Sunol Glen Unified School District
2024-25 LCAP Package

Approved by the Alameda County Office of Education on September 15, 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunol Glen Unified School District

CDS Code: 01 75119 6002711

School Year: 2024-25

LEA contact information:

Molleen Barnes
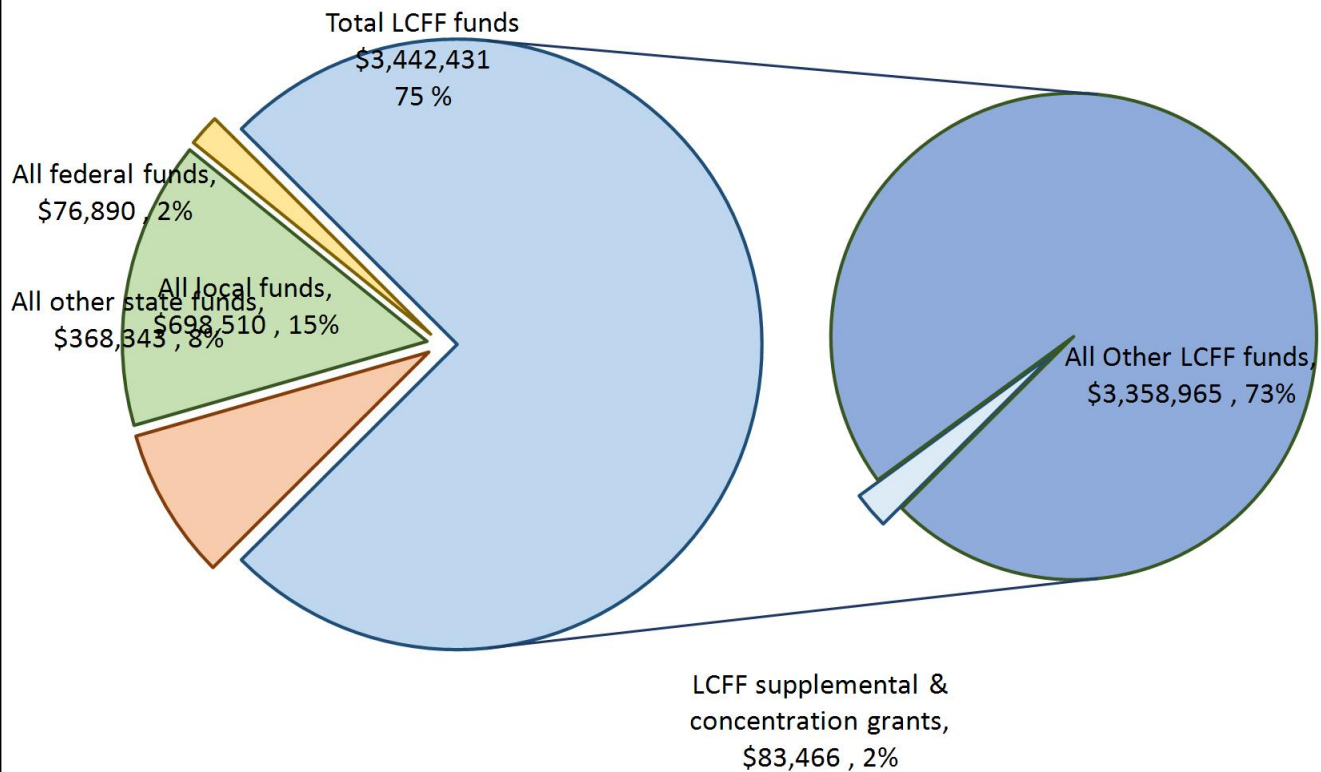
Superintendent/Principal

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$3,442,431
75 %

All federal funds,
$76,890 , 2%

All other state funds,
$368,343 , 8%

All local funds,
$698,510 , 15%

All Other LCFF funds,
$3,358,965 , 73%

LCFF supplemental &
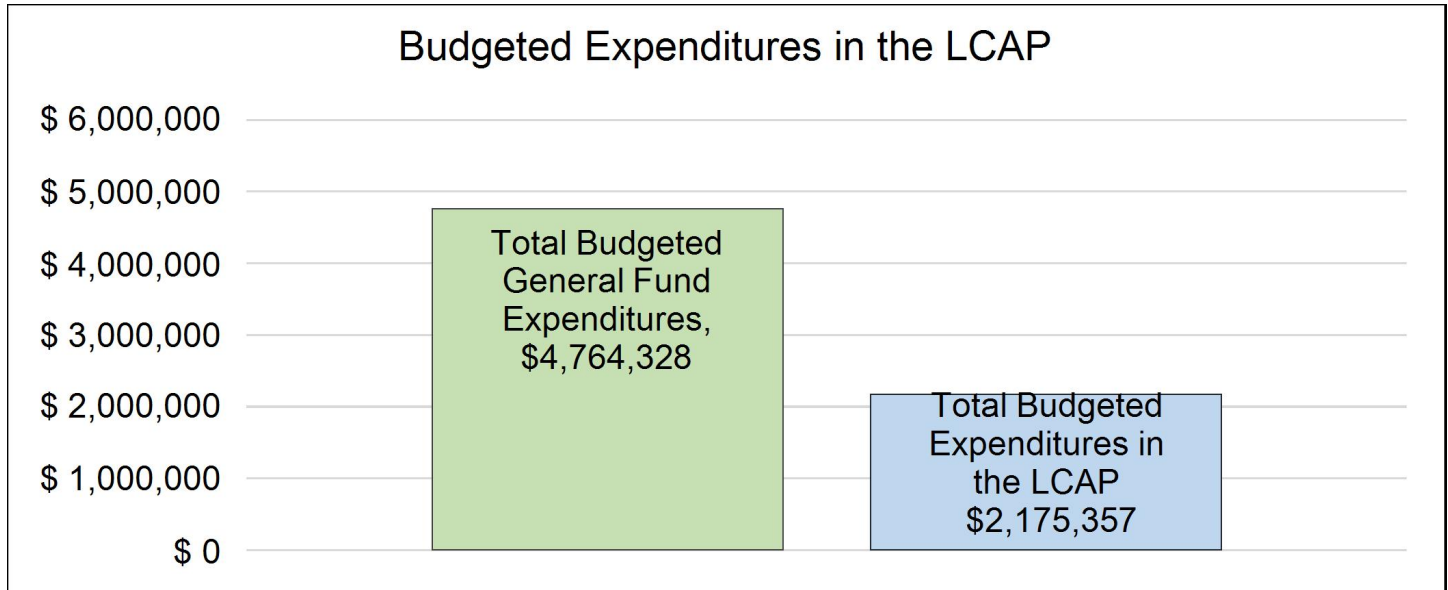concentration grants,
$83,466 , 2%

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

The text description for the above chart is as follows: The total revenue projected for Sunol Glen Unified School District is $4,586,174, of which $3,442,431 is Local Control Funding Formula (LCFF), $368,343 is other state funds, $698,510 is local funds, and $76,890 is federal funds. Of the $3,442,431 in LCFF Funds, $83,466 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.

Budgeted Expenditures in the LCAP

$ 6,000,000	
$ 5,000,000	
$ 4,000,000	Total Budgeted General Fund Expenditures, $4,764,328
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $2,175,357
$ 1,000,000	
$ 0	

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

The text description of the above chart is as follows: Sunol Glen Unified School District plans to spend $4,764,328 for the 2024-25 school year. Of that amount, $2,175,357 is tied to actions/services in the LCAP and $2,588,971 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used for the following: General operation cost for maintenance and repair, capital projects, supplies, administrative and clerical supports, utilities, water, auditing, legal, insurance, Special Education consulting services, STRS on behalf, and programs supported by local revenue.

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

In 2024-25, Sunol Glen Unified School District is projecting it will receive $83,466 based on the enrollment of foster youth, English learner, and low-income students. Sunol Glen Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunol Glen Unified School District plans to spend $1,705,641.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,702,141**

Actual Expenditures for High Needs Students in LCAP: **$1,856,152**
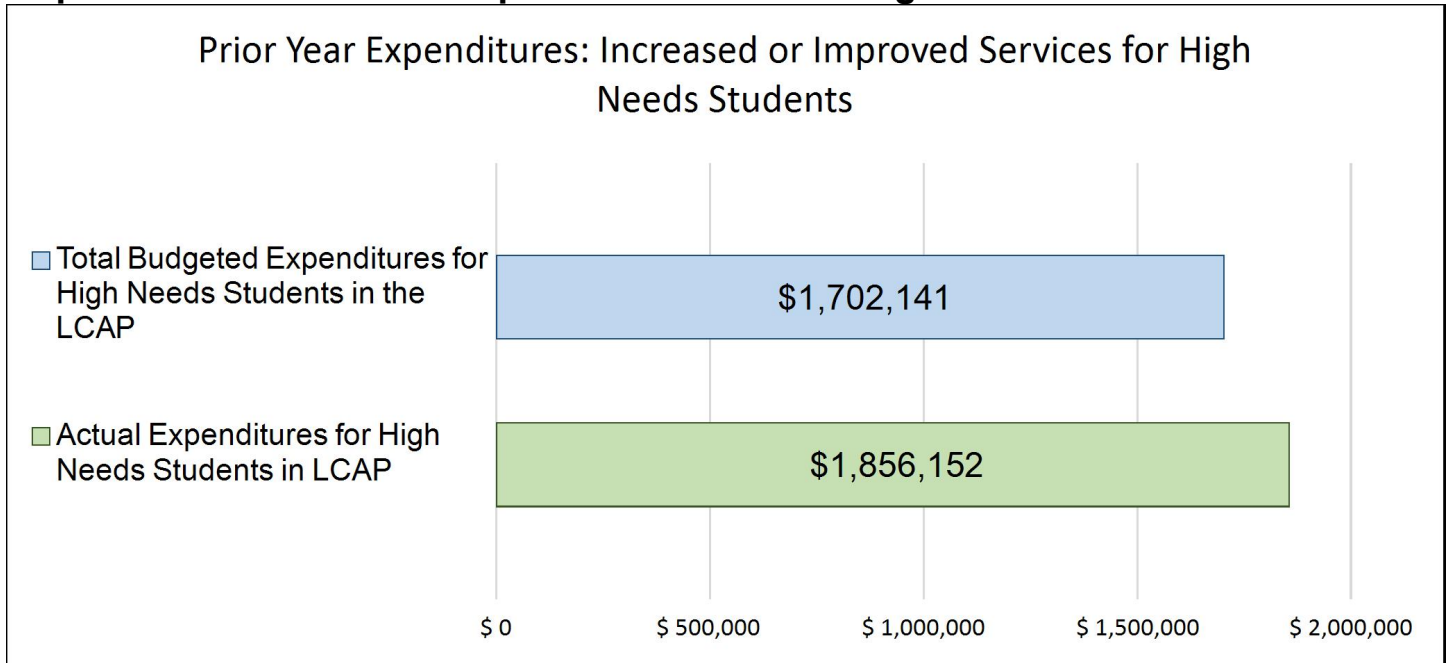
This chart compares what Sunol Glen Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sunol Glen Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sunol Glen Unified School District's LCAP budgeted $1,702,141 for planned actions to increase or improve services for high needs students. Sunol Glen Unified School District actually spent $1,856,152 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunol Glen Unified School District	Molleen Barnes Superintendent/Principal	mbarnes@sunol.k12.ca.us (925) 862-2026

Goals and Actions

Goal

Goal #	Description
1	All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards. This goal addresses state priorities 1, 2, 4 and, 7.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5: Weekly targeted tutoring	30 minutes per unduplicated student	N/A - new action	N/A - new action	88 minutes per week per Unduplicated student	Maintain 30 minutes per unduplicated student
1.51: Access to supplemental curriculum	100% of all unduplicated students	N/A - new action	N/A - new action	100% of all Unduplicated students had access to supplemental curriculum	Maintain access to 100% of all unduplicated students
1.1: Credentialed teachers teaching outside of subject area rate	2019-20: 0%	0%	0%	0%	0%
1.41 100% parent participation in IEP meetings	100%	N/A - New Metric	N/A - New Metric	100% parent participation in IEPs	100%
1.2: Percentage of instructional materials aligned with standards	2019-20: 100%	100%	100%	100%	100%
1.21: Compliance on Williams quarterly reports	2019-20: 100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.12: Percentage of teachers participating in professional development	2019-20: 100%	100%	100%	100%	100%
1.34 Percentage of Students receiving letter grade "D" or "F" at year end	Less than 1%	N/A New Metric	N/A - New Metric	0%	Less than 1%
1.35 Percentage of EL students making progress toward English language proficiency on the ELPAC	3%	N/A New Metric	N/A - New Metric	58.8%	3%
1.3: CSSAPP ELA: Percentage of students meeting or exceeding standards	2018-19: 79%	85%	83% - Data was TBD at LCAP Adoption. We have updated it to include data results	TBD 2023-24 CAASPP results are awaited as of this update	The goal will be for 75% of our students to meet or exceed standards.
1.31: CSSAPP Math: Percentage of students meeting or exceeding standards	2018-19: 80%	80%	83% - Data was TBD at LCAP Adoption. We have updated it to include data results	TBD 2023-24 CAASPP results are awaited as of this update	The goal will be for 80% of our students to meet or exceed standards.
1.32: English Learner reclassification rate	2019-20: 18%	12%	66.67% - Data was TBD at LCAP Adoption. We have updated it to include data results	17 tested but RFEP to be determined. Will update as of year end	Our goal will be to continue to reclassify English Learners at an average of 10-15%.
1.33: Percentage of English Learner students participating in English Language Development	2019-20: 100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4: Percentage of Students with Disabilities receiving targeted programs and services	2019-20:100%	100%	100%	100%	100%

Goal Analysis

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

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

The over-arching purpose of this goal was to positively impact academic outcomes for all our students. We accomplished this through various strategies that included targeted tutoring, access to compliant curriculum, parent participation, highly qualified teachers and providing supplemental curriculum.

In order to close the achievement gap for our Unduplicated and other under-performing student groups, one of our most notable actions was the Weekly Targeted Tutoring support. Once students fall behind, they have lower chances of successfully catching up and progressing in their classes. Our goal was to help all students reach grade-level goals. Tutoring was curriculum-specific, and the support itself focused on the most critical skills and knowledge students needed to master by the end of the school year. In-class tutoring allowed tutors to work closely with individual and/or small groups of students. They provided intensive, personalized support to address educational learning and achievement gaps. Our high EL reclassification rate (66.67%) and high percentage (58.8%) of El students making progress towards proficiency are evident of the success of this measure.

At Sunol, we have always provided supplemental curriculum to all of our students but we did not track student access to this curriculum for the LCAP. Supplemental curriculum has always played a significant role in both, enhancing student learning and tracking student progress throughout the year. By tracking student progress, we are better able to identify specific areas of focus for the Targeted Tutoring support. For example, if our iReady program indicates that a student's achievement on two digit multiplication is not at par with his/her achievement on single digit multiplication, we can then focus tutoring on two digit multiplication to help overcome whatever challenge the student is encountering in mastering that concept. Our high student achievement (83% meeting or exceeding standards in English and 83% in math) bears witness to the success of this measure.

The IEP guides the delivery of special education supports and services for students with disabilities. Since each IEP is designed for one student and is a truly individualized document, it creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for each individual student with disabilities. At Sunol, we believe the IEP is the cornerstone of a quality education for each child with a disability. To create an effective IEP, parents, teachers and other school staff come together to look closely at the student's unique needs. These individuals pool their knowledge, experience and commitment to design an educational program that helps our students with disabilities be involved in, and progress in, the general curriculum. For this reason, parent participation in the IEP meetings is extremely important. Our progress reports indicate that all of our students with disabilities were performing at or approaching grade level.

Williams compliance monitoring plays an important role in student achievement. By addressing deficiencies in instructional materials, facilities, and teacher qualifications, this protocol creates a more equitable educational landscape within which students can thrive. The emphasis on safe and clean learning environments has improved student well-being and engagement, leading to increased academic success. Regular evaluations and assessments help identify areas that require further attention and resources. Collaborative partnerships between the teachers, parents, and stakeholders are crucial in implementing and refining the provisions of the act to meet the evolving needs of our diverse student population and in creating a robust and inclusive education system that fosters student growth and achievement. Qualified teachers teaching within their credentialed area and participating in professional development are critical to student success. Teachers are estimated to have two to three times the effect on student learning than of any other school factor. Not only is it important for teachers to be credentialed but it is equally important for them to partake of professional development opportunities. The impact of teacher professional development on student success is not solely anecdotal; it is substantiated by empirical evidence. Educational researchers have consistently found a positive correlation between well-designed professional development programs and improved student outcomes. Teachers who receive training in student-centered practices and active learning strategies often report higher levels of student engagement in their classrooms. Engaged students are more motivated to learn, participate in class discussions, and take ownership of their education. Our students have benefited from the highly qualified, credentialed teachers that work hard each day to produce the best outcomes for their students.

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

The implementation of this goal was seamless and we did not face any challenges. It has been our practice to attract and retain the best talent for our students. We have been very fortunate in being able to retain most of our teaching staff which has allowed for consistency of the educational experience for our students. Our operating procedures allow for routine and ongoing monitoring of credentials and ensuring no out of credential area assignments. Some strategies that we use to accomplish this include:
> Maintain a file of class and/or master schedules including employee name and assignment(s) and Special Education assignments
> Keep an updated master list of all certificated staff including all certifications held
> Maintain a file of any policies and/or approved school board resolutions, that assign teachers to teach departmentalized classes
> Documentation on Short Term and Variable Term Waivers (Waiver approval letters)
> Documentation ensuring teachers holding staff assignments requiring CLAD, BCLAD, or SDAIE possess the required authorizations

Our actual expenditures for action 1.1 (Quality Teachers) were about $120K greater than planned. The reason for this variance is that the budget did not accurately capture movement of personnel on the steps and columns of the salary schedules resulting in the variance.

To ensure all of our curriculum is standards aligned, we place great emphasis on discussing and determining a progression of learning with from kindergarten through high school (even though our students exit after 8th grade). Our goal is to ensure everything students learn is building upon the previous level so that their journey through the years is a progression of learning. The process starts with clearly

communicated curriculum standards aligned with the SBE's adopted standards at each grade level. Next, we align these standards with our mission and values. Our teachers then collaborate to bring to life the desired curriculum that would benefit all of our students. The proposed curriculum is brought to the board for approval and once approved it is implemented. Each year, we review our curriculum in light of the ever-evolving environment within which we operate and make a determination whether or not any changes are needed. The 2023-24 school year was no different; our students benefitted from a standards aligned curriculum.

We ensure FAPE compliance via clearly communicated timelines and expectations. Timelines are also reiterated during staff meetings and other professional development settings. We also maintain calendars for each student with an IEP to ensure triennial assessments are carried out on time. We had no exceptions in 2023-24. Our actual expenses were $33K lower than planned. This variance stems from the differences in the services actually prescribed for our students with special needs versus the estimated amounts at the time of LCAP adoption. The budgeted amount is our best expectation based on past experience and expected needs of our students. However, once the school year commences, these amounts change based on actual experience.

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

The actions within this goal fall into three broad categories:

1) Common Core aligned curriculum and supplemental aids
2) Credentialed teachers
3) Multi-pronged support - comprising targeted tutoring, IEPs, parent participation in IEPs

Common Core aligned curriculum and supplemental aids:
We have worked diligently and consistently to develop the next generation of standards-based education to achieve the following:
a) Create a seamless education system through the intentional alignment of preschool through middle-school expectations for students;
b) Consider the needs of the whole student through a rich and balanced curriculum;
c) Infuse 21st century skills into rigorous content; and
d) Prepare all students for meaningful postsecondary options and the workforce.
With these goals in mind, our teachers, school administrator, and board, have co-created standards aligned curriculum in eight (8) content areas and English language proficiency. With the vision of "all students, all standards," our curriculum reflects an increased attention to rigorous academic preparation and the educational foundation each student. We have a system of checks and balances in place to ensure the uniform availability of this curriculum to all students across all grade levels. Our experience has indicated the need to provide supplemental instructional materials as means to aid student learning in identified areas of need, identify areas for targeted tutoring and, provide insightful data on student learning. All of our activities in this are have yielded desired results. Our students have demonstrated high achievement in both math and english. Perhaps most notable is the achievement of our EL students. We had 15 students test on the ELPAC and 10 were reclassified as proficient. Additionally, our local assessments reveal that 83% of our students are performing at or above grade

level in math and in English Language Arts (ELA). These results are reflective of our iReady assessments. However, an analysis of our 2022-23 CAASPP results compared to 2022-23 iReady results indicates the following results:

	2022-23 iReady ELA	2022-23 CAASPP ELA	2022-23 iReady Math	2022-23 CAASPP Math
% above grade level	54%	51%	55%	53%
% at grade level	25%	27%	27%	24%
% approaching grade level	17%	14%	12%	16%
% 1 level below grade level	4%	6%	6%	4%
% 3 or more levels below grade level	0%	2%	0%	3%

The 2023-24 student achievement data from iReady is as follows:

	2023-24 iReady ELA	2023-24 iReady Math
% above grade level	63%	57%
% at grade level	20%	26%
% approaching grade level	14%	14%
% 1 level below grade level	3%	3%
% 3 or more levels below grade level	0%	0%

We are confident that our students' achievement on the 2023-24 CAASPP will meet or exceed iReady achievement.

Credentialed teachers:
Compared to any other aspect of schooling, teachers have the greatest impact on student achievement. According to a study published by Raj Chetty et al, titled "Measuring the Impacts of Teachers", a well-trained teacher is likely to send more students to college, and can boost a class's lifetime income by $250,000. Test scores capture only a fraction of what teachers are capable of. Teachers play an important role in the overall well-being of students—though that may not be immediately observable. We are no strangers to these truths. At Sunol, we hire and retain the best talent for our students. Our teachers are fully credentialed, teaching within their respective are of credential. Additionally, we emphasize a rigorous system of professional development.

Participating in professional development courses exposes teachers to new ideas and perspectives-maybe even some they hadn't thought of before. It exposes them to a wealth of new knowledge that they can use to build their own "toolkits". And our students are the true beneficiaries of these endeavors. Our student indicates that the impact of our teachers goes far beyond academics:
> 52% of our students received "Champ" cards indicating their excellent citizenship
> only 3 of our students were given a three (3) day suspension during the school year
> none of our students received "D" or "F" letter grades
> there were no significant behavior issues
Our teachers create an environment that is conducive to positive learning both, academically and socially as well. Our students are being prepared for many successes in life.

Multi-pronged support - comprising targeted tutoring, IEPs, parent participation in IEPs:
A well developed IEP is the outcome of collaboration between the parents, teachers, service providers and other stakeholders. Parent participation in the IEP is critical to its success. For this reason, we ensure parents are always present during all IEP meetings. Every effort is made to meet the parents' scheduling conflicts tot ensure their participation. We provide services to students with exceptional needs based on their IEP. In addition to a broad course of study offered to all students, students with exceptional needs receive additional programs and services through an onsite Resource Specialist and/or Speech and Language specialist, as outlined in the student's IEP. These services consist of push in/pull-out; one to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. Our baseline was 100% access to services as described in the student's IEP and our actual experience was 100% access. In order to ensure parental participation in programs for Students with Disabilities we established a metric to record parent participation in the IEP process. Our baseline was 100% of parents of students participating in the IEP process of their student and our actual experience was also a 100% parent participation in IEPs.

Due to the small size of our unduplicated pupils, we are able to closely gauge individual needs and identify solutions that will help each students within this group to be successful. Our analysis indicates that our students benefit most from individualized help with reading and comprehension. We therefore have hired additional teaching aides that provide targeted tutoring to our students to give them extra help with reading fluency and comprehension. We have also purchased the "Read Naturally" program to provide extra help with reading fluency. The Read Naturally Strategy combines three research-based reading intervention strategies:
1. Teacher Modeling
2. Repeated Reading
3. Progress Monitoring
These strategies help create an effective tool for individualized instruction with the overarching goal of improving reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.

Our student achievement (academic and non-academic) is indicative of the success of our actions in this goal. We therefore plan to maintain these actions for 2024-25 and add some more (action 1.6 and 1.7 in the 2024-25 LCAP) to further strengthen student achievement.

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

Having given careful thought and consideration to our successes and areas that could use improvement, we have built a plan that provides equitable access to universal instruction and strategic and intensive interventions to students in both academics and socio-emotional wellbeing. Our students have thrived during the 2023-24 school year. However, we feel that additional interventions could help them achieve even greater successes. As such we plan on making the following additions to our planned actions for 2024-25:

Introduce "Wit and Wisdom" to our 4th graders to help with ELA. This program is designed based on Scarborough's Rope. Students gain content knowledge and an awareness of how to read texts, write, speak, and listen. In each module's topic, students explore literacy, informational, and fine arts genres to create layers of knowledge that they build on across lessons. Based on feedback from our staff and our student performance data, we are confident that this will be a very positive addition to the supplemental curriculum for 4th grade as it is the turning point at which they start to learn more complex concepts in their ELA journey.

Introduce Twigs for Next Generation Science Standards for grades TK-3. This program challenges students to experience dozens of different STEM roles as they become creative problem solvers, making sense of engaging, real-world phenomena. Students take on STEM roles during the immersive storylines. Additionally, students encounter hundreds more STEM careers in film and text. Exposure to science and engineering careers at the elementary level inspires and engages students which is a great indicator of success at later stages of school, college, and career. We are excitedly await the results of this effort.

Provide additional Professional Development to our teachers using LETS - a program aligned to the "Science of Reading" that supports Phonics and Reading Comprehension. We believe that adding this component to our existing program of professional development will significantly impact student achievement in ELA as well as our EL students.

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

Goals and Actions

Goal

Goal #	Description
2	Students will be proficient in utilizing technology for grade level assignments. This goal addresses state priorities 1, 2, 3 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: Student to technology device ratio with Chromebooks	1:1	1:1	1:1	1:1	Maintain baseline of 1:1
2.2: Access to online standards aligned software programs	100% of students shall have access to standards aligned software programs	100%	100%	100%	Maintain baseline of 100% of students shall have access to standards aligned software programs
2.3: Uniformity of communication platform with parents	All communication will be via email	100%	100%	100%	100% of all classroom related communication between parents and teachers of common messages shall be conducted via email
2.4: Access to high speed internet	Uninterrupted access to internet	Uninterrupted access maintained during 2021-22	No interruptions noted	No interruptions reported during the 2023-24 school year	Maintain uninterrupted internet access throughout the regular school day; Monday through Friday, 180 school days.

Goal Analysis

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

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

There are no substantive differences. All actions were implemented as planned. Variances in expenditures are explained 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.

We spent more than budgeted for our hardware resulting in a variance of $4,561. Equipment replacements cost more than anticipated resulting in the variance. Inflationary pressures on the economy had a direct bearing on this expense category.

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

During the three year LCAP cycle, our actions have remained vastly consistent. We are strong believers in the principal that if a strategy is working effectively, keep it going. Our goal has been to ensure technology literacy for our students so they are prepared for the modern workplace. To this end, we deployed a three pronged approach:
1) Provide state-of-the-art equipment to both, students and staff
2) Provide curriculum related technology embedded lessons
3) Provide professional development and access to tech support to teachers
All of our actions have been carried out throughout the LCAP period and have proven effective in achieving the objectives of this goal.

Our strategy has been to ensure availability of the most appropriate and up to date hardware and software. Outdated and worn out hardware causes frustration and is detrimental to learning. Many of today's high-demand jobs were created in the last decade, according to the International Society for Technology in Education (ISTE). As advances in technology drive globalization and digital transformation, technology embedded education can help students acquire the necessary skills to succeed in the careers of the future. Using outdated technology is a hindrance to the achievement of this objective. We were very successful in achieving our desired outcomes as is evident from metrics 2.1 and 2.2. All of our students had access to Chromebooks that were no more than 3 years old. All of our instructional materials were updated annually to ensure all material was relevant and aligned with curriculum.

Not all students learn and retain information in the same way or at the same speed. Technology is an opportunity for teachers to differentiate instruction to modify information for the appropriate learning capabilities of their students. The use of technology can also allow students to work at their own paces. However, to this effectively, teachers need to be comfortable in the deployment of technology in lesson plans. For this reason, our approach has included a keen focus on technology related professional development for our teachers. Our teachers have been required to attend training for all software that is being used in the classroom. Additionally, we retain the services of a technology consultant. Our teachers have access to this expert during the school day so that issues, questions and/or problems can be resolved

immediately thereby eliminating any frustration which can be an obstacle towards the successful implementation of technology in the classroom.

Time is the most precious commodity and we have a limited amount of time to shape the minds of our students. We want the best outcomes for our students. Textbooks and lesson plans alone can no longer achieve these goals as the environment within which we operate is rapidly changing. Integrating technology into the classroom has helped our students become independent learners. They tackle challenges on their own, using tools that make learning easier for them. This means teachers get more time to focus on teaching. The success of our endeavors is evident int he academic successes of our students. The table below demonstrates the increases in student scores on internal assessments:

	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
% above grade level	51%	63%	53%	57%
% at grade level	27%	20%	24%	26%
% approaching grade level	14%	14%	16%	14%
% 1 level below grade level	6%	3%	4%	3%
% 3 or more levels below grade level	2%	0%	3%	0%

As is evident from the above data, our student performance was even better for 2023-24. 83% of our students were at or above grade level compared to 78% in 2022-23. Likewise, there were no students in "3 or more levels below grade level" category in 2023-24 compared to 2% in 2022-23. Similar results are evident in Math as well.

We are constantly creating classrooms where each student has the freedom to learn in their own way, and everyone gets a chance to shine. Our experience during the 2023-24 school year was no different. Our technology-embedded lessons and assignment were critical in both, our students' academic success and our teachers' ability to teach more effectively. During staff debriefs and informal feedback, our teachers have reported that the ability to view student performance data laterally and vertically provides keen insights into each individual student's strengths and areas that need improvement. This data has been useful in targeting tutoring to areas that need additional focus. In instances where a majority of the class has the same identified area of need, teachers have been able to develop lesson plans to hone their focus on that topic. Our students' high achievement on internal and external assessments bears witness to the direct benefit they have derived.

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

To provide students with the education they need to thrive in a globally connected world, we have designed an infrastructure that makes connectivity a reality for every teacher and student in every classroom. While getting connected devices in the hands of students and teachers is important our experience has taught us that it takes more than that to shift practices within classrooms, and therefore impact outcomes. During the 2023-24 school year, our focus was to provide a clear vision of district-wide actions and attributes of learning and

teaching in order to create uniform practices. Slow and interrupted internet connections can cause disengagement and frustration. Our uninterrupted connectivity and state-of -the-art devices ensure complete engagement and enhanced student learning throughout the school year.

Equally important is the investment in high-quality professional development so teachers enter classrooms ready to use the tools to support personalized learning for students. During the 2023-24 school year we retained the services of a Technology/Curriculum Support Specialist in order to provide on-site and ongoing assistance to our teachers in the use and deployment of technology in the classroom and lesson plans.Investing in embedded technology is more than just buying high tech gadgets—it's about shaping a better future for our teachers and students alike. To this end, all of our planned actions were very effective in achieving the desired goal of enhanced student learning.

In recent years, the meteoric rise of artificial intelligence (AI) has given us pause for thought as we move into the 2024-25 school year. Seemingly poised to become as ubiquitous as email, this rapidly evolving technology is transforming many aspects of daily life—including how we teach and learn. We're still learning how AI technologies will integrate into the education sector as they develop, and we don't yet have a full picture of how AI will affect critical issues of ethics, equity and data safety. As the adoption of AI in the classroom proliferates, we must grapple with how to use these technologies responsibly. Chatbots such as ChatGPT have sparked controversy among educators about their potential to facilitate cheating and generate misinformation. Moreover, professionals and observers have raised critical questions about data privacy, algorithmic bias and access disparities as they relate to AI. Academic dishonesty tops the list of educators' concerns about AI in education. Teachers also worry that increased use of AI may mean learners receive less human contact.

The US Department of Education (ED) recommends prioritizing educators' perspectives in developing AI solutions that enhance and support teachers' traditional roles rather than attempt to replace them. The California Department of Education (CDE) also advocates for equity-focused AI in education policies aimed at narrowing technological gaps within communities. Keeping these caveats in mind, we will continue to shape our focus for the 2024-25 LCAP and make any modifications that may arise as a consequence of board policy, educator/parent/student feedback etc., through the course of the school year. At this time we are not adding any actions relative to AI.

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

Goals and Actions

Goal

Goal #	Description
3	Students will learn in an environment that promotes student and family engagement. This goal will address state priorities 3, 5, and 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1: Regular and ongoing communication with parents via the Eagle Flyer	Weekly	Weekly	100% (equates to weekly)	Weekly	Weekly
311: Regular and ongoing communication between teachers and parents via email regarding their students' feeling of safety on campus	As needed	As needed	Teacher correspondence is indicative of prompt and timely interactions.	The results of our parent survey indicate high degree of satisfaction with both, the quantity and timeliness of communication	Parent feedback (formal and informal) shall be reflective of prompt, pertinent and adequate communication
3.2 Verbal communication with parents when student is absent from school to identify reasons for absence	100%	N/A - new action	N/A - new action	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.21 Document and analyze reasons for student absences and disseminate data to parents quarterly	100%	N/A - new action	N/A - new action	100% - All reasons were documented and log was maintained to record all interaction	100%
3.3: Formal interaction with parents regarding their students' academic and social performance	2 parent-teacher conferences and other correspondence as needed	2 parent-teacher conferences, informal 2-way feedback, email correspondence	1 parent teacher conference completed	2 parent - teacher conferences completed. Parent feedback on survey is indicative of no element of surprise in the student's progress or any disciplinary actions taken	Parent feedback shall indicate no element of surprise in the student's progress or any disciplinary actions taken
3.4: Well publicized board meetings in English (and Spanish when needed or asked) with ample opportunity for parent involvement	Monthly	Monthly	100%	100%	100%
3.5: Champ cards for good citizenship	Ongoing	Ongoing	49% of the our students have received Champ Cards as of mid year	52% of the student population has received Champ cards	At least 25% of the student population shall affirm receipt of Champ Cards
3.51:Character education	Monthly	Monthly	100% (equates to monthly)	Monthly which constitutes 100% compliance	Monthly
3.23: incorporate the importance of school attendance into daily lesson plans	Daily	N/A - new action	N/A - new action	Daily	Daily

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.6 Parent sign off on homework to ensure parents are aware of and involved with homework	Daily	N/A - new action	N/A - new action	N/A - not implemented	Daily
3.61 Alameda county library cards for students so they can access Brainfuse for homework help	As needed	N/A - new action	N/A - new action	All students had access to library cards	As Needed
3.62 Access to library cards for parents to access resources for helping students with homework	As needed	N/A - new action	N/A - new action	All parents had access to library cards	As Needed
3.7 Reduce chronic absenteeism amongst Hispanic students by 2 percentage points	10.5% per 2021-22 CA School Dashboard	10.5% per 2021-22 CA School Dashboard - added this data for comparability purposes	11.6% per the CA School Dashboard: added this data for comparability purposes	12.5% per our local data from Aeries since CA School Dashboard data is not yet available	8.5%
3.71 Reduce chronic absenteeism amongst Socioeconomically Disadvantaged students by 2 percentage points	16.7% per 2021-22 CA School Dashboard	16.7% per 2021-22 CA School Dashboard - added this data for comparability purposes	15.2% per the CA School Dashboard: added this data for comparability purposes	10.3% per our local data from Aeries since CA School Dashboard data is not yet available	14.7%
3.72 Maintain 0% dropout rate	0%	N/A New Metric	N/A New Metric	0%	0%
3.73 Reduce suspensions by 0.2%	3%	N/A New Metric	N/A New Metric	1.12%	2%
3.74 Maintain 0% expulsion rate	0%	N/A New Metric	N/A New Metric	0%	0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

During the three year LCAP period ending in 2023-24, the focus of this goal was on students' social and mental well being. As such our efforts were geared towards ensuring we created a safe and nurturing environment within which our students could thrive and flourish. Students learn best when they feel safe at school. Through character education, we created a school climate articulating shared values and inclusiveness. We provided systems to enhance coping skills, social support for resolving conflicts and systematic opportunities for positive contributory service. Our students benefited from these endeavors and our high attendance rates, extremely low suspension rates and high acquisition of Champ Cards, all bear witness to the same.

Our research and analysis led to explore new strategies to curb chronic absenteeism such as communication with parents to determine the underlying causes of student absenteeism, analysis and dissemination of gathered data to achieve desired results i.e., reduce chronic absenteeism. Our approach was multi-pronged - engaging our students by deploying actions such as providing access to homework help, incorporating the importance of school attendance into daily lesson plans. At the same time engaging parents by encouraging participation in board meetings, sign off on homework, communication when student is absent etc. And engaging our staff by making them responsible for communicating with the parents and understanding the reasons for absenteeism and developing strategies to address it. As the school year commenced, we realized that we could streamline our processes by utilizing the data from our absence reporting system. Our Technology Specialist started compiling weekly absence data by type of absence and within each type of absence the reasons for the absence were highlighted. This data was aggregated and analyzed for trends and utilized to address and curb absenteeism.

Family engagement practices are considered to improve student engagement, attendance and achievement. Engaging our parents was a strategy that we deployed to help us bring into focus the need to provide homework help for the students. Research indicates the number one reason for students not having access to homework help is the lack of awareness on the parts of the parents. By engaging with our parents, we hoped to raise awareness for the need to be involved with their students' homework and other school activities. To address these concerns, we established a goal of creating an environment where our families and students are positively engaged with peers, teachers and the community while practicing good citizenship. An activity that we thought would help with this was to obtain parent sign offs on homework assignments. The rationale for this action was to engage parents with their student/s homework thereby creating another avenue for homework help. However, the collective (informal) feedback from our teachers and parents during the first trimester was clear in that it was not a viable action. An ongoing challenge was that students would forget to get a sign-off on their homework even though parents had confirmed all homework was completed. On other occasions, parents would forget to sign off. Another downside we found was that sometimes parents would ask the students to make corrections as they were checking homework resulting in the teacher never knowing what mistakes the student/s were making. On a philosophical level, there was general consensus that sign-offs could send a message that the students' veracity was in question. Based on all of the above, it became evident that parent sign-offs were creating more of an administrative burden and not serving as a useful tool in parent engagement. Rather, the practice was contra-indicative as a tool to enhance the results of our efforts. The practice was therefore discontinued.

At Sunol Glen we believe character education is a learning process that enables students and adults to understand, care about and act on core ethical values. These core values are representative of respect, justice, citizenship, trustworthiness, fairness, friendship and responsibility for self and others. Numerous studies have emphasized the association of character education with higher levels of educational outcomes, no matter what type of standardized or non-standardized measure was employed. During the three year LCAP period, we successfully practiced Character Education as is evident from Metric 3.5 and 3.51.

Our goal was to ensure student and family engagement to create an environment that fosters learning. Our actions were carried out with a few minor modifications. We assigned the responsibility for attendance to our office staff. Staff logged absence data and our data specialist parsed and analyzed this data to read patterns and trends. this information was disseminated to education staff for follow, if warranted. The process was made more efficient with these modifications and we did not incur the extent of overtime expense that was anticipated initially resulting in a variance of $12K for action 3.2.

We also did not need to expend any resources for actions 3.1 and 3.3 as we had adequate supplies left over from the previous year that were consumed during 2023-24. Our inventory revealed that we have enough supplies for the upcoming 2024-25 school year as well. We will therefore not be incurring any expenses for these actions in 2024-25.

At Sunol Glen we believe character education is a learning process that enables students and adults to understand, care about and act on core ethical values. These core values are representative of respect, justice, citizenship, trustworthiness, fairness, friendship and responsibility for self and others. Numerous studies have emphasized the association of character education with higher levels of educational outcomes, no matter what type of standardized or non-standardized measure was employed. Character education has provided a sense of security for our students so they are able to feel comfortable within the realm of their classrooms, their playgrounds and the school in general. The results of our 2023-24 survey indicated the majority of our students and parents feel the school is a safe place for the students and parents to learn and express themselves freely without fear of retaliation. While we consider our endeavors to be a success, we also must continue to invest our efforts to ensure ongoing and continued success.

Although school has a central role in developing students' character, the most profound impact on students' development comes from their families, notably their parents. Parents influence children's school outcomes by setting high expectations and being loving and supportive at home. We continuously engage our parent group and leverage their involvement. During 2023-24, we placed a high level of importance on

the dissemination of information to our parents via newsletters, emails, informal conversations and other broadcasts. The success of character education is largely dependent on the continuity of desired behaviors. Our high percentage of students (52% for 20023-24) receiving Champ Cards and extremely low suspension rate (1.12%) are indicative of the success of our efforts. Additionally, we had zero expulsions or any major behavior issues that would require referrals out. By sharing information with our parents, we were able to reinforce desired behaviors and values by way of the parents reinforcing the same at home.

Students learn best when they are physically present in class and show a willingness to learn. The California School Dash board data is significantly different from our local data. We have notified CDE of the differences. The chart below provides a clearer picture of chronic absenteeism experienced by our District based on local data:

	2023-24	2022-23
Overall Chronic Absenteeism	7.9%	9.2%
Hispanic	12.5%	11.6%
Asian	5.7%	6.3%
White	10.3%	13.1%

A closer look at our student absences and an analysis of our follow up data revealed some interesting facts about our student absences. The majority of absences occur during the period between Thanksgiving and New Year. This is a time when some of the families undertake travel to visit family etc. Our second largest gap in attendance occurs in early Spring. Most absences during this period are related to student illnesses. Our information indicates that given the trauma of the COVID related global pandemic, out of an abundance of caution, students are more inclined to stay home from school at every sign of illness which in previous times may not have been cause to stay home. A Centers for Disease Control (CDC) report titled "Chronic School Absenteeism for Health-related Reasons Among Children Ages 5 to 17 Years: United States", states that in 2022, an estimated 5.5% of boys and 6% of girls between 5 and 17 years old missed at least 15 days of school over the past 12 months for health-related reasons, amounting to 5.8% of children overall. That equates to around 3 million kids, according to the CDC. Analyzing our data in the general context of the data from this very large study, helps put into perspective the patterns of chronic absenteeism that we are experiencing. Studies have shown that targeted interventions such as early warning systems, mailing outreach, and text nudges have shown promise in increasing attendance, especially among students who would have otherwise have been chronically absent from school. Our action to analyze and disseminate absence data has yielded very positive results here. Absent the foregoing information, we were spinning our wheels trying to minimize chronic absenteeism. However, armed with pertinent information, we are well equipped to adjust our approach to better address this issue and incorporate some of the proven strategizes for addressing chronic absenteeism.

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

Our strategies and planned actions for this goal were very effective in creating a positive learning environment within which our students can be the best versions of themselves. Our strategies for 2024-25 include all of the actions of our 2023-24 LCAP while maintaining a keen focus on reducing chronic absenteeism. Our analysis of student absences during the 2023-24 school year was very revealing in that we did not find any disproportionate instances of chronic absences amongst particular student ethnicities nor socio-economic groups. We did however, find seasonal pockets of significant student absences that are going to conitnue to be our focus. This continued focus is necessitated as a direct result of our analysis of our attendance trends.

Our research and analysis has led us to explore new strategies to curb chronic absenteeism since our previous strategies did not yield desired results but rather created a lot of administrative effort with no benefit. As such we are discontinuing the practice of personal follow up of all absences and documentation and dissemination of the information. Our approach for the 2024-25 LCAP is student focused instead. We are ramping up our in-classroom efforts of ensuring student engagement at all levels and consistent and ongoing reinforcement of the importance of school attendance. Additionally, we have added to new actions to address chronic absenteeism:
Action 3.2: "text nudges" to the families of students that are chronically absent.
Action 3.3: referral to the counselor when patterns of chronic absenteeism are observed.

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

Goals and Actions

Goal

Goal #	Description
4	Students will be present and learn in an environment in which the facilities are clean and in good to excellent condition. This goal addresses priority 1

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1: Designation on the Facility Inspection Tool (FIT)	All facilities are in Good repair.	Rating of "excellent" maintained	Fair	Fair	Maintain rating of "good" to "excellent"
4.2: Facilities updates presented to the board of education at the school board meetings	Monthly	Monthly	100% compliance	100% compliance	Ensure 100% compliance
4.3: Maintain all COVID-19 related facilities protocols	100%	100%	100% compliance	100% compliance	Ensure 100% compliance
4.4 Maintain attendance rates of 94% or better	94%	94.5%	94.82%	91.85%	95%
4.5 Ensure continued sense of safety amongst students on annual surveys	96%	96%	96.7%	97%	96%
4.51 Ensure continued sense of safety amongst parents on annual surveys	96%	96.87%	98.6%	97%	96%

Goal Analysis

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

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

A great school facility is more than just a building kept in the best possible shape through routine maintenance, regular inspections, and other preventative work. Done well, it can create an ideal environment for academic achievement with research showing a direct impact on student learning. The idea that school building conditions can affect student achievement was validated by a 2007 study, The Relationship Between School Building Conditions and Student Achievement at the Middle School Level in the Commonwealth of Virginia. The study found that student achievement is connected to a building's condition. We conducted our annual facility inspection during January 2024. The results of the inspection revealed that our facilities were in fair condition. This rating arises from all of the damage to our building caused by the storms and later flooding over the past two years. We place high importance on providing a safe, clean and healthy environment within which our students can interact and learn. As we continue to rebuild, student safety remains the prime focus. This supported our over-arching goal of ensuring the best-possible academic outcomes for each of our students as we carried out all actions, related to this goal, seamlessly.

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.

Over the course of the last two years, winter storms have wreaked havoc upon our school facilities. We lost a few classrooms as well as our playground. Much of 2023-24 was spent rebuilding from the devastation caused by the storms. Despite these adverse conditions, we maintained a clean and safe facility. Our student and parent feedback supports the effectiveness of our efforts with 97% reporting they feel safe on campus. We did not experience any material fiscal variances in the actions associated with this goal.

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

Our FIT helps us monitor the condition of our facility and ensure timely identification of problems. It is am important tool for communicating details of our facility to the board as well as our community. Maintaining COVID cleaning protocols helps ensure our facilities are clean and that we are prepared in the case of any outbreaks. We strive to maintain our facilities free from bullying, overcrowding, poor temperature control, noise and environmental pollutants. Our goal is to ensure that our students and parents feel confident about their safety on campus. These factors bear a significant influence on attendance. The results of our annual survey validate our success in meeting our objective.The trajectory of our attendance rates shows a decline in our attendance rates. During the school year, our District faced a major upheaval and consequently the District lost approximately 50% attendance for 2-3 days. This was an unusual circumstance and we do not believe that it is indicative of a trend - rather it is an isolated incident.

Our annual FIT is a very effective step in keeping us accountable for the maintenance of our facility. Not only do we complete the inspection annually but, we also share the results publicly at a regularly scheduled board meeting so that all of our stakeholders may have access to this information and can ask questions. This is an important first step in providing a safe and clean environment within which our students can excel.
Monitoring our attendance rates provides us with another tool to ensure we are meeting student and parent expectations. While we understand that the level of classroom engagement, student health and other socio-economic factors do affect attendance, school facilities also play a major role in student's excitement about going to school.

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

Our over-arching goal is to ensure students are present each day of school as that contributes to higher learning and achievement. Therefore,in light of all of these actions combining to yield the desired outcomes, we do not intend to make any changes to the actions within this goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunol Glen Unified School District	Molleen Barnes Superintendent/Principal	mbarnes@sunol.k12.ca.us (925) 862-2026

Plan Summary [2024-25]

General Information

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

Our Town
Located in the heart of the Bay Area, the town of Sunol ranks amongst the best places to live in the San Francisco Bay Area. The community of Sunol has an estimated population of 850 residents and is located adjacent to the intersection of Interstate 680 and Niles Canyon Road. Most of the residents of the community live on Kilkare Road, which winds north up Kilkare Canyon along Sinbad Creek. It is a beautiful, unique, isolated, unincorporated rural area complete with its own post office. The Pleasanton Ridge forms a line of hills above Sunol to the northeast. The remaining residents of Sunol live on eighty-four square miles of rural land surrounding this beautiful, small community.

Our District and Students

Sunol Glen Unified School District (the one school-site district) was established as an elementary school district in 1925 and became a unified school district through special legislation in 1987. Sunol Glen School educates students Pre-kindergarten through eighth grade, on a modified-traditional calendar system. Based on data derived from our Aeries dashboard, we served 268 students during the 2023-2024 school year. 27.9% of our students are White, 15.9% are Hispanic/Latino, 31.8% are Asian, 23.3% are two or more races/ethnicities while African American and Pacific Islanders represent 1.1%. According to our 2023-24 Unduplicated Count data, 11.2% of our students are socioeconomically disadvantaged, and 4.7% are English Learners. Our school ranks amongst the top rated schools in the area with a student-teacher ratio of 24 to 1 and 83% of students achieving proficiency in math and 83% in reading.

How We Serve Our Students
Sunol Glen's staff, students, and parents make up an exemplary community of learners. The educational programs offered at the school are tailored to meet the needs of our changing society. The community is so small that the school/district serves as the heart of the community and is an integral center for many community activities. The school is utilized regularly with such activities as Scouts, 4H, Local Drama performances and for all school and community meetings. Our school district's base population is not large enough to support this one-site school district; therefore, we rely on students from other districts to support our student base, much the same as a private school. Thus, we think of our school as "A Private Public School". Eighty percent of our students are on inter-district transfers from surrounding school districts, whose parents drive them to and from school each day because of their commitment and trust that their students are receiving a superior education at Sunol Glen.   Our graduating students, from Sunol, attend high school at Foothill High School in the Pleasanton Unified School District. Our unique, one-site district and the students who flourish here, benefit from academic excellence in a safe, nurturing environment. Our school district creates a prestigious, ambitious, and safe environment where children thrive and become academically, socially and emotionally successful. Our school/district motto is "Every Student, Every Lesson, Every Day"; we are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Our Mission
Our vision/mission statement is: Sunol Glen Unified School District believes in a holistic approach to education promoting life-long learning in an accepting environment where students demonstrate academic excellence and a commitment to their community.

Reflections: Annual Performance

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

Sunol Glen Staff is proud of the successes we have garnered over the course of the year. Our collaborative efforts in addressing our students' emotional needs have yielded a great measure of success during the 2022-23 school year. By incorporating Social-Emotional Lessons into the daily or weekly learning for each class and being on a 'high alert' for students who may be struggling with anxiety or exhibiting signs of emotional stress we have been able to offer timely intervention where necessary. Our attendance indicates a strong upward trajectory as a result of these efforts by our educational staff. The data below provides a comparative view of our attendance data and is derived from our Aeries dashboard:

2022-23   2023-24
8th Grade   96.05%   97.17%

7th Grade	93.42%	96.58%
6th Grade	96.26%	96.16%
5th Grade	92.90%	95.31%
4th Grade	95.31%	93.59%
3rd Grade	94.25%	95.73%
2nd Grade	95.24%	94.64%

For our chronic absenteeism indicator, the Dashboard showed 9.2% of students being chronically absent during 2023, which means it is the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. This increased slightly by 0.5%, and therefore giving us an orange performance indicator.

Asian - 6.3% chronically absent
Hispanic - 11.6% chronically absent
White - 13.1% chronically absent
Socioeconomically Disadvantaged - 15.2%
English Learners - 11.8%
Two or More Races - 3.3%
Students with Disabilities - 7.1%
All other students groups are less than 11 students and therefore no data is displayed on the Dashboard for privacy.

As the year has progressed, our teachers have provided ongoing assessments of their students' performance and progress in all curricular areas including English Language Arts, Math, Social Studies and Science. Successes have been many in that our students have done an amazing job at continuing to learn. Students have continued to progress in Reading, Math, Science and Social Studies knowledge. Based on iReady diagnostic test results, our teachers have reported the data below:

2023-24 Language Arts Placement - iReady

Percentage Above Three Grades Grade Level	Percentage At Grade Level	Percentage Approaching Grade Level	Percentage Below Grade Level	Percentage Below Grade Level
63%	20%	14%	3%	0%

Our data spread (above) indicates 83% of our students are performing at or above grade level in language arts as compared to 78.74% in 2022-23. This increase in student performance is mainly attributable to all of the interventions that we have put in place over the course of the school year. Our iReady data also monitors the growth in student learning. That data indicates the following growth patterns by grade level:

Grades K-4	2 - 2.6 points
Grades 5-6	5-5.4 points
Grade 7	6 points

Grade 8   8 points

Of note is the remarkable progress of our kindergartners. At the start of school 88% of our kindergartners were approaching grade level in ELA and as of the third trimester all of our kindergartners were at or above grade level. Our staff and students have worked very hard through the school year and their efforts are reflected in the results of our assessments. This school year we had no students in the "Three Levels Below Grade Level" category. At the start of school, 7% of second graders, 3% of third grader, 8% of fifth graders, 17% each of sixth and seventh graders and 7% of eighth graders were in this category. We proudly report that all of these students have progressed through the school year and are making great academic progress. We are confident that our students will achieve high scores on the CAASPP similar to the the prior school year.

Our California School Dashboard data indicates students scored an average 75 points above standard. This represents a 19.4 point increase over the previous year and therefore a blue performance level. As we drill down into the Dashboard data, we see that all of our student groups have made remarkable progress in ELA as shown in the chart below:

Student Group	Increase
Socio-Economically Disadvantaged	28.7
Asian	15.7
Hispanic	4.8
White	17.3

Our students' performance on the Smarter Balanced Summative Assessment for mathematics shows the mean scale scores increasing by 19.7 points year over year. Our socio-economically disadvantaged students experienced an 8.5 point decrease in performance while the other three sub-groups experienced increases. This data has helped us ensure a keener focus on the math skills of our socio-economically disadvantaged student group for the upcoming school year. Despite these accomplishments, our work is far from over. We will continue to build on recent budgetary investments to further empower our staff and students to continue on this trajectory of academic growth and achievement. For 2024-25, we are developing additional strategies to achieve measurable outcomes and greater alignment and cohesion of resources to promote greater learning and overall academic success.

Our facilities and infrastructure have been maintained following all regulatory protocols. Our annual inspection revealed no exceptions. 97% of our parents and students reported feeling safe at school. This high level of affirmation indicates our families have full confidence in the cleanliness of our facilities and the soundness of our safety protocols. We count this as our success for it is our goal to ensure parents, teachers, staff and students all feel safe and secure on campus.

Our internet infrastructure continues to prove to be very robust. Our students and teachers had uninterrupted access to the internet allowing or uninterrupted learning. This reflects itself in the achievements of our students identified above. Our annual parent survey indicated 95.2% of our parents feel their student uses technology effectively inside and outside the classroom. In this technologically driven era, it is critical for students to be technology savvy and we take great pride in our students' achievements in this area.

Out Dashboard data indicates a 1.8% decline in suspensions in 2022-23 as compared to 2021-22. During 2023-24, our suspension rate (based on internal data) was 1.12%. This represents an increase over 2022-23 of 0.72%.The reason for this increase is that the same student had to be suspended twice. Thus the data is not indicative of a widespread issue but rather is an isolated incident. We count this extremely low suspension rate as one of our successes owing in large part ot our efforts in charater education.

To ensure the continued academic success of our students we plan to conduct various assessments in the 2024-25 school year. The milestone assessments shall occur one every trimester which is in-line with pre-COVID schedules. Additionally, teachers will conduct assessments as needed upon completion of a unit or a group of units. Students shall also undergo daily assessments as they complete assigned tasks in i-Ready. We feel that by creating this distribution of frequency of assessments we will alleviate the constant demands on teachers' time as well as allow for timely identification of areas of need and and consequently, timely intervention so that our students do not fall behind. We plan to continue soliciting input from our parents so we can address any concerns they may have in a timely manner. As we navigate the uncertainties of each new school year, we will continue to draw upon information from all sources - parents, community, teachers, students, staff, and leverage this information for successful outcomes for our students. Our 2024-25 LCAP goals and actions are reflective of this strategy.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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
Parents	For parents, involvement in the LCAP is a unique opportunity to advocate for their child's education. By sharing their firsthand experiences and insights, they shed light on the specific needs of students and contribute to the development of strategies that support their academic growth and overall well-being. At Sunol, we believe that active parent engagement ensures that the plan addresses family concerns, enhances parent-teacher partnerships, and fosters a conducive learning environment both at home and in the classroom. Parents and our community at large are an integral part of our District and remain very engaged with the District. We record volunteer hours annually to guage the level of parent and community engagement. For the 2024 school year, we reported 4,901 volunteer hours. We also conduct two parent-teacher conferences each school year. Additionally, parents are given a Parent Feedback Survey annually. Parent responses to the survey questions form the basis of our LCAP goals and related actions. Our parent survey for the 2024-25 LCAP indicated a need for resumption of art classes and need for extra-curricular activities.
Students	The LCAP directly impacts students, making their involvement in the process vital. By actively participating in surveys, forums, and focus groups, students can voice their thoughts on learning experiences, campus climate, and support services. Our students' insights and perspectives help create a student-centered LCAP, fostering an

Educational Partner(s)	Process for Engagement
	educational environment that meets the needs and aspirations of our student group. Instead of teachers and administrative staff spending countless hours trying to figure out student engagement strategies and implementing initiatives that may or may not work, our students share in the decision-making process. We accomplish this via constructive conversations and asking students to share their thoughts, opinions, and perspectives. When students have a voice and an opportunity to share their ideas, they naturally become invested in their own learning experiences. Our students believe that they are valued for their perspectives and respected. Their feedback is an integral part of the LCAP. For the 2024-25 our students have expressed an almost unanimous (82%) approval of our delivery of education model. Our students like the manner in which classroom instruction is conducted and they enjoy the choices they are given to enrich their overall educational experience.
Staff	Our teachers, administrators, and support staff play a very significant role in the development of our LCAP. Sunol Glen does not have a separate principal since the Superintendent performs that role as well. Due to the small size of our District, every member of our staff is very familiar with our students and families and therefore in a key position to provide important feedback for the development of our LCAP. The faculty and staff were actively engaged via one-on-one conversations, meetings, emails and reviews of drafts. Their feedback forms the basis of our LCAP goal related actions. Our staff was unanimous in their feedback that we need to maintain focus on restoring our facilities to "normal". Our staff was also equivocal in their support of measures to ensure the ongoing safety of technology in the classroom in light of the threats that AI poses. Again, due to our very small size, our staff works very closely with our students and parents and therefore have a keen awareness of what is working and how to best help our students.
Board of Education	Our Board has been actively involved in the shaping of our LCAP as well. They have been apprised of our goals and action corresponding actions and provided information on the source or the driving force behind each goal and corresponding actions. Their feedback has

Educational Partner(s)	Process for Engagement
	been incorporated into the LCAP. The feedback form our community partners and our board indicates the need to continue to focus on the mental of our students and staff while ensuring the availability of interventions to support academic achievement.
SELPA	Our SELPA unit has been instrumental in providing support and guidance in shaping our actions to address the unique needs of our students requiring such help. Our Superintendent and Board members routinely meet with our SELPA group to ensure timely and pertinent communication exists to facilitate the development of our LCAP. Our SELPA has emphasized the need to ensure mechanisms are in place to ensure timely intervention to support the mental health needs of our students.
Bargaining Units	Both of our bargaining units, AFT and CSEA, were presented with Draft copies of our proposed LCAP and asked for their feedback and input. Both bargaining units shared that they support the LCAP and did not offer any other feedback.
PAC	At Sunol, we do not have a formal PAC but we have a group of very involved parents who act as ambassadors for communicating with our parents and the community and soliciting feedback. Our School Site Council serves as our PAC and includes parents of students with disabilities as well as low income students. We value their feedback and make every effort to solicit such feedback. Some activities that were used to solicit feedback for the 2024-25 LCAP included: 1) seeking volunteer families to disseminate information to the community at large 2) disseminating data via the volunteers 3) engaging parents in 1:1 conversations to solicit information about what is not working from their perspective 4) keeping notes of unsolicited feedback throughout the school year 5) sharing draft goals and actions in small easily discernible sections.
ELPAC	N/A - We currently have 13 English Learner students and as such we do not have a separate English Language Advisory Committee. However, our school site council provides input and feedback pertinent to our English Language Learner curriculum and program. They have been provided a copy of the proposed LCAP for their review and approval.

Educational Partner(s)	Process for Engagement
Educational Partners at Equity Multiplier Sites	N/A

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

Our Parent feedback indicates a need for after school extracurricular activities and resumption of art classes. We do believe in the merits of art in the classroom and have continue with arts education despite losing our art classroom to the storms. Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Our challenge has been that the floods have caused the program to be 'less than ideal' as it is more of an 'Art on the Cart' and not as robust. Now that the new portable is ready for deployment and our Art Teacher will be able to hold her classes in her own room, we are excited about ensuring a much more enriching experience for our students. Our goal is to include discussions about famous artists and having students participate in a variety of art projects, such as recreating Van Gogh's Irises and Picasso's Weeping Woman etc; We believe students will enjoy the combination of making abstract art using interesting colors and shapes and the deeper level art discussions. We are working on creating these experiences for our students during the 2024-25 school year.

We do understand that our students are at a disadvantage when it comes to extracurricular activities. We do not enjoy access to the same resources as some of our larger neighboring districts. However, we are exploring various options for extracurricular activities both, on and off campus. Some ideas that we are exploring include chess club, Mad Science and Language Academy. Additionally, we are exploring partnerships with Pleasanton Unified School District to allow our students to participate in after school activities on their campuses. As we continue to engage with our parents, service providers and partner districts, our LCAP goals are indicative of the efforts towards bringing this concept to fruition.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards. This goal addresses state priorities 1, 2, 4 and, 7.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The importance of recruiting and retaining well-prepared teachers is critical towards student achievement. Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement.Teachers with substandard credentials and permits undermine staff preparedness, school stability, and student learning. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership. Teacher quality encompasses well trained, experienced, credentialed teachers teaching within their subject area and routinely participating in professional development. In our experience, classroom teachers are best able to meet the needs of the students they have within their class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing weekly tutoring to their own students to make it intentionally directed towards each students' needs. Additional support with extra individualized learning opportunities, Intervention Teacher and Paraprofessionals all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services. Our stakeholders have voiced their input repeatedly over the years via various avenues. Their feedback has played and continues to play an extensive role in the development of Goal 1.

The Individuals with Disabilities Education Act (IDEA) act guarantees that all students with disabilities have the right to a public education in the least restrictive environment (LRE) that best meets their individual needs. At Sunol we believe that separate does not mean equal, and ensure that students with special needs are educated, as much as possible, in general education classrooms alongside their non-disabled peers. Through carefully crafted IEPs we ensure that students with disabilities receive the individualized attention and support they need to succeed in school. Students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. Being that our school is very small, we do not label our families as "unduplicated" "special needs" etc. Rather, we focus on our entire parent community as a whole by providing volunteer opportunities, hosting back to school nights, parent-teacher conferences, informal conversations during after school pick-up, the Eagle Flyer, STEAM Night,Community Club meetings, etc. We provide additional support to families whose primary language is not English and any other accomodations as needed or requested.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Weekly targeted tutoring	2023-24:30 minutes per unduplicated student			30 minutes per Unduplicated Student	
1.2	Access to supplemental curriculum	2023-24:100% of all unduplicated students			100% of all Unduplicated Students	
1.3	Credentialed teachers teaching outside of subject area rate	2023-24:0%			0%	
1.4	Parent participation in IEP meetings	2023-24:100%			100%	
1.5	Instructional materials aligned with standards	2023-24:100%			100%	
1.6	Compliance on Williams quarterly reports	2023-24: 100%			100%	
1.7	% of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks	N/A - new metric			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students receiving letter grade "D" or "F" at year end	2023-24:Less than 1%			Less than 1%	
1.9	Percentage of EL students making progress toward English language proficiency on the ELPAC	2023-24: 22%			25%	
1.11	CAASPP ELA: Percentage of students meeting or exceeding standards	2022-23 (CAASPP): 93%			95%	
1.12	CAASPP Math: Percentage of students meeting or exceeding standards	2022-23 (CAASPP): 93%			95%	
1.16	English Learner reclassification rate	2022-23 (CAASPP): 58%			50%	
1.17	Percentage of English Learner students participating in English Language Development Courses	2023-24: 100%			100%	
1.18	Percentage of Students with Disabilities receiving targeted programs and services	2023-24:100%			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Quality Teachers	High quality instruction will be provided by highly qualified teachers in every classroom.	$1,675,199.00	Yes
1.2	Standards aligned materials and instruction	Students will receive the latest instruction in all subject areas. Staff will continue to modify and improve Writing and Reading programs for Language Arts. Student learning will be supported with high quality, standards-aligned instructional materials in core curriculum and supplementary technology based educational programs as necessary.	$5,000.00	No
1.3	Professional Development	All instructional staff will receive support, guidance, & professional development, thereby positively impacting student learning. Staff collaboration time 1-4 times a month will be set for Lesson Plan Development. Accomplished during lunch - no incremental cost LETRS training - a program aligned to the "Science of Reading" that supports Phonics and Reading Comprehension	$12,750.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention	Students will be supported in their learning by a highly qualified Instructional Aide in the classroom.	$59,237.00	Yes
1.5	FAPE Compliance	Special Education students and Response to Intervention (RTI) students will receive FAPE (Free and Appropriate Public Education).	$290,295.00	No
1.6	Wit and Wisdom	This program is designed based on Scarborough's Rope. Students gain content knowledge and an awareness of how to read texts, write, speak, and listen. We will pilot this with our 4th graders.	$3,500.00	Yes
1.7	TWIGS	This program will provide a science program of real-world STEM challenges that spark student engagement and foster a long-lasting love of science. We will introduce this to our k-3 students	$30,000.00	No
1.8	Art Education	Dedicated art classroom to provide students with a space to express their creativity	$22,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be proficient in utilizing technology for grade level assignments. This goal addresses state priorities 1, 2, 3 and 8	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Technology has transformed the classroom and brought enormous benefits. Technological innovations have opened up a new world of information for students of all ages. Adapting to this exciting new reality can be challenging for both teachers and students, but the advantages are virtually limitless. The interactivity of technology excites the student, drawing them in and increasing engagement. Not only do students feel motivated and energized by technology in the classroom, but they also participate in active learning. Studies show engaged students retain more of what they have learned. It is tempting to use a one-size-fits-all approach with students. It's faster and easier, but not necessarily effective. That is because students are individuals and therefore have different strengths and respond differently to various teaching approaches. Using technology embedded instruction accommodates multiple learning styles and allows education to be delivered in a more personalized manner. Technology allows teachers to communicate and monitor students more efficiently and in real-time allowing them to provide assessments and timely interventions. At the same time, familiarity with technology at an early age prepares students for careers in the 21st century. It is with all these benefits in mind, that the District has opted to continue working on Goal 2.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. Being that our school is very small, we do not label our families as "unduplicated" "special needs" etc. Rather, we focus on our entire parent community as a whole and providing additional support to families whose primary language is not English and any other accomodations as needed or requested. For purposes of this goal, we do ensure all communications with parents occur in languages with which the parents are most comfortable. Additionally, we work with our SELPA unit to provide any special accomodation for students with disabilities as may be necessary to optimize their learning experiences.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

In recent years, the meteoric rise of artificial intelligence (AI) has given us pause for thought as we move into the 2024-25 school year. Seemingly poised to become as pervasive as email, this rapidly evolving technology is transforming many aspects of daily life—including how we teach and learn. We're still learning how AI technologies will integrate into the education sector as they develop. Currently, we do not have a full picture of how AI will affect critical issues of ethics, equity and data safety. As the adoption of AI in the classroom proliferates, we will continue to refine this goal to integrate the use these technologies responsibly. The US Department of Education (ED) recommends prioritizing educators' perspectives in developing AI solutions that enhance and support teachers' traditional roles rather than attempt to replace them. The California Department of Education (CDE) also advocates for equity-focused AI in education policies aimed at narrowing technological gaps within communities. Keeping these caveats in mind, we will continue to shape our focus for the 2024-25 LCAP and make any modifications that may arise as a consequence of board policy, educator/parent/student feedback etc., through the course of the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student to technology device ratio with Chromebooks	1:1			1:1	
2.2	Access to online standards aligned software programs to supplement learning	100% of students had access to standards aligned software programs			100%	
2.3	Uniformity of communication platform with parents	All communication was via email			All communication via email and text (for absences only)	
2.4	Uninterrupted access to high speed internet	100% of the school term except during system-wide outages			100% of the school term except during system-wide outages	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology embedded instruction	Students will learn utilizing technology-embedded lessons & assignments. Teachers will provide students opportunities to have both formative and summative assessments. This will be accomplished through technology-embedded lessons.	$13,000.00	No
2.2	Professional Development	Teachers will receive Professional Development (PD) in Technology in order to provide technology-embedded instruction for our students.	$16,000.00	No
2.3	Technology support	Teachers will be supported in their technology training with a Technology/Curriculum Support Provider	$6,000.00	No
2.4	Access to hardware	Students will have access to computers both in the lab and in the classroom. Computers will be upgraded as needed.	$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will learn in an environment that promotes student and family engagement. This goal will address state priorities 3, 5, and 6	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment. When educators build strong relationships, families can reinforce what their students are learning in the classroom as they set their own routines and expectations at home. Engagement can involve a variety of opportunities depending on the individual family. Some of our families are always keen to take an active role in the classroom by volunteering or joining parent-teacher organizations. Others prefer at-home options in which they stay connected with teachers through digital communication and help students build the skills they're learning in class from home. Whatever the preferred method of engagement, we constantly strive to provide enough opportunities to keep our families and students engaged. For this reason, we established a goal of creating an environment where our families and students are positively engaged with peers, teachers and the community while practicing good citizenship.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. We provide additional support to families whose primary language is not English and any other accomodations as needed or requested.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Regular and ongoing communication with parents via the Eagle Flyer	2023-24: Weekly			Weekly	
3.2	Dropouts	2023-24: 0%			0%	
3.3	% of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year)	2022-23 (Dashboard):9.2%			Chronic absenteesim will be 6.2%	
3.4	Suspensions	2023-24: 1.12%			1%	
3.5	Formal interaction with parents regarding their students' academic and social performance	2023-24: 2 parent-teacher conferences and other correspondence as needed			2 parent teacher conferences annually	
3.6	Well publicized board meetings in English (and Spanish when needed or asked) with ample opportunity for parent involvement	2023-24: Monthly			Monthly	
3.7	Champ cards for good citizenship	2023-24: 52%			55%	
3.8	Expulsions	2023-24: 0%			0%	
3.9	% of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree that they are involved in their student's school	N/A - new metric			75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Availability of courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	N/A - new metric			100%	
3.11	# of meetings convened for Foster Youth and McKinney-Vento social workers	N/A - new metric			2 per school year, as applicable	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Character Education	Character Education will be taught to students to encourage good decision making and skills to become productive citizens. Various supplies.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Text Nudges	System generated text messages to parents of students that are chronically absent. There is no incremental cost associated with this activity		No
3.3	Referral to counselor	When patterns of chronic absenteeism are observe, refer the student for counseling to address any "avoidance" issues	$1,500.00	No
3.4	Extracurricular Activities	Provide access to extracurricular activities to enrich the overall educational experience of our students. This will be cost neutral for the District		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be present and learn in an environment in which the facilities are clean and in good to excellent condition. This goal addresses priority 1	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Sunol, we spend countless hours trying to keep our facilities in the best possible shape through routine maintenance and regular inspections, and other preventative tasks. We place great importance on providing the best possible facilities because students benefit from positive surroundings. We have a responsibility to do everything we can to promote a healthy learning environment, and proactive facilities management is an integral component.

The well-being of students and staff is a top priority. When facilities undermine this, performance suffers. Many parts of the educational process rely on comfortable, safe settings. If the temperature is too hot or cold, for example, or the lighting is too dark or too bright, students may become frustrated and struggle to focus. Teachers may have a difficult time conducting lessons and get frustrated. Optimizing school facilities is the cornerstone of our district's mission to ensure students, teachers, and staff perform at their best and generate positive overall results. A 2007 study, The Relationship Between School Building Conditions and Student Achievement at the Middle School Level in the Commonwealth of Virginia, is one of many that has found that student achievement is connected to a building's condition. Students perform better in newer or recently renovated buildings than they do in older buildings. Students focus better when they're comfortable, are more likely to attend classes, and may be less likely to become ill. These qualities all come from classrooms that have proper ventilation, are well-lit, and maintain efficient cleaning schedules. Students who aren't distracted or uncomfortable due to environmental factors are students who can remain attentive and better retain information.

To address these issues, we feel it is extremely important to ensure access to clean and safe facilities within which students can learn and achieve. By utilizing FIT, presenting facilities updates at board meetings and maintaining all COVID-19 protocols, students will be able to learn in an environment in which facilities are clean and in good to excellent condition.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and additional support to families whose primary language is not English and any other accomodations as needed or requested.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Designation on the Facility Inspection Tool (FIT)	2023-24: Rating of fair on FIT			Rating of good on FIT	
4.2	Facilities updates presented to the board of education during school board meetings	2023-24: As needed			As needed or at least quarterly	
4.3	Maintain all COVID-19 related facilities protocols	2023-24: 100%			100%	
4.4	Student attendance	2023-24: 95.38%			96.5%	
4.5	Percentage of students reporting feeling "safe" on campus on annual survey	2023-24: 96%			95%	
4.6	Percentage of parent reporting students are safe on campus on annual survey	2023-24: 96%			95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Conduct annual FIT	Ensure our facility is inspected annually. This activity does not have a cost associated with it.	$0.00	No
4.2	Following protocols	Classrooms will be cleaned and sanitized per COVID-19 protocols	$32,376.00	No
4.3	Surveys	Annual Parent and Student Feedback surveys - cost of service such as Survey Monkey etc		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$83,466	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.547%	0.000%	$0.00	2.547%

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:** Quality Teachers **Need:** Teacher preparation programs have failed to equip many teachers to meet the needs of EL and Low income students. Data gathered during staff debriefs and teacher collaboratives indicates the need for our teachers to have access to professional development	Well qualified, credentialed teachers possess specific pedagogical skills, including knowing how to conduct formative assessment of students' developing skills, organize the classroom to invite greater participation, and scaffold instruction for students who are struggling in class. Sunol Glen does not have any foster youth. Our EL and Low Income students constitute a very small percentage of our student body. It is therefore critical to have protocols in place to	1.3 - Credentialed teachers teaching outside of subject area rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunites that are specific to the needs of EL and low income students. **Scope:** LEA-wide	ensure these populations are not overlooked in our overall education and student enrichment plans. Specifically, our LCAP includes costs of the the following actions that help ensure we are meeting the required percentage of improved services for our EL and Low Income students: Students will not be able to focus unless they feel safe in both the home and the school. When teachers become certified to teach, they become mandated reporters of child abuse. This means that a teacher who suspects abuse in the home of a student is compelled by law to report this information, using established protocols. Our teachers are trained in identifying signs of abuse and the proper protocols for reporting the same. In our experience, classroom teachers are best able to meet the needs of the students they have within their, class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing weekly tutoring to their own students to make it intentionally directed towards each students' needs. Additional support with extra tutoring opportunities, Intervention Teacher and Paraprofessionals all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.	
1.4	**Action:** Intervention	Students that are struggling with ELA, tend to fall behind in class. A highly qualified Instructional Aide provides students with personalized support	1.16 - English Learner reclassification rateEL progress towards ELA

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: Low achievement on ELA. Our Dashboard data indicates that our EL students' performance declined by 4.9 points in ELA in 2022-23 when compared to 2021-22. Our low income students while showing an improvement in ELA performance still lag behind our Asian and White student groups. Our students with disabilities also lag behind their peers. **Scope:** LEA-wide	and feedback. This improves communication channels and helps students with conceptual understanding. The Instructional Aide also helps students with special needs or learning disabilities by altering lessons to fit their needs. In a Study titled "Low Income Students - Supportive Strategies to Help Them Adavance", Celeste Hernandez concluded that extra instructional support int he classroom plays a significant and positive role in helping Low Income students succeed. Another study by Jocelyn Chiquito titled "Effects of One-on-One Support for English Language Learners through Collaboration, Compassion, and Engagement" concluded that personalized support through collaboration, compassion, and student engagement is the most effective means to help ELL students succeed academically. The Instructional Aide is able to provide clear and explicit instructions to our students with disabilities thereby facilitating classroom activities for these students. By giving clear, explicit and specific information to students, modeling tasks and the underlying strategies or thinking, the Instructional Aide facilitates learning. Students learn more effectively if shown how to do a task and when provided concrete examples. Monitoring and checking for understanding adds yet another layer of facilitation. Given the limited availability of funds, we wanted to develop a solution that would address the needs of our unduplicated students and students with disabilities. Through research of various strategies	proficiency and EL reclassification rate; and 1.9 - Percentage of EL students making progress toward English language proficiency on the ELPAC

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
		deployed by other school districts, discussions with administrators of similar sized school district with similar demographics and feedback from our teachers, we concluded that the addition of a highly qualified instructional aide in the classroom would address all of our student groups' needs. Our students' continued upward progress in both math and science has added further proof that our intervention was appropriate and effective in serving the needs of both student groups.	
1.6	**Action:** Wit and Wisdom **Need:** Our students experience difficulty in applying language skills to reading, speaking and communicating. For this reason an additional intervention is warranted. **Scope:** LEA-wide	Based on Common Core State Standards we emphasize language-rich instruction delivered through integrated thematic units that embed language development within the academic content of social studies and science, with a strong focus on oral language and vocabulary development. All instruction allows for extensive parental engagement practices so that language skills acquired at school can be practiced at home as well. Parents are encouraged to be involved in the school and to develop their own literacy to foster their child's development. There is a significant outreach effort involved with this activity. Students are encouraged to discuss their culture, family, and identity. Again, there is a significant amount of outreach involved with this action. Our Superintendent spent the last half of the school year analyzing student performance data and drilling down into the data to determine the root causes of lags in performance of our unduplicated student group as well as the students with disabilities. Based on her research and	1.9 - Percentage of EL students making progress toward English language proficiency on the ELPAC; and 1.11 - CAASPP ELA: Percentage of students meeting or exceeding standards

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
		discussions with the teachers, it was agreed that we needed to introduce additional interventions that would focus on applying language skills to reading, writing and communicating. The Wit and Wisdom program was chosen to provide this intervention. We believe it will help our students think and write in complete sentences. Currently, we find our students write and communicate in incomplete sentences. This program will enhance the agility with which students make connections to things they learned before.	

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

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.

We do not have any limited actions

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.

Based on our unduplicated pupil percentage, our District did not qualify for additional concentration funds, and therefore this prompt does not apply to us

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	1:9	
Staff-to-student ratio of certificated staff providing direct services to students	1:3	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,276,795	83,466	2.547%	0.000%	2.547%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,777,141.00	$33,876.00	$312,295.00	$52,045.00	$2,175,357.00	$2,038,837.00	$136,520.00

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	Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$1,675,199.00	$0.00	$1,642,904.00			$32,295.00	$1,675,199.00	
1	1.2	Standards aligned materials and instruction	All	No				2024-25	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	Professional Development	All	No			All Schools	2024-25	$0.00	$12,750.00	$0.00			$12,750.00	$12,750.00	
1	1.4	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$59,237.00	$0.00	$59,237.00				$59,237.00	
1	1.5	FAPE Compliance	Students with Disabilities	No			All Schools	2024-25	$247,025.00	$43,270.00			$290,295.00		$290,295.00	
1	1.6	Wit and Wisdom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	4th grade	2024-25	$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.7	TWIGS	All	No			K-3	2024-25	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.8	Art Education	All	No				2024-25	$0.00	$22,000.00			$22,000.00		$22,000.00	
2	2.1	Technology embedded instruction	All	No				2024-25	$13,000.00	$0.00	$13,000.00				$13,000.00	
2	2.2	Professional Development	All	No				2024-25	$16,000.00	$0.00	$16,000.00				$16,000.00	
2	2.3	Technology support	All	No				2024-25	$6,000.00	$0.00	$6,000.00				$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Access to hardware	All	No				2024-25	$0.00	$7,000.00				$7,000.00	$7,000.00	
3	3.1	Character Education	All	No				2024-25	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.2	Text Nudges	All	No				2024-25								
3	3.3	Referral to counselor	All	No				2024-25	$0.00	$1,500.00		$1,500.00			$1,500.00	
3	3.4	Extracurricular Activities	All	No				2024-25								
4	4.1	Conduct annual FIT	All	No				2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Following protocols	All	No				2024-25	$22,376.00	$10,000.00		$32,376.00			$32,376.00	
4	4.3	Surveys	All	No				2024-25								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,276,795	83,466	2.547%	0.000%	2.547%	$1,705,641.00	0.000%	52.052 %	**Total:**	$1,705,641.00
								LEA-wide Total:	$1,705,641.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,642,904.00	
1	1.4	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,237.00	
1	1.6	Wit and Wisdom	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,124,107.00	$2,215,483.67

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	Quality Teachers	Yes	$1,675,199.00	1795716
1	1.2	Standards aligned materials and instruction	No	$5,000.00	6443.77
1	1.3	Professional Development	No	$2,000.00	2693
1	1.4	Intervention	Yes	$59,237.00	60436.5
1	1.5	FAPE Compliance	No	$290,295.00	266953.38
2	2.1	Technology embedded instruction	No	$13,000.00	13817.80
2	2.2	Professional Development	No	$16,000.00	15799.07
2	2.3	Technology support	No	$6,000.00	5924.65
2	2.4	Access to hardware	No	$7,000.00	11560.69
3	3.1	Character Education	No	$1,500.00	0
3	3.2	Overtime	No	$15,000.00	3150

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	3.3	Attendance awards	No	$1,500.00	0
4	4.1	Conduct annual FIT	No	$0.00	0
4	4.2	Following protocols	No	$32,376.00	32988.81

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
80,631	$1,702,141.00	$1,856,152.00	($154,011.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Quality Teachers	Yes	$1,642,904.00	$1,795,716.00		
1	1.4	Intervention	Yes	$59,237.00	$60,436.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,204,585	80,631	0.00%	2.516%	$1,856,152.00	0.000%	57.922%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

   - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

   o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

   o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

   o   Professional development for teachers.

   o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

- o **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.

- o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

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

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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