher Collaborative Learning | Create safe spaces for adult learning and a professional culture of collaborative learning for educators by:<br><br>• Developing staff meeting agendas focused on team building (relationships, trust, resilience, reflection, self-awareness<br>• Developing structures and protocols for teachers to observe colleagues, e,g. Open Door Policy, Instructional Rounds, and Lab Classrooms<br>• 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 focused on collaboration and professional growth, outside of SCSD. | $9,500.00 | 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
- Crate 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<br>(December 2023 Baseline) | 100% of facilities received a rating of good or better on the FIT in January 2025 | | Maintain 100% of facilities received a rating of good or better on the FIT | 0 |
| 4.2 | Number of WIlliams complaints regarding facilities received at the District office | Zero complaints based on quarterly Williams audits<br>(2023-24 Baseline) | Zero complaints based on quarterly Williams audits | | Maintain Zero complaints based on quarterly Williams audits | 0 |

## Goal Analysis [2024-25]

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.

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.

Action 4.1 has a material difference of approximately $100,000 due to turnover and subsequent vacancy of the Technology Associate position, and a later hiring date for the Database Administrator position.

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

Measure H bond efforts and HVAC upgrades are well underway, and more are planned for summer 2025 and summer 2026. These efforts will continue for the next several school years, but planning for Phases 2 and 3 has begun, despite actual improvements being several years away. Educational partners mentioned the desire for the district to remain diligent with standard maintenance projects that are unrelated to bond, and staying up-to-date with staff, student and facility technology needs as part of a technology plan.

Partners also mentioned the importance for the district to remain focused on projects with a longer runway, such as the development of age appropriate Early Learning Facilities.

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.

There were no changes made in these areas.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Technology: Devices for Staff and Students and Instructional Materials | Assess student and staff technology needs and develop a 3-5 year technology plan, including:<br>• Development of a replenishment cycle for technology devices and infrastructure<br>• Providing students and families in need of student devices and hotspots at home for completion of school work<br>• Establishing and maintaining a robust library of educational technology applications to increase student learning and/or to extend learning | $607,735.00 | 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 | $457,674.00 | No |
| **4.3** | New/Updated Facilities | 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:<br><br>• Ensure appropriate classroom spaces for Transitional Kindergarten<br>• Improve air quality and temperature in classrooms with upgraded heating, ventilation, and air conditioning (HVAC)<br>• Support the utilization of STEAM equipment in the library and/or in other learning spaces<br>• Make changes on campuses that result in less asphalt and more green spaces (Resilient San Carlos planning and implementation)<br><br>Funded in 4.2 | $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.

Priority 3: Parental Involvement (Engagement)
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 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<br>(2024 caregiver survey baseline) | 72% of caregivers responded agree or strongly agree to this prompt | | 77% of caregivers responding favorably | 0% |
| 5.2 | Number of Student ROPES Participants<br><br>Number of ROPES Judges | 214 Student ROPES recipients in Spring 2024<br><br>68 ROPES Judges in Spring 2024 | 280 ROPES recipients in Spring 2025<br><br>88 ROPES Judges in Spring 2024 | | Maintain at least 200 ROPES Participants and 60 ROPES judges | +66 participants<br><br>+20 judges |
| 5.3 | Number of Students participating in Healthy Cities Tutoring | As of May 2024,165 students are participating | As of May 2025,196 students are participating<br><br>Baseline Disaggregated Data:<br>• 19% of participating students are | | Increase the number of students participating by 5%<br><br>Disaggregating data will inform an additional metric for 2025-26 | +18% in participants |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | English Learners<br>• 28% of participating students are socio-economicaly disadvantaged<br>• 19% of participating students are Students with Disabilities | | | |

# Goal Analysis [2024-25]

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.

All actions were carried out as planned for the 2024-25 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.

Action 5.5: Information on translation expenses is still being collected, but as of May 1, there is a balance of $3000 in this action area.
Action 5.7: Expenses for family engagement and parent education were less than anticipated

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

Community events highlighting the diversity of our community were widespread and praised by stakeholders at all levels. The district's partnership with Healthy Cities Tutoring continues to creep back toward participation levels seen prior to the pandemic. Participation in ROPES and the STEAM fair reached new highs, and volunteer judges in both cases were impressed with the quality of student projects. There is still work to be done to make educational partnership groups such as SEDAC and DELAC more visible and accessible, although the community liaison has increased the participation of multilingual parents in DELAC. The work of the Community Liaison was highlighted in connecting high-need families with resources and increasing their students' engagement in school. There remains a desire for even more consistent communication from schools and the district, and an increased number and relevancy of parent education opportunities. The district will also continue to work to expand community partnerships to support real-world learning and spark curiosity in students.

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.

Disaggregated data for highest needs student groups was added to metric 5.3, as planned.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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.<br><br>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<br><br>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. | $3,680.00 | 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 and/or 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) on an as needed basis. | $9,002.00 | 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 current and relevant parent/caregiver education and resources to support parents/caregivers at home and to increase parent and student engagement in school<br><br>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 | $5,160.00 | 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 | $58,100.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$852,137 | $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 |
|---|---|---|---|
| 2.647% | 0.000% | $0.00 | 2.647% |

**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** | **Action:**<br>Technology: Data Warehousing and Analysis<br><br>**Need:**<br>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 | Each site will continue to 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.<br><br>Middle schools will also continue to receive access to the iReady benchmark assessment, and | 1.1 through 1.5: Disaggregated Student Achievement Data<br>2.2 and 2.3: Student Attendance and 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 |
|---|---|---|---|
| | wide, and multiple schools had needs related to school attendance and engagement.<br><br>English Learners and Students Experiencing Poverty received a performance level of Orange in both ELA and Math at Tierra Linda Middle School.<br><br>While these levels have improved, there is still an indication of need based on performance on the district and iReady benchmark assessments, which still indicate a large gap in achievement for English Learners and Students Experiencing Poverty in both ELA and Math.<br><br>**Scope:**<br>LEA-wide | identified students will also receive access to the iReady instruction module. Priority for this module will be given to English Learners and Low Income students.<br><br>The action continues to be 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 remain the focus of these systems, we expect that the achievement of our English Learner and low-income students will increase more than other students. | |
| **1.3** | **Action:**<br>Staffing<br><br>**Need:**<br>While progress has been made over the past four 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.<br><br>The data also continues to indicate a need for early reading intervention to close that gap as students move into the upper and middle grades. Quantitative and qualitative data also | Sites will continue to 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 Leaner 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.<br><br>The action will continue to be 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 | 1.1- 1.5: State and Local Reading and Math Assessment Data<br>1.10: School Counselor Data |

| 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 |
|---|---|---|---|
| | indicates early intervention needs in social emotional learning and behavior.<br><br>**Scope:**<br>LEA-wide | 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 | |
| **1.4** | **Action:**<br>Staffing<br><br>**Need:**<br>Counseling data and data collected from student responses on the 2025 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.<br><br>**Scope:**<br>LEA-wide | Sites will continue to 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.<br><br>Providing access to the Director of Student Services and Director Wellness to further efforts in Social Emotional Learning and mental health will continue to directly benefit English Learners and Low Income students because they will be given priority for mental health supports and interventions.<br><br>The action is provided on an LEA-wide basis at all schools because continuing to 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. | 1.8: CHKS Questions-Caring Adults and School Connectedness<br>1.10: School Counselor Data |
| **1.5** | **Action:**<br>Professional Development | Each site will continue to have access to training on an as-needed basis to provide staff with tools to | 1.10: Counseling Data<br>2.4: Suspension 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 |
|---|---|---|---|
| | **Need:**<br>Despite a drop in the Dashboard data suspension rates for Students Experiencing Poverty, local student data in counseling and behavior continues to indicate a need for school staff training in Positive Behavior Intervention and Support (PBIS), including restorative practices and alternatives to suspension.<br><br>**Scope:**<br>LEA-wide | create a positive behavior support system, and further learning in restorative practices and alternatives to suspension.<br><br>Providing ongoing access to training in these best practices will directly benefit Low Income students because the training will focus on supporting positive behavior practices that support low income students, including empathy interviews.<br><br>The action will continue to be 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 low income students will decrease. | |
| **2.1** | **Action:**<br>Staffing and Support for Student Groups<br><br>**Need:**<br>While progress has been made over the past four school 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 (CAASPP) and Local assessment data.<br><br>**Scope:**<br>LEA-wide | Elementary school sites will continue to 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.<br><br>Providing continued 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.<br><br>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 | 1.1, 1.3, 1.4: Local and State ELA/Reading and Writing Data |

| 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 |
|---|---|---|---|
| | | 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. | |
| **2.3** | **Action:**<br>Staffing and Support for Student Groups<br><br>**Need:**<br>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. While chronic absenteeism numbers improved dramatically for most student groups district wide, a more recent look at chronic absenteeism numbers shows needs for continued and further intervention at certain school sites for English Learner and Low Income students, although they did not have red indicators on the 2024 Dashboard.<br><br>**Scope:**<br>LEA-wide | School sites will continue to have access to a Community Liaison to assist with lowering chronic absenteeism and increasing engagement for families experiencing homelessness/poverty and English Learners.<br><br>The action will continue to be 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. | 1.8: Student sense of belonging and school connectedness CHKS questions<br>1.9: Caregiver survey Student Learning Environment scale questions<br>2.2: Attendance Rates<br>2.3: Chronic Absenteeism Rates |
| **3.1** | **Action:**<br>Professional Development<br><br>**Need:**<br>While progress has been made over the past four school years, there is still a significant gap in achievement for English Learners and Students Experiencing Poverty in Reading/ English Language Arts and Mathematics, as | Each site will continue to 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. | 1.1 - 1.6: Disaggregated State and Local Achievement Data<br>Action 3.4: Staff Survey Question: culturally and linguistically diverse students |

| 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 |
|---|---|---|---|
| | indicated by Dashboard and Local assessment data. Feedback from teachers also indicates a need for continued professional learning in ELD.<br><br>**Scope:**<br>LEA-wide | This action is will continue to be 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 | |
| **3.2** | **Action:**<br>Professional Learning Time<br><br>**Need:**<br>While progress has been made over the past several 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. Feedback from teachers also indicates a need for continued professional learning in ELD.<br><br>**Scope:**<br>LEA-wide | Each site will continue to 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, using developed of protocols, will increase student achievement for English Learners and Low Income students.<br><br>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 | 1.1 - 1.6: Disaggregated State and Local Achievement Data<br>Action 3.4: Staff Survey Question |
| **5.5** | **Action:**<br>Supports for Student Groups and Families<br><br>**Need:**<br>Family engagement and survey results continue to indicate that access to translation | Schools and families will continue to 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. | 1.8: Student sense of belonging and caring adults questions from CHKS |

| 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>LEA-wide | This action will continue to be 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<br>families will increase more than all other students. In addition, translations and parent meetings will help the English<br>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. | 1.9: Caregiver survey questions on meaningful student participation<br>2.8: Caregiver survey questions on Student Learning Environment |
| **5.6** | **Action:**<br>Support for Student Groups and Community Engagement<br><br>**Need:**<br>While progress has been made over the past several years, there continues to be 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.<br><br>**Scope:**<br>LEA-wide | Each site will continue to 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.<br><br>The action will continue to be 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. | 1.1 through 1.6: Disaggregated State and Local Achievement Data<br>5.3: Healthy Cities Tutoring participation data |

| 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 |
|---|---|---|---|
| **5.7** | **Action:**<br>Family Engagement<br><br>**Need:**<br>Engagement with English Learner and Low Income families, chronic absenteeism rates, and CHKS and caregiver school climate surveys continue to indicate that there is a 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.<br><br>**Scope:**<br>LEA-wide | Parents/caregivers of English Learners and Students Experiencing Poverty from all school sites will continue to have access to parent/caregiver education on a variety of topics in their primary language to improve student attendance, engagement, and connectedness to school.<br><br>This action will continue to be 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 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. | 1.8: Student sense of belonging and caring adults CHKS questions<br>1.9: Caregiver survey Student Learning Environment scale questions<br>2.2: Attendance Rates<br>2.3: Chronic Absenteeism rates |
| **5.8** | **Action:**<br>Family Engagement<br><br>**Need:**<br>Engagement with English Learner and Low Income families, and caregiver and survey results continue to indicate a need for regular and clear district and school level communication.<br><br>**Scope:**<br>LEA-wide | Each site will continue to 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.<br><br>This action will continue to be 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 | 1.8: Student sense of belonging and caring adults CHKS questions<br>1.9: Caregiver survey Student Learning Environment scale questions<br>2.2: Attendance Rates<br>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 |
|---|---|---|---|
| | | more rapidly for English Learners and low income students. | |

### *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:**<br>Support for Student Groups<br><br>**Need:**<br>CHKS data collected in spring 2024 and 2025 indicates that English Learners and Students Experiencing Poverty have a lower sense of belonging at school. As previously discussed, the most recent 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.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | All sites will continue to have access to services and resources to increase the participation of English Learners, Students Experiencing Poverty and Students Experiencing Homelessness in these learning activities and experiences related to the core curriculum and related resources and services. | 1.8: Student sense of belonging and caring adults CHKS questions<br>1.9: Caregiver survey Student Learning Environment scale questions<br>2.9: Middle School CHKS School Climate Report Cards |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.5** | **Action:**<br>Support for English Learners<br><br>**Need:**<br>2023 and 2024 State Dashboard and 2025 Local assessment data indicate English Learners in SCSD have declined in their achievement in ELA , and they have higher rates of absenteeism.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | 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. | 1.1 through 1.6: Local and State disaggregated student achievement data for English Learners<br>2.2: Attendance Rates<br>2.3: Chronic Absenteeism Rates<br>3.4: Staff survey data: Supports for linguistically and culturally diverse students |

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 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 certificated staff providing direct services to students | | |

# 2025-26 Total Planned 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 | $32,188,332 | $852,137 | 2.647% | 0.000% | 2.647% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,198,948.00 | $1,416,648.00 | $3,301,023.00 | $128,574.00 | $7,045,193.00 | $6,400,378.00 | $644,815.00 |

| 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 | $83,855.00 | $36,000.00 | $47,855.00 | | | $83,855.00 | |
| 1 | 1.2 | Staffing | All Students with Disabilities English Learners, Socioeconomically Disadvantaged | No | | | All Schools | | $2,239,605.00 | $0.00 | $56,099.00 | $195,163.00 | $1,988,343.00 | | $2,239,605.00 | |
| 1 | 1.3 | Staffing | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All P-3 Schools | | $131,443.00 | $0.00 | $131,443.00 | | | | $131,443.00 | |
| 1 | 1.4 | Staffing | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $97,703.00 | $0.00 | $97,703.00 | | | | $97,703.00 | |
| 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 | | $9,810.00 | $0.00 | $9,810.00 | | | | $9,810.00 | |

| 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<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged, Students Experiencing Homelessness | No | | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| **1** | **1.9** | Support for Student Groups | All<br>English Learners, Socioeconomically Disadvantaged, Students Experiencing Homelessness | No | | | | | $174,844.00 | $302,400.00 | $81,246.00 | $304,844.00 | $58,500.00 | $32,654.00 | $477,244.00 | |
| **2** | **2.1** | Staffing and Support for Student Groups | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | | | $1,822,280.00 | $0.00 | $152,018.00 | $784,387.00 | $817,455.00 | $68,420.00 | $1,822,280.00 | |
| **2** | **2.2** | Professional Development and Instructional Materials | All<br>Students with Disabilities<br>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<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $247,821.00 | $2,750.00 | $17,644.00 | $84,399.00 | $148,528.00 | | $250,571.00 | |
| **2** | **2.4** | Support for Student Groups | English Learners<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>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 | | $76,752.00 | $0.00 | $76,752.00 | | | | $76,752.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3** | **3.1** | Professional Development | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $113,001.00 | $30,000.00 | $143,001.00 | | | | $143,001.00 | |
| **3** | **3.2** | Professional Learning Time | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $339,003.00 | $0.00 | $339,003.00 | | | | $339,003.00 | |
| **3** | **3.3** | Professional Development and Training | All<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged | No | | | All Schools | | $29,425.00 | $36,500.00 | $38,425.00 | | | $27,500.00 | $65,925.00 | |
| **3** | **3.4** | Staff Retention and Recruitment | All<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged | No | | | All Schools | | $0.00 | $12,000.00 | $12,000.00 | | | | $12,000.00 | |
| **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 | $9,500.00 | $9,500.00 | | | | $9,500.00 | |
| **4** | **4.1** | Technology: Devices for Staff and Students and Instructional Materials | All<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged | No | | | All Schools | | $607,735.00 | $0.00 | $345,688.00 | | $262,047.00 | | $607,735.00 | |
| **4** | **4.2** | Staffing | All<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged | No | | | All Schools | | $457,674.00 | $0.00 | $457,674.00 | | | | $457,674.00 | |
| **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<br>Students with Disabilities<br>English Learners, Socioeconomically Disadvantaged | 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** | **5.2** | Community and Family Engagement | Students with Disabilities<br>English Learners | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **5** | **5.3** | Community, Student and Family Engagement | All | No | | | All Schools | | $3,680.00 | $0.00 | $3,680.00 | | | | $3,680.00 | |
| **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<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $1,502.00 | $7,500.00 | $9,002.00 | | | | $9,002.00 | |
| **5** | **5.6** | Support for Student Groups and Community Engagement | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $0.00 | $40,000.00 | $40,000.00 | | | | $40,000.00 | |
| **5** | **5.7** | Family Engagement | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $0.00 | $5,160.00 | $5,160.00 | | | | $5,160.00 | |
| **5** | **5.8** | Family Engagement | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $48,100.00 | $10,000.00 | $58,100.00 | | | | $58,100.00 | |

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $32,188,332 | $852,137 | 2.647% | 0.000% | 2.647% | $1,174,826.00 | 0.000% | 3.650 % | **Total:** | $1,174,826.00 |
| | | | | | | | | **LEA-wide Total:** | $1,044,074.00 |
| | | | | | | | | **Limited Total:** | $130,752.00 |
| | | | | | | | | **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 | $131,443.00 | |
| **1** | **1.4** | Staffing | Yes | LEA-wide | English Learners Low Income | All Schools | $97,703.00 | |
| **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 | | $152,018.00 | |
| **2** | **2.3** | Staffing and Support for Student Groups | Yes | LEA-wide | English Learners Low Income | All Schools | $17,644.00 | |
| **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 | $76,752.00 | |
| **3** | **3.1** | Professional Development | Yes | LEA-wide | English Learners Low Income | All Schools | $143,001.00 | |

| 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 | 3.2 | Professional Learning Time | Yes | LEA-wide | English Learners Low Income | All Schools | $339,003.00 | |
| 5 | 5.5 | Supports for Student Groups and Families | Yes | LEA-wide | English Learners Low Income | All Schools | $9,002.00 | |
| 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 | $5,160.00 | |
| 5 | 5.8 | Family Engagement | Yes | LEA-wide | English Learners Low Income | All Schools | $58,100.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $6,759,115.00 | $6,559,618.77 |

| 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** | Technology: Data Warehousing and Analysis | Yes | $120,000.00 | 114,151.56 |
| **1** | **1.2** | Staffing | No | $1,971,846.00 | 2,203,242.34 |
| **1** | **1.3** | Staffing | Yes | $139,992.00 | 127,113.42 |
| **1** | **1.4** | Staffing | Yes | $92,010.00 | 92,821.03 |
| **1** | **1.5** | Professional Development | Yes | $15,000.00 | 500.00 |
| **1** | **1.6** | Professional Development | No | $26,150.00 | 6,000.00 |
| **1** | **1.7** | Student Engagement | No | $9,788.00 | 7,387.20 |
| **1** | **1.8** | Instructional Materials and Training | No | $7,500.00 | 9,382.09 |

| 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 | 1.9 | Support for Student Groups | No | $479,136.00 | 468,122.69 |
| 2 | 2.1 | Staffing and Support for Student Groups | Yes | $1,768,202.00 | 1,692,279.72 |
| 2 | 2.2 | Professional Development and Instructional Materials | No | $0.00 | 0.00 |
| 2 | 2.3 | Staffing and Support for Student Groups | Yes | $213,058.00 | 234,820.05 |
| 2 | 2.4 | Support for Student Groups | Yes | $54,000.00 | 15,481.35 |
| 2 | 2.5 | Support for English Learners | Yes | $75,620.00 | 1,165.47 |
| 3 | 3.1 | Professional Development | Yes | $125,149.00 | 118,402.33 |
| 3 | 3.2 | Professional Learning Time | Yes | $285,448.00 | 306,960.62 |
| 3 | 3.3 | Professional Development and Training | No | $62,072.00 | 63,059.17 |
| 3 | 3.4 | Staff Retention and Recruitment | No | $39,000.00 | 5,653.33 |
| 3 | 3.5 | Teacher Collaborative Learning | 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 | 3.6 | Professional Development | No | $10,000.00 | 6,780.00 |
| 4 | 4.1 | Technology: Devices for Staff and Students and Instructional Materials | No | $650,692.00 | 518,707.40 |
| 4 | 4.2 | Staffing | No | $499,786.00 | 458,728.29 |
| 4 | 4.3 | New/Updated Facilities | No | $0.00 | 0.00 |
| 5 | 5.1 | Staffing | No | $0.00 | 0.00 |
| 5 | 5.2 | Community and Family Engagement | No | $0.00 | 0.00 |
| 5 | 5.3 | Community, Student and Family Engagement | No | $4,172.00 | 4,172.00 |
| 5 | 5.4 | Community Engagement | No | $0.00 | 0.00 |
| 5 | 5.5 | Supports for Student Groups and Families | Yes | $9,306.00 | 6,496.67 |
| 5 | 5.6 | Support for Student Groups and Community Engagement | Yes | $40,000.00 | 40,000.00 |
| 5 | 5.7 | Family Engagement | Yes | $5,300.00 | 2,877.11 |

| 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** | **5.8** | Family Engagement | Yes | $55,888.00 | 55,314.93 |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| 837,608.00 | $1,090,580.00 | $964,077.95 | $126,502.05 | 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 | 1.1 | Technology: Data Warehousing and Analysis | Yes | $36,000.00 | 34,365.00 | | |
| 1 | 1.3 | Staffing | Yes | $139,992.00 | 127,113.42 | | |
| 1 | 1.4 | Staffing | Yes | $92,010.00 | 92,821.03 | | |
| 1 | 1.5 | Professional Development | Yes | $15,000.00 | 500.00 | | |
| 2 | 2.1 | Staffing and Support for Student Groups | Yes | $140,603.00 | 147,271.91 | | |
| 2 | 2.3 | Staffing and Support for Student Groups | Yes | $16,264.00 | 16,473.58 | | |
| 2 | 2.4 | Support for Student Groups | Yes | $54,000.00 | 15,481.35 | | |
| 2 | 2.5 | Support for English Learners | Yes | $75,620.00 | 0.00 | | |
| 3 | 3.1 | Professional Development | Yes | $125,149.00 | 118,402.33 | | |
| 3 | 3.2 | Professional Learning Time | Yes | $285,448.00 | 306,960.62 | | |
| 5 | 5.5 | Supports for Student Groups and Families | Yes | $9,306.00 | 6,496.67 | | |
| 5 | 5.6 | Support for Student Groups and Community Engagement | Yes | $40,000.00 | 40,000.00 | | |
| 5 | 5.7 | Family Engagement | Yes | $5,300.00 | 2,877.11 | | |

| 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** | **5.8** | Family Engagement | Yes | $55,888.00 | 55,314.93 | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| 31,369,220 | 837,608.00 | 0.238% | 2.908% | $964,077.95 | 0.000% | 3.073% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

**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

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# 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 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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