LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Solana Beach School District

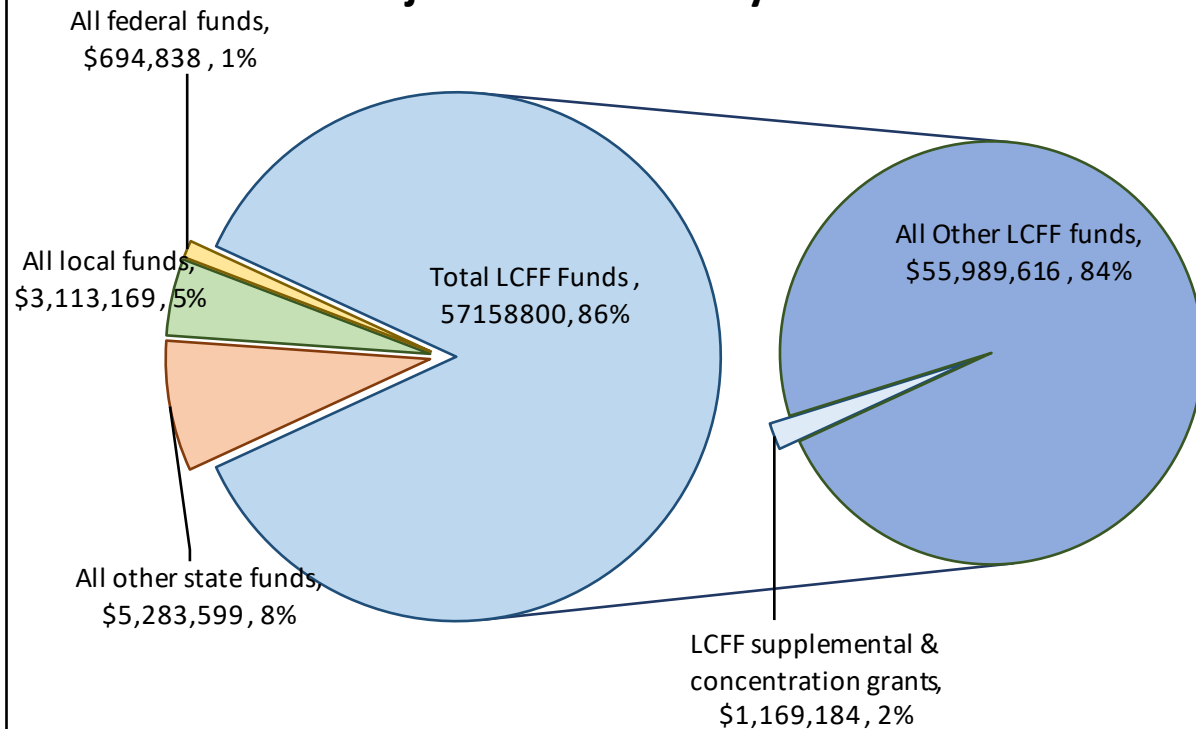CDS Code: 37-68387-0000000

School Year: 2024-2025

LEA contact information: Sabrina Lee, Assoc. Supt., Inst. Svcs., sabrinalee@sbsd.net , (858) 794-7135

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

- All federal funds, $694,838 , 1%
- All local funds, $3,113,169 , 5%
- Total LCFF Funds , 57158800, 86%
- All other state funds, $5,283,599 , 8%
- All Other LCFF funds, $55,989,616 , 84%
- LCFF supplemental & concentration grants, $1,169,184 , 2%
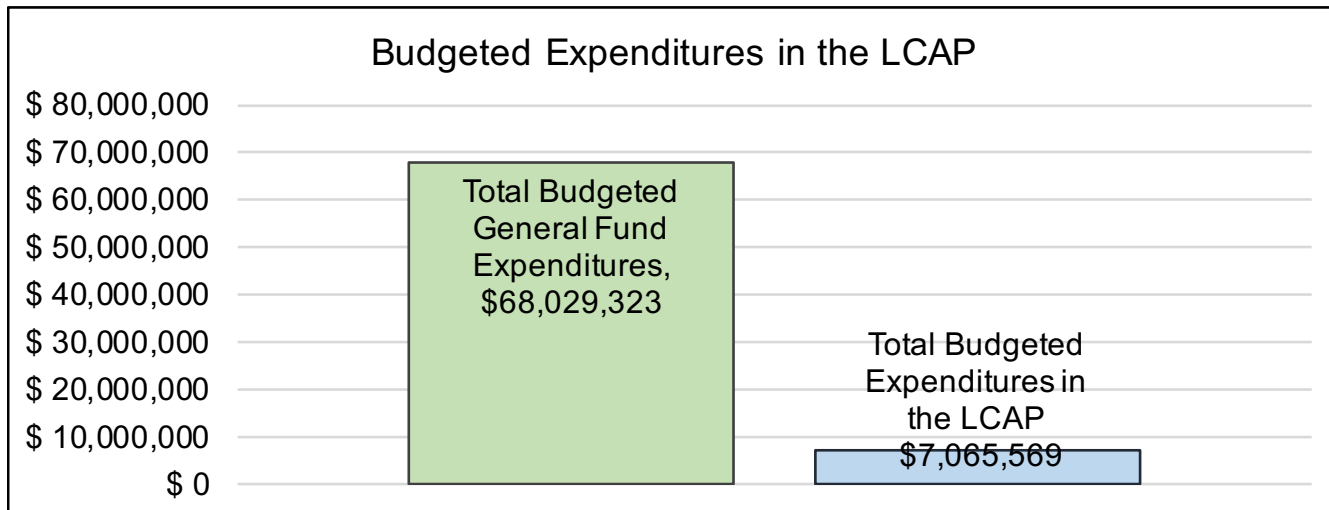
This chart shows the total general purpose revenue Solana Beach School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solana Beach School District is $66,250,406.00, of which $57,158,800.00 is Local Control Funding Formula (LCFF), $5,283,599.00 is other state funds, $3,113,169.00 is local funds, and $694,838.00 is federal funds. Of the $57,158,800.00 in LCFF Funds, $1,169,184.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 80,000,000	
$ 70,000,000	
$ 60,000,000	Total Budgeted General Fund Expenditures, $68,029,323
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	Total Budgeted Expenditures in the LCAP
$ 20,000,000	
$ 10,000,000	$7,065,569
$ 0	

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

The text description of the above chart is as follows: Solana Beach School District plans to spend $68,029,323.00 for the 2024-2025 school year. Of that amount, $7,065,569.00 is tied to actions/services in the LCAP and $60,963,754.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
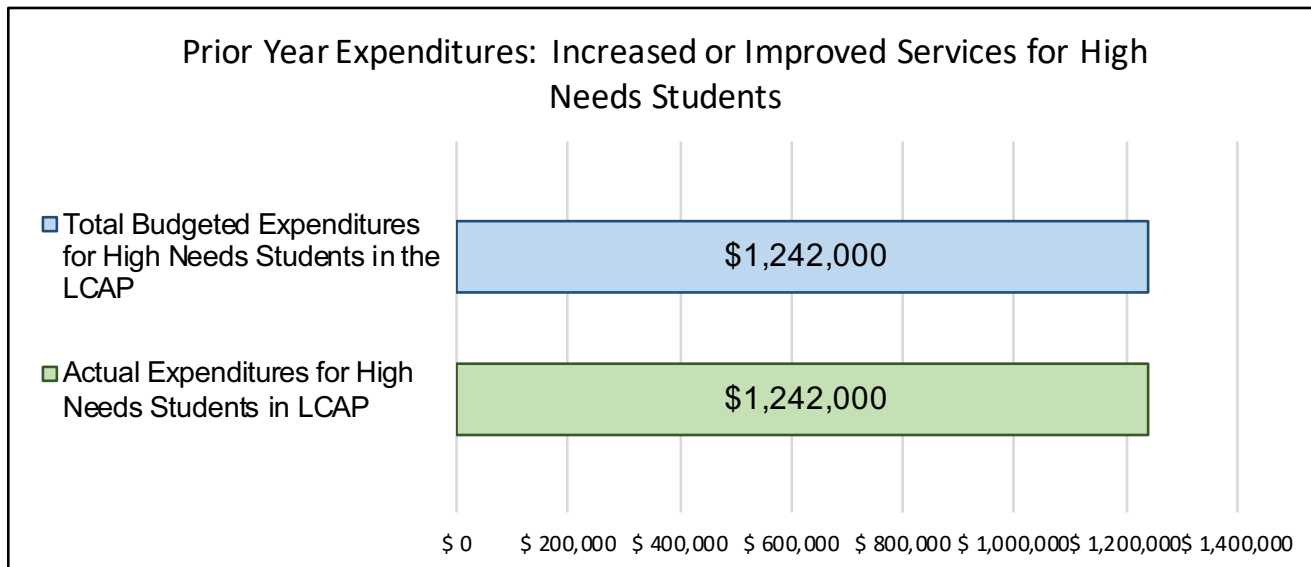
The $61,933,754 in General Fund budgeted expenditures not included in the Local Control and Accountability Plan represents the District's Base Program, which includes salary and benefits for general education, special education programs, other certificated staff, classified and administrative staff, materials and supplies, maintenance and operations, facilities, and all other costs associated with carrying out the goals and actions described in the Local Control and Accountability Plan.

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

In 2024-2025, Solana Beach School District is projecting it will receive $1,169,184.00 based on the enrollment of foster youth, English learner, and low-income students. Solana Beach School District must describe how it intends to increase or improve services for high needs students in the LCAP. Solana Beach School District plans to spend $1,754,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP: $1,242,000

■ Actual Expenditures for High Needs Students in LCAP: $1,242,000

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

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

The text description of the above chart is as follows: In 2023-2024, Solana Beach School District's LCAP budgeted $1,242,000.00 for planned actions to increase or improve services for high needs students. Solana Beach School District actually spent $1,242,000.00 for actions to increase or improve services for high needs students in 2023-2024.

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
Solana Beach School District	Sabrina Lee Associate Superintendent, Instructional Services	sabrinalee@sbsd.net 858-794-7138

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards Pupil Achievement	CA School Dashboard Data (2019) Due to COVID-19 Pandemic English Language Arts Smarter Balanced Summative Assessment Performance: Overall Student Population: 84.4 points above standard Students with Disability (SWD) Subgroup: 0.5 points above standard Math Smarter Balanced Summative Assessment Performance: Overall Student Population: 72.1 points above standard	Due to the COVID-19 Pandemic, SBSD did not administer Smarter Balanced Summative Assessment (SBA) in 2021. Spring 2022 Smarter Balanced Summative Assessment Performance data will not be available until August 2022. SBSD anticipates receiving results in August 2022. SBSD did however administer the i-Ready assessment in Spring 2022 and results to date are shown below.	2022 CA School Dashboard Data All students English Language Arts (ELA) Smarter Balanced Summative Assessment Performance: 85.3 points above standard SWD ELA: 2.2 points below standard All students Math Smarter Balanced Summative Assessment Performance: 70.6 points above standard SWD Math: 21.7 points below standard	2023 CA School Dashboard Data All students English Language Arts (ELA) Smarter Balanced Summative Assessment Performance: 83.7 points above standard SWD ELA: 0.2 points above standard All students Math Smarter Balanced Summative Assessment Performance: 77.3 points above standard SWD Math: 13.3 points below standard	CA School Dashboard Data (2024) English Language Arts Smarter Balanced Summative Assessment Performance: Overall Student Population: 80-85 points above standard SWD Subgroup: 15 points above standard Math Smarter Balanced Summative Assessment Performance: Overall Student Population: 80-85 points above standard SWD Subgroup: 15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD Subgroup: 18.3 points below standards	Spring i-Ready English Language Arts Performance: Overall Student Population: 72% have met or exceeded grade level expectations SWD Subgroup: 35% have met or exceeded grade level expectations Spring i-Ready Math Performance Overall Student Population: 72% have met or exceeded grade level expectations SWD Subgroup: 31% have met or exceeded grade level expectations			
Implementation of State Standards Pupil Achievement	CAASPP ELA and Math, Grades 3-6 (SBSD did not administer CAASPP in 2020, however i-Ready assessment was utilized as the district assessment.)	Due to the COVID-19 Pandemic, SBSD did not administer Smarter Balanced Summative Assessment in 2021. Spring 2022 Smarter Balanced Summative	2022 CAASPP (Gr. 3-6) ELA: 86% or more students will meet or exceed grade level standards Math: 80% or more	2023 CAASPP (Gr. 3-6) ELA: 85% of students meet or exceed grade level standards Math: 82% of students meet or exceed grade	CAASPP (Grades 3-6) ELA 80% or more of students will meet or exceed grade level standards Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	i-Ready Reading End-of-Year Performance (Grades K-6) Overall Student Population • 72% On or Above Grade Level • 25% One Grade Level Below or Early On Grade Level • 3% Two or More Grade Levels Below i-Ready Math End-of-Year Performance - Overall Student Population • 70% On or Above Grade Level • 27% One Grade Level Below or Early On Grade Level • 3% Two or More Grade Levels Below	Assessment Performance data will not be available until August 2022. SBSD anticipates receiving results in August 2022. Spring 2022 i-Ready English Language Arts Performance - Overall Student Population: 72% On Grade Level or Above 25% Early On Grade Level or One Grade Level Below 3% Two or More Grade Levels Below Spring 2022 i-Ready Math Performance - Overall Student Population: 72% On Grade Level or Above 26% Early On Grade Level or One Grade Level Below 2% Two or More Grade Levels Below	students will meet or exceed grade level standards 2023 CAASPP data will be updated Summer 2023 Spring 2023 i-Ready data is not yet available, however, will become available by Summer of 2023 to review in the Fall of 2023. Winter 2023 i-Ready data (K-6) Language Arts Performance • 62% On or Above Grade Level • 34% One Grade Level Below or Early On Grade Level • 3% Two or More Grade Levels Below Math Performance	level standards Winter 2024 i-Ready (Gr. K-6) Reading: • 62% On or Above Grade Level • 33% One Grade Level Below or Early On Grade Level • 4% Two or More Grade Levels Below Math: • 55% On or Above Grade Level • 42% One Grade Level Below or Early On Grade Level • 3% Two or More Grade Levels Below Spring 2023 i-Ready (Gr. K-4) Reading:	80% or more of students will meet or exceed grade level standards (Grades K-2) i-Ready Reading End-of-Year Performance Overall Student Population • 80% On or Above Grade Level • 18% One Grade Level Below or Early On Grade Level • 2% Two or More Grade Levels Below i-Ready Math End-of-Year Performance Overall Student Population • 80% On or Above Grade Level • 18% One Grade Level Below or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 56% On or Above Grade Level • 42% One Grade Level Below or Early On Grade Level • 3% Two or More Grade Levels Below Most recent data Spring 2023 i-Ready data (K-4) Language Arts Performance • 77% On or Above Grade Level • 21% One Grade Level Below or Early On Grade Level • 2% Two or More Grade Levels Below Math Performance • 73% On or Above Grade Level	• 75% On or Above Grade Level • 24% One Grade Level Below or Early On Grade Level • 2% Two or More Grade Levels Below Math: • 71% On or Above Grade Level • 27% One Grade Level Below or Early On Grade Level • 1% Two or More Grade Levels Below	Early On Grade Level • 2% Two or More Grade Levels Below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 26% One Grade Level Below or Early On Grade Level • 1% Two or More Grade Levels Below		
Implementation of State Standards Pupil Achievement	English Learners Progress (Summative ELPAC - 2019 data due to COVID-19 Pandemic): 66.4% of English Learners Progressed at Least One English Learner Progress Indicator (ELPI) Level 7.6% of English Learners Maintained ELPI Level 4 17.2% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 8.6% of English Learners Decreased at Least One ELPI Level English Learner 19/20 Reclassification Rate:	2022 Summative ELPAC Data and State Reclassification Rate not yet available. Baseline 2021 Summative ELPAC Results: Level 4 Overall Performance: 124 Students / 42% Level 3 Overall Performance: 106 Students / 36% Level 2 Overall Performance: 45 Students / 15% Level 1 Overall Performance: 20 Students / 7 % 2021-2022 SBSD Reclassification:	2022 ELPAC Summative Results Level 4 Overall Performance: 119 Students / 41% Level 3 Overall Performance: 100 Students / 35% Level 2 Overall Performance: 46 Students / 16% Level 1 Overall Performance: 24 Students / 8% 2023 ELPAC Summative Results will be available summer 2023 to determine progress of ELPI levels 2022-2023	2023 English Learners Progress (Summative ELPAC): • 54% of English Learners Progress at Least One ELPI Level • 17% of English Learners Maintained ELPI Level 4 • 17% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, 3H • 12% of English Learners	English Learners Progress (Summative ELPAC): 75% of English Learners Progress at Least One ELPI Level 5% of English Learners Maintained ELPI Level 4 15% of English Learners Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% of English Learners Decreased at Least One ELPI Level English Learner 24/25 Reclassification Rate: SBSD: increase 3-5% each year from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SBSD: 21% State: 14% 20/21 Reclassification Rate: SBSD: 13% State: 9%	19% - 67 out of 362 English Learners were Reclassified during the 2021-2022 school year 80% of exiting grade 6 students who have been in SBSD since Kindergarten have been reclassified	SBSD Reclassification: 17% - 58 out of 343 English Learners were Reclassified during the 2022-2023 school year 82% of exiting grade 6 students who have been in SBSD since Kindergarten have been reclassified	Decreased at Least One ELPI Level 2023-2024 SBSD Reclassification: • 17% - 44 out of 337 English Learners were Reclassified during the 2023-2024 school year • 86% - 38 out of 44 exiting grade 6 students who have been in SBSD since Kindergarten have been reclassified 2023 Summative ELPAC Results: • Level 4 Overall Performance: 122 Students / 40%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				- Level 3 Overall Performance: 108 Students / 36% - Level 2 Overall Performance: 45 Students / 15% - Level 1 Overall Performance: 27 Students / 9%	
Implementation of State Standards Course Access Pupil Outcomes	Evidence gathered from learning walks, student work samples, and formative and summative data, as well as the self-reflection tool for local indicators indicate full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History/Social Science) Science-full implementation,	Learning walks indicated evidence of State Standards implementation, including access by English Learners to academic content standards and English Language Development standards Progress reports indicate student access to standards	Site equity visits indicated evidence of State Standards implementation, including access by English Learners to academic content standards and English Language Development standards Progress reports indicate student access to standards	Site equity visits continue to indicate evidence of State Standards implementation, including access by English Learners to academic content standards and English Language Development standards Progress reports indicate student access to standards	Maintain baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	continuing to add on additional aligned standards based resources to support sustainability.				
Implementation of State Standards Course Access	100% students, including unduplicated students and students with exceptional needs will participate in a broad course of study aligned to state standards, which includes: • STREAM, Music, supplemental PE, Art, Media, Technology. Evidence gathered from attendance records, student work samples, and learning walks will show evidence of	All students, including unduplicated students and students with exceptional needs received access to a broad course of study, as reflected through standards-based progress reports, learning walks, and student work samples.	All students, including unduplicated students and students with exceptional needs received access to a broad course of study, as reflected through standards-based progress reports, equity visits, and student work samples.	All students, including unduplicated students and students with exceptional needs received access to a broad course of study, as reflected through standards-based progress reports, learning walks, and student work samples.	Maintain baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student participation and learning.				
Basic Services	Annual BOE resolution showing sufficiency of instructional materials	Annual BOE resolution showing sufficiency of instructional materials	Annual BOE resolution showing sufficiency of instructional materials	Annual BOE resolution showing sufficiency of instructional materials	Maintain baseline
Basic Services	Appropriately credentialed and assigned teachers: 100% of teachers are appropriately assigned and fully credentialed	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	Maintain baseline
Other Pupil Outcomes	California Science Test (CAST) - 2019 69% Met or Exceeded Standards Physical Fitness Testing (PFT) - 2019 • 89% of students met Healthy Fitness Zone in 4 of the 6 fitness standard areas	Due to the COVID-19 Pandemic, SBSD did not administer the CAST in 2021. Results from CAST 2022 testing will not be available until August 2022. The state recommended due to equity that districts not report out on % of students meeting	2022 CAST Results 73% students met or exceeded standards Physical Fitness Testing 2023 The state recommended due to equity that districts not report out on % of students meeting fitness standards. As a result, SBSD is	2023 CAST Results 72% students met or exceeded standards Physical Fitness Testing 2024 Participation Rates of 5th grade students on the 5 domains of Fitness testing: • 98% of 5th grade students	CAST - Increase by 5% or more the number of students who met or exceeded standards PFT - 90% of students or higher will meet Healthy Fitness Zone in 4 of the 6 fitness standard areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		fitness standards. As a result, SBSD is reporting on PFT Participation Rates on the 5 domains of Fitness testing: Aerobic Capacity Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility 99% of 5th grade students participated in 3 of 5 domains 98% of 5th grade students participated in 4 of 5 domains 93% of 5th grade students participated in 5 of 5 domains	reporting on PFT Participation Rates of 5th grade students on the 5 domains of Fitness testing: • 99% of 5th grade students participated in 3 of 5 domains • 98% of 5th grade students participated in 4 of 5 domains • 94% of 5th grade students participated in 5 of 5 domains 97% - Aerobic Capacity 97% - Abdominal Strength 98% - Trunk Strength 99% - Flexibility 98% - Upper Body Strength	participated in 3 of 5 domains • 97% of 5th grade students participated in 4 of 5 domains • 93% of 5th grade students participated in 5 of 5 domains • 96% - Aerobic Capacity • 96% - Abdominal Strength • 98% - Trunk Strength • 98% - Flexibility • 98% - Upper Body Strength	

Goal Analysis

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

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

All planned actions were carried out and implemented substantially in the way they were intended in the 2023-24 school year.

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

The difference between Budgeted Expenditures and Estimated Actuals in action 1.1 resulted from the actual cost of adopted textbooks was lower than the original budget. The difference between Budgeted Expenditures and Estimated Actuals in action 1.3 is mainly due to a vacancy that arose during the year that was not backfilled.

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

The combined impact of the actions under Goal #1 over the course of the 3-year LCAP cycle effectively improved the gathering of student voice (actions 1.2 and 1.4-1.6) through empathy interviews to support student achievement, particularly with identified, historically underperforming student groups. There was growth from the baseline year for Students with Disability in the area of mathematics, as indicated through the CA School Dashboard. In addition, through biannual Equity Visits, each site was able to conduct interviews with students to strengthen the classroom and school environment around learning. The focus on a sense of belonging and knowing students by names and by need did make some impacts to student performance. However, continued adjustments and refinements to action steps will continue to occur in the new 3-year LCAP. Evidence is supported through performance on the 2023 California Assessment of Student Performance and Progress (CAASPP) as target goals were met in both ELA and Math for all students (Gr. 3- 6) - ELA: 85% of students met or exceeded grade level standards; Math: 82% of students med or exceeded grade level standards. In addition, SBSD saw evidence of growth for English learner students over the course of the three-year LCAP who entered SBSD in Kindergarten and promoted out of 6th grade with a reclassification rate of 86% (38 out of 44 exiting grade 6 students).

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

For the 2024-25 school year, SBSD will add an action step to be proactive in supporting historically underserved populations. A pilot of an early childhood program will be implemented. In addition, refined professional learning opportunities that strengthen job-embedded practices to refine the implementation of standards and teaching and learning practices.

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 experience a safe, purposeful, collaborative learning environment that fosters healthy habits, positive relationships, civic responsibility and values diversity so that their physical, mental, and social-emotional needs are met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate California School Dashboard	California School Dashboard Data 2019 • Suspension rate performance - blue rating • Chronic Absenteeism - green rating	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Local data is reported below under Chronic Absenteeism and Suspension and Expulsion metrics.	California School Dashboard Data 2022 Suspension Rate 0.4% (Very low rating - for the 2022 school year, this information is being provided as baseline data due to the COVID-19 pandemic the CA School Dashboard was suspended for two years.) Chronic Absenteeism 7.7% (Medium rating - for the 2022 school year, this information is being provided as baseline data due to the COVID-19 pandemic the CA School Dashboard	California School Dashboard Data 2023 Suspension Rate - 0.4% (Very low / Blue rating) Chronic Absenteeism - 9.3% (High / Orange rating)	California School Dashboard • Suspension Rate - maintain a blue rating Chronic Absenteeism - achieve a blue rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			was suspended for two years.)		
Pupil Outcomes School Climate Evidence of classroom visitations	100% of students will receive instruction that supports CASEL competencies to support SEL, as measured through Evidence gathered from classroom visits (mini-lessons, morning meetings, community circles).	100% of students will receive instruction that supports the CASEL competencies to support SEL, as measured through Evidence gathered from classroom visits (mini-lessons, morning meetings, community circles, daily check in's).	100% of students will receive instruction that supports the CASEL competencies to support SEL, as measured through Evidence gathered from classroom visits (mini-lessons, morning meetings, community circles, daily check in's).	100% of students receive instruction that supports the CASEL competencies to support SEL, as measured through evidence gathered from classroom visits (mini-lessons, morning meetings, community circles, daily check in's).	Same as baseline.
Pupil Outcomes School Climate SBSD SEL Universal Screener	SBSD SEL Universal Screener data: Connectedness Fall 94% -> Winter-> 95% Self-management Fall 66% -> Winter-> 71% Self-awareness Fall 91% -> Winter-> 90% Responsible decision making	SBSD SEL Universal Screener data for students in grades 3-6 Connectedness Fall 87% -> Winter-> 86% Self-management Fall 80% -> Winter-> 82% Self-awareness Fall 90% -> Winter-> 89%	SBSD SEL Universal Screener data for students in grades 3-6 Connectedness Fall 88% -> Winter-> 89% Self-management Fall 82% -> Winter-> 83% Self-awareness Fall 90% -> Winter-> 89%	SBSD SEL Universal Screener data for students in grades 3-6 Connectedness Fall 86% -> Winter-> 85% Self-management Fall 82% -> Winter-> 84% Self-awareness Fall 90% -> Winter-> 91%	SBSD SEL Universal Screener data will show student identified needs decrease from Fall to Winter each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fall 81% -> Winter-> 83% Relationship skills Fall 82% -> Winter-> 85% Social awareness Fall 93% -> Winter-> 93%	Responsible decision making Fall 87% -> Winter-> 88% Relationship skills Fall 91% -> Winter-> 92% Social awareness Fall 93% -> Winter-> 95% No Spring administration of SEL Universal Screener.	Responsible decision making Fall 86% -> Winter-> 88% Relationship skills Fall 89% -> Winter-> 90% Social awareness Fall 94% -> Winter-> 90% SBSD SEL Universal Screener data for students in grades K-2 Connectedness Fall 88% -> Winter-> 89% Self-management Fall 94% -> Winter-> 96% Self-awareness Fall 90% -> Winter-> 95% Responsible decision making Fall 87% -> Winter-> 97% Relationship skills	Responsible decision making Fall 86% -> Winter-> 86% Relationship skills Fall 86% -> Winter-> 87% Social awareness Fall 92% -> Winter-> 93% SBSD SEL Universal Screener data for students in grades K-2 Connectedness Fall 96% -> Winter-> 95% Self-management Fall 95% -> Winter-> 97% Self-awareness Fall 97% -> Winter-> 97% Responsible decision making Fall 96% -> Winter-> 96% Relationship skills	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Fall 96% -> Winter-> 97% Social awareness Fall 97% -> Winter-> 95% No Spring administration of SEL Universal Screener.	Fall 96% -> Winter-> 98% Social awareness Fall 97% -> Winter-> 96% No Spring administration of SEL Universal Screener.	
Pupil Engagement Attendance Report	District Attendance 97%	District Attendance 96%	District Attendance 95%	District Attendance 96%	District Attendance Rates will remain above 95%.
Pupil Engagement Chronic Absenteeism Report	Chronic absenteeism as of January 2020 0.1%	Chronic absenteeism through May 2022 5%	Chronic absenteeism through May 2023 9.4%	Chronic absenteeism according to 2023 California School Dashboard is at 9.3%	Chronic absenteeism rate will remain below 1.5%
School Climate Suspension Report	Suspension rate as of January 2020 0.1%	Suspension rate as of May 2022 0.1%	Suspension rate below 1%	Suspension rate below 1%	Suspension rate will remain below 1%
School Climate Expulsion Report	Expulsion rate 0%	Expulsion rate 0%	Expulsion rate 0%	Expulsion rate 0%	Expulsion rate will remain below 0.1%
Basic Services Facilities Report	100% of schools will be at the "Good" or better rating as reported on FIT Reports, SARCs and Williams Reports	100% of schools received a "Good" or better rating as reported on the Facility Inspection Tool (FIT) Reports, School Accountability	100% of schools received a "Good" or better rating as reported on the Facility Inspection Tool (FIT) Reports, School Accountability	100% of schools received a "Good" or better rating as reported on the Facility Inspection Tool (FIT) Reports, School Accountability	100% of schools will be at the "Good" or better rating as reported on FIT Reports, SARCs and Williams Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Report Cards (SARC) and Williams Reports	Report Cards (SARC) and Williams Reports	Report Cards (SARC) and Williams Reports	
School Climate	Climate Surveys 97% of educational partners indicated that they strongly agree/agree SBSD provides a safe, clean environment that fosters learning

California Healthy Kids Survey (2019) School Connectedness 80% - with focus on meaningful participation and student voice - 50%

School Safety 90% - with focus on recognition and redirection of using language that can be hurtful to others Called bad names or target of mean jokes - 33% | Climate Surveys 98% of educational partners indicated that they strongly agree/agree SBSD provides a safe, clean environment that fosters learning

California Healthy Kids Survey (2021) School Connectedness 84% - with focus on meaningful participation and student voice- 55%

School Safety 93% - with focus on recognition and redirection of using language that can be hurtful to others Called bad names or target of mean jokes - 28% | Climate Surveys

Local Climate Survey 96% of educational partners, which includes parents, staff, and students indicated that they strongly agree/agree SBSD provides a safe, clean environment that fosters learning

93% of educational partners which includes parents, staff, and students indicated that they strongly agree/agree SBSD provides a learning environment that promotes a sense of belonging

California Healthy Kids Survey is administered every other year to students in grade 5 and 6 | Climate Surveys

Local Climate Survey 96% of educational partners, which includes parents, staff, and students indicated that they strongly agree/agree SBSD provides a safe, clean environment that fosters learning

96% of educational partners which includes parents, staff, and students indicated that they strongly agree/agree with the statement: "The school environment is welcoming for students and adults."

92% of educational partners which includes parents, staff, and students indicated that they strongly | Climate Surveys Maintain or increase at least at a minimum that 90% of educational partners strongly agree/agree SBSD provides a safe, clean environment that fosters learning

California Healthy Kids Survey School Connectedness - increase 5% Meaningful participation and student voice - increase 10%

School Safety - maintain or increase baseline

Language that can be hurtful to others |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(2021 data) School Connectedness 84% - with focus on meaningful participation and student voice- 55% School Safety 93% - with focus on recognition and redirection of using language that can be hurtful to others Called bad names or target of mean jokes - 28%	agree/agree with the statement: "Students feel a sense of connection to others at school." School Connectedness 84% - with focus on meaningful participation and student voice- 54% School Safety 90% - with focus on recognition and redirection of using language that can be hurtful to others Called bad names or target of mean jokes - 41%	Called bad names or target of mean jokes - decrease 10%
School Climate Parental Involvement	Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with exceptional	Weekly or more communication occurred between site/district to families of all students, as evidenced through ParentSquare and other communication venues	Weekly or more communication occurred between site/district to families of all students, as evidenced through ParentSquare and other communication venues	Weekly or more communication occurred between site/district to families of all students, as evidenced through ParentSquare and other communication venues	Same as baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs provided through multiple venues (e.g. email, Parentsquare, website, social media, phone messages, texts).				
School Climate Parental Involvement	Maintain and/or increase parent involvement and leadership at current levels or higher for all parents as evidenced through meeting records including parents of unduplicated students and students with exceptional needs (agenda/sign-in sheets): • At least 5 out of 7 school sites will be represented at: DELAC • At least 5 out of 7 school sites will be represented at Parent Advisory Roundtable	Parent involvement and leadership remains high, as evidenced through meeting records: At the first two DELAC meetings, 5 out of 7 sites were represented. At the last two DELAC meetings 3 of 7 sites were represented and 2 of 7 sites were represented. One site however does not have a significant enough number of English Learners to have an ELAC committee to send a DELAC representative. Any members absent receive the minutes and slides of what	Parent involvement and leadership remains high, as evidenced through meeting records: At the first DELAC meeting, 4 out of 6 sites were represented. One site does not have a significant enough number of English Learners to have an ELAC committee to send a DELAC representative, hence data set is representative of a total of 6 sites. At the last two DELAC meetings 3 of 6 sites were represented. Any members absent receive the minutes and slides of what	Parent involvement and leadership remains high, as evidenced through meeting records: DELAC Meeting Attendance (one campus does not have significant enough number of English Learners to have an ELAC committee to send a DELAC representative, hence data set is representative of a total of 6 sites): • DELAC Meeting #1: 6 out of 6 sites represented • DELAC Meeting #2:	Meeting records will indicate meeting baseline or higher participation rates. Sign-in sheets will show representation of sites. Other venues for participation such as: • PTA/PTO meetings and events • STREAM events • ELAC • Parenting workshop • Informal coffee chats • Board meetings • Site and Districtwide meeting events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 85% or more participation of Parent /teacher conferences (two times each year) • 85% or more Back-to-school night and Open house events • Meeting quorum - School Site Council	was discussed to provide an opportunity for feedback. At each Parent Advisory Roundtable 5 or more out of 7 sites were represented at each meeting More than 85% of Parent/Guardians participated in Parent/Teacher Conferences More than 85% of families participated in Back-to-School Night. Open house did not occur this school year, however, end of celebration activities did, but we were unable to quantify the participation rates Meeting quorum was met for each School Site Council meeting	was discussed to provide an opportunity for feedback. At each Parent Advisory Roundtable 5 or more out of 7 sites were represented at each meeting More than 85% of Parent/Guardians participated in Parent/Guardian/Teacher Conferences More than 85% of families participated in Back-to-School Night and Open House Meeting quorum was met for each School Site Council meeting	6 out of 6 sites represented • DELAC Meeting #3: 6 out of 6 sites represented • DELAC Meeting #4: 6 out of 6 sites represented Any members absent receive the minutes and slides of what was discussed to provide an opportunity for feedback. At each Parent Advisory Roundtable 5 or more out of 7 sites were represented at each meeting More than 85% of Parent/Guardians participated in Parent/Guardian/Teacher Conferences More than 85% of	Results will vary by site and event. Survey information will show participation rates and participant response/engagement (qualitative data).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				families participated in Back-to-School Night and Open House Meeting quorum was met for each School Site Council meeting	
Parental Involvement	LCAP Input Survey which solicits feedback from all families including parents of unduplicated students and students with exceptional needs are receiving updated information and opportunities to participate in a timely manner. 80% of families indicated communication is "just the right amount".	80% of families indicated communication is "just the right amount" with District related information.	84% of families indicated communication is "just the right amount" with District related information.	86% of families indicated communication is "just the right amount" with District related information.	Maintain or increase baseline to 85%

Goal Analysis

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

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

All planned actions were carried out and implemented substantially in the way they were intended in the 2023-24 school year.

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

The difference between Budgeted Expenditures and Estimated Actuals in action 2.1 is due to a vacancy that arose during the year that was not backfilled.

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

The combined impact of the actions under Goal #2 over the course of the 3-year LCAP cycle effectively maintained or improved from the baseline year. The metrics show that overall student safety, meaningful participation, and communication with families remained at high percentages or improved. As a result, actions related to supporting inclusive and clean learning environments, and refinements to Effective Schoolwide Environment Plans will continue. In addition, actions to continue to refine communication structures will continuously be evaluated to support positive communication outcomes. An area that will continue to be refined and developed is addressing Chronic Absenteeism through partnerships with families to strengthen communication and identify barriers to school attendance.

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.

SBSD will continue efforts to grow and strengthen Environmental Stewardship and civics learning through coordinated district support. Effective Classroom Environment Plans will be added into the new 3-year LCAP, coupled with the implementation of job-embedded professional learning opportunities to refine strategies supporting positive behavior.

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
Solana Beach School District	Sabrina Lee Associate Superintendent, Instructional Services	sabrinalee@sbsd.net 858-794-7138

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.

The Solana Beach School District (SBSD), nestled on the north coast of San Diego County, serves approximately 2,700 students. Instruction is designed to support learners in finding their voice, building their skills and applying those skills to support positive environments. Students engage in a comprehensive learning program and positive learning environments. The emphasis is on core standards instruction, provided through a continuous progressive curriculum. State and local assessments provide evidence that student needs are being met. District schools consistently rank at or near the top in district, county, and state accountability measures. SBSD students and schools have received numerous awards and have been recognized at county, state, and national levels for a variety of accomplishments.

SBSD is committed to achieving its district mission, "Where learners find their voice, share their gifts, and advance the world." Coupled alongside is the district vision of "Inspiring wonder and discovery in learning and life." The Solana Beach School District Equity Statement: "Solana Beach School District is committed to providing equitable opportunities through inclusive learning environments where each person is valued, connected, and treated with dignity and respect in order to achieve their greatest potential" enhances and sharpens the actualization of the mission and vision. Additionally, District students are supported in their ongoing development of six Student Promotion Profile Descriptors. The Solana Beach Student Promotion Profile is a set of six dispositions or attributes identifying what all students will be able to do to demonstrate they are ready for success in middle school, high school, college, career, and life: Acting Resourcefully, Practicing Civic Mindedness, Thinking Interdependently, Learning Endlessly, Living Adventurously, and Leading Boldly. Guided by the District Mission, Vision, Equity Statement, and Student Promotion Profile, the goals and actions identified will continue to equip and support the overall achievement and well-being of students while at SBSD and beyond.

Solana Beach School District is comprised of seven elementary schools: Solana Vista (Grades K-3), Skyline (Grades 4-6 and a K-6 Global Education Program), Solana Santa Fe (Grades K-6), Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-6), and Solana Ranch (Grades K-6), along with a Special Education Preschool program and a Child Development Center (toddler, preschool, before and after school support and services).

SBSD's demographic breakdown includes 12.8% Socioeconomically Disadvantaged students, 11.9% English Learners, and less than 1% Homeless and Foster Youth. 10.4% of SBSD students are Students with Disabilities being supported by an Individualized Education Program (IEP). Of the 350 students in the Socioeconomically Disadvantaged subgroup, 40% attend either Solana Vista or Skyline Elementary, with each of the other SBSD campuses housing, on average, 12% of the students in the Socioeconomically Disadvantaged subgroup.

The Solana Beach School District English learner population varies by community. Over 90% of the English learners at Solana Vista (Grades K-3) and Skyline Elementary (Grades 4-6 and a K-6 Global Education Program), both situated within the boundaries of the city of Solana Beach, have a home language of Spanish. Four SBSD campuses - Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-6), and Solana Ranch (Grades K-6) - are geographically located in the city of San Diego, in the Carmel Valley community, and the majority of English learners at these sites have a home language of Korean or Mandarin. SBSD's seventh campus, Solana Santa Fe (Grades K-6), is in the city of Rancho Santa Fe. The most common home language of Solana Santa Fe's English learner population is Spanish (30% of English learners), with 17% of the English learner students speaking a home language of Mandarin and 13% speaking Farsi (Persian).

Reflections: Annual Performance

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

Students in the Solana Beach School District (SBSD) continue to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and mathematics. The 2023 California School Dashboard Academic Indicators show the Solana Beach School District as a whole to be in the Blue (highest) performance level in both ELA and mathematics. All seven elementary schools within the District placed within either the Blue or Green performance levels in ELA and mathematics. District English Learner Progress in 2023 was reported at the Blue performance level. All student subgroups placed within the Blue or Green performance levels in mathematics.
The SBSD Suspension Rate performance level is Blue. While the districtwide performance level was Blue, the Students with Disabilities subgroup fell into the Yellow (medium) performance level for ELA. Additionally, Solana Beach School District as a whole received an "orange" performance level for Chronic Absenteeism for All Students as well as for five student subgroups. An analysis of 2023 California School Dashboard data reflective of the 2022-2023 school year revealed low performance in the area of student attendance (a high level of Chronic Absenteeism) at three school campuses. Solana Santa Fe Elementary received a "red" performance level for Chronic Absenteeism for All Students, White Students, and Students with Disabilities. Solana Pacific Elementary received a "red" performance level for Chronic Absenteeism for White Students. Carmel Creek Elementary received a "red" performance level for Chronic Absenteeism for English Learners and Hispanic Students.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Students	In the fall of 2023 and again in the early spring of 2024, each school campus engaged in site equity visits. These visits included empathy interviews and, in some cases, focus group conversations, with students representing a broad range of demographics and subgroups. In December of 2023, SBSD fifth and sixth grade students participated in the California Healthy Kids Survey (CHKS) Core Module in order to assess student perceptions and experiences related to school climate, connectedness, and learning engagement, supports for social-emotional learning, and health-related and behavioral learning barriers.
Parents/Guardians/Caregivers	All Parents/Guardians/Caregivers: All Parents/Guardians/Caregivers were encouraged to complete the School Climate and LCAP Input Survey. Multiple survey invitation and reminder messages were sent in English, Spanish, and Mandarin via the districtwide family messaging system throughout the month of March, 2024. Invitations and links to participate were shared on district social media channels (Facebook, Instagram). Each site administrator reinforced the invitation to participate in the survey multiple times through their weekly newsletters, also translated as appropriate for the school community. Short urls and QR codes were placed in all front lobbies and families were invited to use campus devices to complete the survey before or after their parent teacher conferences (week of March 11-March 15). Additionally, PTO and PTA parent leaders, DELAC leaders, and the SBSD Spanish bilingual

Educational Partner(s)	Process for Engagement
	community liaison amplified the call for all families to participate in the survey via their various communication and networking means including email, social media, and face-to-face conversations. Families had the option to self-identify if their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP, allowing survey data to be disaggregated by these subgroups: DELAC/ELAC: In January, 2024, district staff met with the combined Solana Vista (Grades K-3) Skyline Elementary (Grades 4-6) English Learner Advisory Committee (ELAC) to discuss the unique needs and recommendations of the families of English learners at those two campuses. In March, 2024, the Solana Beach School District English Learner Advisory Committee (DELAC) was engaged in a review and discussion of California School Dashboard Chronic Absenteeism performance levels for the District as a whole (orange performance level) and for the English learner subgroup (orange performance level). In addition, the DELAC reviewed School Climate and LCAP Input Survey responses from families whose home language is not English. Special Education Parent/Guardian Advisory Council (PAC): In March, 2024 the SBSD PAC met to discuss recommended supports for Students with Disabilities being served through an IEP to further develop inclusion practices and build a stronger sense of belonging. Regularly scheduled Parent/Guardian Advisory Roundtables Regularly scheduled Solana Beach Schools Foundation (SBSF) meetings Regularly scheduled Special Education/Guardian Advisory Council meetings

Educational Partner(s)	Process for Engagement
Certificated Teachers	All certificated teachers were encouraged to complete the School Climate and LCAP Input Survey and were given time at a staff meeting in March for this purpose. Bargaining Unit - Solana Beach Teachers' Association (SBTA) - regularly scheduled meetings Regularly scheduled Updates and Dialogue Meetings (all staff)
Classified Staff Members	All classified staff members were encouraged to complete the School Climate and LCAP Input Survey and were supported by site administrators in setting aside time for and/or accessing the appropriate technology needed for this purpose. Bargaining Unit - Solana Beach Association of Support Professionals (SBASP) - regularly scheduled meetings Regularly scheduled Updates and Dialogue Meetings (all staff)
Leadership Team	In March and April, 2024, the Solana Beach Beach School District Leadership Team (Senior Cabinet, School Site Administrators) met on two separate occasions to review performance on state and local indicators (for example, the California School Dashboard performance indicators and local i-Ready data sets) alongside local Social Emotional Learning (SEL) screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics. Regularly scheduled Leadership Team Meetings
Community Partners	In April, 2024, the Solana Beach Education Coalition (a coalition of community partners and public school representatives whose mission is supporting equitable academic and social emotional outcomes for Solana Beach children and caregivers) met to review performance on state and local indicators alongside local Social Emotional screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics.

Educational Partner(s)	Process for Engagement
	Regularly scheduled SELPA meetings Regularly scheduled DELAC meetings Regularly scheduled Education Coalition meetings Regularly scheduled Board of Education meetings

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

To support the continuous learning and well-being of all students, Solana Beach School District (SBSD) solicited input and feedback from a variety of educational partners via an LCAP input survey as well as through face-to-face empathy interviews and focus groups with students, families, educators, and community partners representing all students, including historically marginalized student populations. SBSD collected student feedback through student empathy interviews as part of the District's ongoing equity team work and equity visits. Student feedback and survey results were reviewed and examined for patterns and common themes.

SBSD surveyed families, certificated and classified staff during March of 2024 using a School Climate and LCAP Input Survey open to all families, community members, and staff. The survey was provided to families in English, Spanish, and Mandarin. Approximately, 700 respondents completed the School Climate and LCAP Input Survey, including classified and certificated staff, as well as families and students. Families had the option to indicate whether their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP.

In addition, multiple venues for educational partner input were provided through in-person and hybrid meetings, communication through email and phone calls, and public board meetings. Educational partner engagement opportunities included: District English Learner Advisory Committee (DELAC), Site/District Staff Meetings, Districtwide Updates and Dialogue Meetings, District Leadership Team Meetings, Board of Education Meetings, Education Coalition Meetings, Parent/Guardian Advisory Roundtables, Site ELAC and Parent Advisory Meetings, Special Education Parent/Guardian Advisory Council, regularly scheduled bargaining group meetings - Solana Beach Teachers' Association (SBTA) and Solana Beach Association of Support Professionals (SBASP), and Solana Beach Schools Foundation (SBSF) Meetings.

Participants at various meetings and empathy interview opportunities included: teachers and classified staff members from every school site, parents/guardians, students, administrators (including principals and assistant principal) from every school site and the District Office, community partners, Board of Education members, bargaining unit representatives, and foster youth/homeless support staff. This included gathering input from students, families, and parent advisory groups representing student subgroups and historically underperforming populations.

The most common trend noted across all educational partner feedback opportunities was an overall satisfaction with the core learning program and student outcomes across multiple measures (i.e., standardized testing scores, teacher and family observations, students' self-reports of feeling confident and accomplished in their academics). As a next step, educational partners suggested enhancements to the instructional program including individualizing instruction for learners and incorporation of more hands-on learning experiences. Goal 1, Actions 1.1 and 1.2 were developed to integrate this feedback.

A second strong trend in the data indicated ongoing and increased targeted attention to students' social and emotional needs, fostering a positive school community, ensuring safety, and providing appropriate support for students with behavioral challenges. Feedback suggested Social and Emotional Learning support that continues to develop and maintain student resilience, flexibility, and social skills. Goal 2, Action 1.1 was developed to integrate this feedback.

A third theme noted in Likert-scale survey questions, open-ended survey comments, and focus groups was an overall strong satisfaction with parent/guardian engagement, education, and two-way communication. While a point of pride and celebration, parent/guardian/caregiver outreach and engagement is something that must be continually maintained through proactive efforts and the LCAP is reflective of these efforts Goal 2, Action 2.3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each and every student will demonstrate growth towards meeting or exceeding grade-level standards.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the 2022-2023 school year, Solana Beach School District (SBSD) as a whole continued to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and mathematics. On the 2023 ELA Smarter Balanced Summative Assessment, 84.56% of students either met or exceeded standard, with 81.81% of students meeting or exceeding standard in the area of Mathematics. In addition, 71.80% of students met or exceeded standards on the California Science Test (CAST) and 69.7% of English learner students made progress toward English language proficiency according to the California School Dashboard English Learner Progress Indicator (ELPI). During the 2023-2024 school year, the local measure used to monitor student progress toward proficiency toward grade-level standards was Curriculum Associates' i-Ready diagnostic. As of January, 2024, 80% of all K-6 students were on track to meet or exceed standard in Reading by the end of the 2023-2024 school year, and 77% of K-6 students were on track to meet or exceed standard in Mathematics.

In light of the above baseline metrics, SBSD's goal is to maintain the overall high level of student academic achievement and English learner progress toward English proficiency while focusing on acceleration of growth across all content areas for students in historically underperforming subgroup populations, with an ultimate goal of increasing the percentage of Students with Disabilities being served by an IEP and Socioeconomically Disadvantaged students meeting or exceeding grade level standard over time. A 2022 study conducted by Curriculum Associates indicated that students performing two or more years below grade level are likely to reach grade level proficiency across multiple measures if they can meet their i-Ready Stretch Growth targets for two years in a row, therefore progress toward i-Ready annual Stretch Growth targets is one of the metrics being used to monitor progress on this LCAP Goal.

Research shows that students' academic performance is positively influenced by student engagement and agency. This is especially salient in the relationship between engagement and outcomes for historically underperforming populations such as Socioeconomically Disadvantaged students, Students with Disabilities being served by an IEP, and students at risk of becoming long-term English learners. In alignment with the SBSD Mission, Vision, Student Promotion Profile Descriptors, and Equity Statement, LCAP Goal 1 includes action steps designed to boost student engagement and agency through deployment of evidence-based practices to support implementation of standards and student application of interdisciplinary, hands-on, project-based learning.

Additionally, research has illuminated a learning-outcomes gap between Socioeconomically Disadvantaged student populations and more well Socioeconomically resourced peers. In an effort to promote equitable outcomes for each and every learner, LCAP Goal 1 encompasses

an action step of enrolling four-year-old students in a pre-kindergarten program designed to develop early literacy, numeracy, and critical thinking skills alongside kindergarten readiness dispositions.

The 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Additionally, educational partner input included a recommendation for enhance personalized learning and support (tailored learning paths, individualized instruction, and increased support resources to meet diverse student needs effectively, including challenging advanced learners), increased implementation of innovative teaching methods and hands-on learning experiences and maximization to support structures including intervention services during the school day and into expanded learning time frames. LCAP Goal 1 includes action steps developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results	January 2024 i-Ready Reading Diagnostic: A. 57% of All B. 58% of Students with Disabilities (SwD) C. 57% of English Learners (ELs)			A. Maintain 55-60% of All B. Maintain 55-60% of SwD C. Maintain 55-60% of ELs	
1.2	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results	January 2024 i-Ready Math Diagnostic: A. 52% of All B. 47% of SwD C. 54% of ELs			A. Maintain 50-55% of All B. 50-55% of SwD C. Maintain 50-55% of ELs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of K-4 students achieving 100% of their annual Stretch Growth Target on local end of year i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results	May 2024 i-Ready Reading Diagnostic: A. 78% of All B. 70% of SwD C. 80% of ELs			A. Maintain 75-80% of All B. 75-80% of SwD C. Maintain 75-80% of ELs	
1.4	Percent of K-4 students achieving 100% of their annual Stretch Growth Target on local end of year i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results	May 2024 i-Ready Math Diagnostic: A. 80% of All B. 72% of SwD C. 80% of ELs			A. Maintain 75-80% of All B. 75-80% of SwD C. Maintain 75-80% of ELs	
1.5	Reclassification Rate Data Source: Local Reclassification Data	2023-2024 Rate of Reclassification of English Learners: 11% Reclassification Rate			Maintain a 10-15% Reclassification Rate	
1.6	Percent of English learners who: » decreased at least one ELPI level » maintained ELPI Levels 1, 2, and 3 » progressed at least one ELPI level	Spring 2023 ELPI: » 12.4% of ELs decreased at least one ELPI level » 17.1% of ELs maintained ELPI Levels 1, 2, and 3			» Fewer than 10% of ELs decrease one or more ELPI levels » 15-20% of ELs maintain ELPI Levels 1, 2, and 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	» maintained ELPI Level 4 Data Source: CA Schools Dashboard English Learner Progress Indicator (ELPI)	» 54.1% of ELs progressed at least one ELPI level » 16.5% of ELs maintained ELPI Level 4			» 55-60% of ELs progress at least one ELPI level » 10-15% of ELs maintain ELPI Level 4	
1.7	Percent of students in grades 3–6 who meet or exceed standard in English language arts (ELA) Data Source: California Assessment of Student Performance and Progress (CAASPP)	Spring 2023 CAASPP ELA: A. 85% of All B. 46% of Swd C. 72% of Socioeconomically Disadvantaged (SED) D. 41% of ELs >12 months Preliminary Spring 2024 CAASPP ELA (97% of student scores available): A. 82% of All B. 37% of Swd C. 66% of SED D. 68% of ELs >12 months			A. Maintain 80-85% of All B. 45-50% of SwD C. 70-75% of SED D. 70-75% of ELs >12 months	
1.8	Percent of students in grades 3–6 who meet or exceed standard in mathematics Data Source: California Assessment of Student	Spring 2023 CAASPP Math: A. 81% of All B. 44% of SwD C. 61% of SED D. 40% of ELs >12 months			A. Maintain 80-85% of All B. 45-50% of SwD C. 65-70% of SED D. 70-75% of ELs >12 months	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)	Preliminary Spring 2024 CAASPP Math (97% of student scores available): A. 80% of All B. 37% of Swd C. 60% of SED D. 74% of ELs >12 months				
1.9	Percent of students in grade 5 who meet or exceed standard in Science Data Source: California Science Test (CAST)	Spring 2023 CAST: A. 72% of All B. 33% of SwD C. 58% of SED D. 12% of ELs >12 months Preliminary Spring 2024 CAST Math (97% of student scores available): A. 71% of All B. 35% of Swd C. 48% of SED D. 60% of ELs >12 months			A. Maintain 70-75% of All B. 35-40% of SwD C. 50-55% of SED D. 55-60% of ELs >12 months	
1.10	Percent of students in grade 5 participating in Physical Fitness Testing (PFT) Data Source: Physical Fitness Data	Physical Fitness Testing 2024 participation rates: • 98% of 5th grade students participated in 3 of 5 domains • 97% of 5th grade students			Physical Fitness Testing 2024 participation rates: • Maintain 95-100% of 5th grade students participating in 3 of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated in 4 of 5 domains • 94% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: 96% - Aerobic Capacity 98% - Abdominal Strength 98% - Trunk Strength 96% - Flexibility 98% - Upper Body Strength			5 domains • Maintain 95-100% of 5th grade students participating in 4 of 5 domains • Maintain 90-95% of 5th grade students participating in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: • Maintain 95-100% of 5th grade students participating in each individual domain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percent of students in Grade 5 and 6 who report Meaningful Participation in School Data Source: California Healthy Kids Survey (CHKS)	December 2023 CHKS: A. 55% of Grade 5 B. 52% of Grade 6			A. 70% of Grade 5 B. 70% of Grade 6	
1.12	Annual Solana Beach School District Board of Education resolution showing sufficiency of instructional materials Data Source: Board of Education resolution	Annual 2023-2024 BOE resolution showing sufficiency of instructional materials			Maintain annual BOE resolution showing sufficiency of instructional materials	
1.13	Appropriately credentialed and assigned teachers: 100% of teachers are appropriately assigned and fully credentialed Data Source: School Accountability Report Card (SARC) and district Audit Reports	100% of 2022-2023 teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)			Maintain 100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	
1.14	100% of students, including unduplicated students and students with Individualized Education Plans will participate in a broad	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples show 100% of 2023-2024 students (including unduplicated			Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples will show maintenance of 100% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study aligned to state standards Data Sources: Attendance Records, Equity Visits, and Student Work Samples	students and students with students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media			students (including unduplicated students and students with students with Individualized Education Plans) participating in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	
1.15	Academic content and performance standards (ELA, ELD/ELA, Math, History-Social Science, and Science) adopted by the state board will be implemented, including access by English Learners to academic content standards and English Language Development standards. Data Sources: Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic			Evidence gathered from Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) will show maintenance of full implementation and sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		content standards and English Language Development standards.			of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	

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	Implementation of state standards	- Ensuring all teachers have appropriate credential to support students - Purchasing and replacement of standards-aligned adopted and supplementary materials as needed (e.g. History/Social Science, ELA/ELD materials, Mathematics, Science other content area materials as identified) - Professional learning and coaching support in implementation of History-Social Science curriculum materials, being adopted for the 2024-2025 school year, in alignment with the California History/Social Science Standards and Framework - Professional learning and coaching support in implementation of 2023 Mathematics Framework - Piloting of Mathematics curriculum aligned to California State Standards and 2023 California Mathematics Framework for potential adoption - Professional learning and coaching support in implementation of Assembly Bill 285, requiring a course of study to emphasize the causes and effects of climate change and methods to mitigate and adapt to its effects Certificated staff to support enhanced implementation of standards-aligned instruction through student application of interdisciplinary, hands-on, project-based learning to include: - increased connections between concepts learned in the classroom and relevant impact to society through classroom projects - design thinking and engineering design processes - opportunities to share learning beyond the classroom walls to positively impact the community (i.e., service learning projects) - actualization of the District Mission, Vision, and Student Promotion Profile Descriptors, empowering student voice and student in exploring interests, passions and relevant connections to the world - Environmental Stewardship programs to foster student understanding and application of environmental literacy - Staff research and exploration of quality language program models in support of skills reflective of a global world	$1,785,569.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional learning and collaboration for enhanced instruction	Professional learning, collaboration, and coaching support in: • Evidence-based methods for boosting student engagement and agency in their learning experiences • Screening students to identify those at risk for reading difficulties • Evidence-based strategies for literacy/reading instruction including support for students at risk for reading difficulties • Refinement of cohesive and comprehensive multi-tiered system of support for students success, including screening, progress monitoring, benchmark assessments, and contingencies for students exceeding expected pace of proficiency at grade-level standard as well as defined, evidence-based supports for students who are not meeting grade-level proficiency at an expected pace	$404,000.00	No
1.3	English Language Development (ELD)	Professional learning and coaching support in implementation of California English Language Development (ELD) Standards and English Learner Roadmap Expenditures included in Goal 1, Action 2.	$0.00	No
1.4	Jumpstart Program	Pilot launch of Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria	$436,000.00	Yes
1.5	Targeted and Intensive Supports - All Students	Additional targeted and intensive support services are provided to students who do not make expected progress toward achieving grade level standards • Certificated staff, with paraprofessional support will provide targeted instruction to students monitored in four to six week	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		cycles to support skill acquisition and proficiency towards standards • i-Ready Learning Pathways will be used to support targeting specific skills at a student's level of performance • Targeted math intervention using curriculum (e.g. Do the Math) and Cognitively Guided Instruction strategies • Targeted reading intervention curriculum and evidenced based strategies to support skill proficiency (e.g. Sonday System, Orton-Gillingham) • Licensed Clinical Social Worker (LCSW) will continue to support in 2024-25 with coordinated services around mental health, alongside Social Emotional Learning (SEL) teams and School Social Work Interns • District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW Expenditures included in Goal 1, Action 6.		
1.6	Targeted and Intensive Supports - Unduplicated Populations	Additional targeted and intensive support services are provided to unduplicated students who do not make expected progress toward achieving grade level standards: • Certificated staff, with paraprofessional support, build upon primary language assets and deliver direct instruction to unduplicated students, provide professional learning to staff and consult with classroom teachers • English Language Development (ELD) support teachers and staff utilize targeted strategies and curriculum to support English learners in achieving standards. This may include direct instruction to students, the use of instructional strategies to support with English Language Development (e.g. Guided Language Acquisition Design (GLAD) strategies) • Services for English learners focus on students reclassifying prior to exiting the district in grade six	$1,439,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- English Learner support staff monitor student progress before and after reclassification, and provide targeted supports if a student's performance falls below the reclassification criteria - ELD Standards and the California English Learner Roadmap are used to enhance programs and supports in service of building English Proficiency - Targeted math intervention using evidence-based strategies and supplemental resources - A full-time and part-time bilingual community liaisons provide outreach to families, support translation, and connect families to resources and/or community organizations - Extended day and extended year learning opportunities are provided for unduplicated students - Socioeconomically disadvantaged students are provided with scholarships to attend summer enrichment, summer intervention classes, or extended day opportunities - Outreach is provided to families of foster youth and homeless students to coordinate services - Additional social and emotional learning supports provided as needed to ensure an optimal learning environment - Preschool learning opportunities provided for socioeconomically disadvantaged students - Licensed Clinical Social Worker (LCSW) will continue to support in 2024-25 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns - District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW		
1.7	Targeted and Intensive Supports - Students with Disabilities	Additional targeted and intensive support services are provided to students with disability who do not make expected progress toward achieving grade level standards	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		- Certificated staff, with paraprofessional support provided targeted instruction to students with disability and collaborate with classroom teacher to support students - Lexia Core Five Reading will be used as an additional support to assess, monitor and advance student progress - Targeted math support using curriculum (e.g. Do the Math) and Cognitively Guided Instruction strategies - Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment - Licensed Clinical Social Worker (LCSW) will continue to support in 2024-25 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns - District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL needs of students under the supervision of the LCSW Expenditures included in Goal 1, Action 6.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each and every student will feel connected, engaged, and supported in a positive, safe, and inclusive school environment that fosters physical, social and emotional well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

During the 2022-2023 school year, Solana Beach School District (SBSD) maintained a "Standard Met" status across the California School Dashboard Local Indicators related to Goal #2 (Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey) as well as a low suspension rate for the "All students" group.

During the 2023-2024 school year, the California Healthy Kids Survey was administered to Grade 5 and Grade 6 students, and results revealed positive outcomes in the areas of School Connectedness, Caring Adults, Social and Emotional Learning Supports and Anti-Bullying Climate. Additionally, the local School Climate and LCAP survey administered in March, 2024 included a high level of both staff and parent/guardian/caregiver agreement with such statements as: "Students are aware of their own areas of strength and areas for growth;" "The school environment is welcoming for students and adults;" "Students feel a sense of connection to others at school;" and "Students and their families' cultures/heritages area acknowledged and respected."

SBSD's goal is to maintain/improve these positive trends while addressing specific areas where multiple data sources have revealed an opportunity for refinement and improvement for the overall student population and/or specified subgroup populations.

One area to be addressed under LCAP Goal #2 is Chronic Absenteeism. The rate of chronically absent students is calculated each school year as a percentage of students absent for 10 percent or more of the instructional days they were enrolled in Solana Beach School District. In 2022-2023, the District as a whole received an "orange" performance level for Chronic Absenteeism for All Students as well as for five student subgroups. An analysis of 2023 California School Dashboard data reflective of the 2022-2023 school year revealed low performance in the area of student attendance (a high level of Chronic Absenteeism) at three school campuses. Action 2.2 was developed in response to Chronic Absenteeism baseline data.

Staff and parent/guardian/caregiver input via the the local School Climate and LCAP survey and during Spring, 2024 empathy interviews and focus groups included a consistent theme of calling for continued emphasis on Social and Emotional Learning and the building of inclusive environments. Action 2.1 was developed in response to this feedback.

LCAP Goal 2 and the related Metrics and Actions reinforce the core principle All Learning is Social and Emotional with a goal of developing common understanding and language among students, staff, and families that SEL is embedded in all interactions and interdisciplinary learning activities, rather than a separate program. In addition, Actions are geared toward enhancing a culture where all the adults in the

school buildings are collectively responsible for supporting student needs, with continued use of multiple sources of data to inform tiered approaches to programming and services matched to individual student needs.

Additionally, as shared above in connection to LCAP Goal 1, the 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Therefore, action steps have been included in an effort to boost student engagement and agency.

Parent/guardian/caregiver survey respondents and focus group participants praised current efforts and reinforced a preference for ongoing two-way communication and parent engagement and education opportunities. Action 2.3 is reflective of this feedback.

Lastly, trends arose in the School Climate and LCAP survey related to students having ample opportunities for physical activity and adequate options for nutritious food. Action 2.4 was developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in Grade 5 and 6 who report feeling safe at school Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 88% of Grade 5 B. 91% of Grade 6			A. 90-95% of Grade 5 B. Maintain 90-95% of Grade 6	
2.2	Percent of respondents who report "The school environment in safe, clean, and structured to foster learning" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 96% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree			A. Maintain 95-100% of parents/ guardians/ caregivers Strongly Agree or Agree B. 95-100% of staff Strongly Agree or Agree	
2.3	Percent of students in Grade 5 and 6 who report School Connectedness	December, 2023 CHKS A. 85% of Grade 5 B. 82% of Grade 6			A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Survey (CHKS)					
2.4	Percent of respondents who report "Students feel a sense of connection to others at school" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 90% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree			A. Maintain 90-95% of parents/ guardians/ caregivers Strongly Agree or Agree B. Maintain 90-95% of staff Strongly Agree or Agree	
2.5	Percent of students in Grade 5 and 6 who report Caring Adults in School Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 80% of Grade 5 B. 79% of Grade 6			A. Maintain 80-85% of Grade 5 B. 80-85% of Grade 6	
2.6	Percent of students in Grade 5 and 6 who report Social and Emotional Learning Supports Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 81% of Grade 5 B. 80% of Grade 6			A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	District Attendance Data Source: Attendance Report	2023-2024 Overall District Attendance Rate: 96%			Maintain Overall District Attendance Rate of 95% or Higher	
2.8	Chronic Absenteeism Rate Data Sources: DataQuest / California School Dashboard	Spring 2023 Chronic Absenteeism: A. 9.3% - All (Orange performance level) B. 13.5% - Students with Disabilities (SwD) (Yellow performance level) C. 13.6% - Socioeconomically Disadvantaged (SED) (Yellow performance level) D. 11.5% - English Learners (EL) (Orange performance level) E. 15% - Solana Santa Fe Elementary (Red performance level)			A. All - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) B. SwD - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) C. SED - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) D. - EL - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) E. Solana Santa Fe Elementary - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard)	
2.9	Percentage of staff indicating "Students understand the expectations for	March, 2024 Local School Climate and LCAP Survey			85% of staff respond "Strongly Agree" or "Agree"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	behavior in the classroom and throughout the school" Data Source: Local School Climate and LCAP Survey	80% of staff responding "Strongly Agree" or "Agree"				
2.10	Percentage of staff indicating "Students behavioral success is supported at school" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 77% of staff responding "Strongly Agree" or "Agree"			85% of staff respond "Strongly Agree" or "Agree"	
2.11	Percentage of students self-reporting alignment with CASEL Competencies - percentage of students answering "Yes" (Grades K-2) or "Almost Always" / "Often" (Grades 3-6) Data Source: Local Social Emotional Learning (SEL) Universal Screener	Winter 2024 SEL Universal Screener » 87% - I have a trusted adult at school » 75% - I know how to calm myself down when I am upset » 87% - I like who I am » 76% - I think about making responsible decisions before I act » 91% - I have one or more good friends at school » 76% - I work well with others in a group » 83% - I listen to other people's ideas » 82% - I feel cared for and accepted at school			» 90% - I have a trusted adult at school » 80% - I know how to calm myself down when I am upset » 90% - I like who I am » 80% - I think about making responsible decisions before I act » Maintain 90-95% - I have one or more good friends at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					» 80% - I work well with others in a group » Maintain 80-85% - I listen to other people's ideas » 85% - I feel cared for and accepted at school	
2.12	Percentage of families indicating "Students have ample opportunities for physical activity" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 81% of families responding "Strongly Agree" or "Agree"			85% of families responding "Strongly Agree" or "Agree"	
2.13	Percentage of families indicating "Students are provided with options for nutritious food." Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 76% of families responding "Strongly Agree" or "Agree"			80% of families responding "Strongly Agree" or "Agree"	
2.14	Suspension Rate Data Source: California School Dashboard	Spring 2023 California School Dashboard Suspension Rate: 0.4%			Maintain Suspension Rate Below 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Expulsion Rate Data Source: School Accountability Report Card (SARC)	Spring 2022 SARC Expulsion Rate: 0%			Maintain Suspension Rate Below 0.1%	
2.16	Facilities Report Data Source: School Accountability Report Card (SARC) and Facility Inspection Tool (FIT) Report	Spring 2023 SARC and FIT Report 100% of schools at the "Good" or better rating			Maintain 100% of schools will at the "Good" or better rating	
2.17	Parent/ Guardian/ Caregiver participation and engagement in advisory groups, events, engagement forums, and education opportunities (including families of unduplicated students and students with exceptional needs) Data Sources: • Meeting records/minutes • Agendas • Sign In sheets • Meeting input/feedback surveys	2023-2024 Parent/ Guardian/ Caregiver Participation and Engagement: » 100% (6 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year)			Maintain: » 80-100% (5-6 out of 6) of campuses represented at each DELAC meeting » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		» 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings			Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	
2.18	Parent/ Guardian/ Caregiver two-way communication Data Sources: • Communication viewing metrics, where available • Meeting/event attendance • Meeting /event input/feedback surveys	Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). • 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year)			Maintain: • Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 85% participation in Back-to-School Night and Open House events			provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). • 85% participation in Parent/ Guardian/ Caregiver /Teacher conferences (two times each year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• 85% participation in Back-to-School Night and Open House events	

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	District Wellness: Physical, Social-		$970,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Emotional Learning, and Mental Health Supports	• District Wellness Committee to support student actualizing wellness Board policy, refining action steps and evaluating progress to support overall student wellness (physical and social-emotional), guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies • Local Social-Emotional Learning (SEL) Universal Screener administered two times a year as a means of identifying students who may need additional targeted supports • Ongoing deployment of Site Equity Teams in support of overall student wellness, inclusion, and belonging • Ongoing Site Equity visits two times a year provide data on patterns and trends of student wellness, inclusion, and belonging • Ongoing refinement of Effective Schoolwide Environment Plans (ESEPs), including a tiered approach to proactively supporting and reinforcing expected behavior and site supports for unexpected behaviors • Ongoing refinement of Effective Classroom Environment Plans (ECEPs), including a tiered approach to proactively supporting and reinforcing expected classroom behavior and actions to support unexpected behaviors • Continued building of common understanding and language around bullying (what bullying is/is not, strategies for reporting allegations of bullying, and staff requirements in addressing allegations) • Professional learning and coaching support in supporting overall student wellness (physical and social-emotional) • Professional learning and coaching support in addressing equity, diversity, and inclusion • District staff and Site SEL teams support coordinated services for each and every student to promote a positive school climate at each school site. In addition, site SEL teams provide or coordinate targeted services to identified students, including students of unduplicated populations. Site SEL teams may include: school counselors, guidance instructors, school psychologists, licensed clinical social worker, school social work interns, district administrative staff and/or teachers on special assignment, principals and site teachers and support staff		

Action #	Title	Description	Total Funds	Contributing
		• Refinement of cohesive and comprehensive multi-tiered system of support for student success, including screening and ongoing monitoring of student progress relative to SEL Scope and Sequence, with defined, evidence-based supports for students who are not meeting developmental proficiency at an expected pace • Licensed clinical social worker supports coordinated services around mental health, alongside SEL teams and school social work interns • School counselor staffing of 1.0 FTE at each school campus • Partnership with local and county mental health support resources to promote a positive climate and address wellness initiatives		
2.2	Chronic Absenteeism	• Professional learning, collaboration, and coaching support in enhancing evidence-based positive conditions for learning including authentic academic engagement, student agency, physical and emotional health and safety, and a strong sense of belonging, connection, and support • Family education and awareness on such topics as when (and when not) to stay home ill; long-term impacts of absences on academics, SEL, peer relationships, and behavior • Parent/guardian/caregiver engagement in understanding the purpose and requirements around proactive absence management systems such as Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings • Ongoing monitoring of attendance in order to provide early, supportive intervention in the form of personalized outreach to students and families • Concentrated emphasis on the above actions will be targeted to those campuses and student groups receiving a "red" performance level on the California School Dashboard in 2023: Solana Santa Fe Elementary All Students, Solana Santa Fe Elementary White Students, Solana Santa Fe Elementary Students with Disabilities. Solana Pacific Elementary White	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Students, Carmel Creek Elementary English Learners, and Carmel Creek Elementary Hispanic Students. Included in Goal 1, Action 2.		
2.3	Parent/Guardian/Family Engagement	• Promotion of parent/guardian/caregiver education, with specific outreach to unduplicated families around resources available to support students, strategies to foster student wellness and academic growth, and managing healthy technology and internet usage at home • Ongoing engagement of parents/guardians/caregivers through regular input surveys and parent leadership/advocacy groups and both the district and site level (i.e., ELAC, DELAC, Parent Advisory Committee (PAC), PTO/A Roundtable) • Bilingual Community Liaisons (Spanish and Mandarin) provide outreach to families, support translation and interpretation, and network with community organizations in support of families • Promotion and support of engagement opportunities including: School Site Council, DELAC and ELAC meetings, Back-to-School and Open House events, STREAM events, Family/Guardian Conferences two times each year, parent/guardian workshops, opportunities to volunteer on campus, PTA/PTO meetings and events, and events sponsored by the Solana Beach Schools Foundation • Evaluation and refinement of methods and content of communication to maximize partnerships between school and home • Parent/guardian/caregiver options (virtual, in-person) for school related meetings to support student success	$115,000.00	No
2.4	Physical Activity and Nutrition		$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Child Nutrition Services (CNS) will evaluate and provide students with fresh, healthy, and appealing meals, aligned to state and federal health guidelines and mandates • Family outreach and engagement, including maintaining list of Frequently Asked Questions on its webpage related to required daily nutritional requirements set forth by the United States Department of Agriculture (USDA) • CNS partnership with student leaders to create and produce educational video clips for peers regarding daily nutritional requirements and healthy food options • CNS partnership with school sites and student leaders to gather feedback from students and provide a venue for student voice on new recipes and food items • Ongoing professional learning and training focused on food handling safety, scratch cooking, plant based recipes, and local foods • Physical fitness and education around the benefits of being physically active will continue to be incorporated into the instructional day		
2.5	Physical Safety and Optimal Learning Environments	• District Safety Committee to evaluate safety protocols and procedures, making recommendations to ensure alignment with education code, board policy, and the most progressive practices as supported by law enforcement and the San Diego County Office of Education safety resources • Related supplies maintained to optimize safe environments • Site safety and security features/procedures evaluated and updated as needed • Visitor Management System (e.g. Raptor) and ongoing refinement of system controls in support of safe and optimal learning environments (i.e., electronic locks, building management systems), to include related staff training • Ongoing updates, inspections, maintenance and repairs ensure students are learning in optimal environments	$1,916,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Evaluation and updating, as needed, learning environments to foster collaboration, creativity, communication, and critical thinking, while adhering to fire code and safety provisions • Energy conservation programs and systems reviewed and implemented as appropriate • Portable HEPA filters maintained to maximize air quality as needed		
2.6	Partnership and Cohesion with External Community Partners	• Participation in Solana Beach Education Coalition and San Dieguito Alliance for Drug Free Youth networking opportunities in order to collaborate and maximize efforts in partnership with community service organizations (i.e., Casa de Amistad, Boys and Girls Club, San Dieguito Alliance for Drug Free Youth, La Colonia de Eden Gardens, Del Sol Lions Club) • School site and preschool staff crossover communication when students, including students with disabilities being served by and IEP, transition from community preschool programs (Casa de Amistad, SBSD Child Development Center) to kindergarten • School site and San Dieguito Union High School District (SDUHSD) staff crossover communication in support of maximizing student wellness resources (e.g. suicide prevention, mental well-being, physical safety, building communications, supporting students and families, connections to law-enforcement and other resources) and to support transition from SBSD to SDUHSD	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,169,184	$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
3.929%	0.000%	$0.00	3.929%

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
1.3	**Action:** English Language Development (ELD) **Need:** Solana Beach School District English learners annually comprise between 11-13% of the overall student population. During the 2023-2024 school year, 50 newcomer English learner students joined the Solana Beach School District midyear or later, half of whom enrolled in Grades 4-6. SBSD English learners	Professional learning and coaching will continue to strengthen all teacher and staff members' implementation of California English Language Development (ELD) Standards and English Learner Roadmap.	CAASPP and i-Ready Diagnostic results for English Learners Reclassification Rate CA Schools Dashboard English Learner Progress Indicator (ELPI)

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
	who have been enrolled in a United States school for more than one year show inconsistent results on the ELA, Math, and Science components of state standardized testing. Additionally, 12% of English learners decreased one ELPI level during the 2022-2023 school year. See also: Reflections: Annual Performance and Measuring and Reporting Results sections. **Scope:**		
1.4	**Action:** Jumpstart Program **Need:** Socioeconomically disadvantaged (SED) students have a lower rate of proficiency in comparison to the general student population according to state standardized testing in ELA, Math, and Science. The SED population received an "yellow" performance level for Chronic Absenteeism in 2022-2023, with a 13.6% rate of chronic absenteeism. See also: Reflections: Annual Performance and Measuring and Reporting Results sections. **Scope:** LEA-wide	Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria prioritizes enrollment for Unduplicated Pupils, with Priority 1 being Socioeconomically Disadvantaged Students and Foster Youth and Priority 2 being English Learners.	CAASPP and i-Ready Diagnostic results for Socioeconomically Disadvantaged Students Chronic absenteeism rate for Socioeconomically Disadvantaged Students

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Targeted and Intensive Supports - Unduplicated Populations **Need:** English Learners (EL) and Socioeconomically Disadvantaged (SED) Students have lower rates of proficiency in comparison to the general student population according to the locally administered i-Ready Reading and Math Diagnostics and state standardized testing in ELA, Math, and Science. The EL population received an "orange" performance level and the SED population received an "yellow" performance level for Chronic Absenteeism in 2022-2023. See also: Reflections: Annual Performance and Measuring and Reporting Results sections. **Scope:** Limited to Unduplicated Student Group(s)	Unduplicated Students will be supported on multiple fronts, including targeted academic supports aligned to the ELD standards and English Learner Roadmap, evidence-based pedagogical practices designed to engage each and every learner, family outreach and engagement, and social and emotional learning supports, where needed.	CAASPP and i-Ready Diagnostic results for English Learners Reclassification Rate CA Schools Dashboard English Learner Progress Indicator (ELPI) Chronic absenteeism rate for English Learners CAASPP and i-Ready Diagnostic results for Socioeconomically Disadvantaged Students Chronic absenteeism rate for Socioeconomically Disadvantaged Students

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

Additional Concentration Grant Funding

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

N/A

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

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	29,755,862	1,169,184	3.929%	0.000%	3.929%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,540,569.00	$355,000.00	$0.00	$170,000.00	$7,065,569.00	$4,920,569.00	$2,145,000.00

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
1	1.1	Implementation of state standards	All	No			All Schools	Ongoing	$1,785,569.00	$0.00	$1,785,569.00				$1,785,569.00	
1	1.2	Professional learning and collaboration for enhanced instruction	All	No				Ongoing	$235,000.00	$169,000.00		$355,000.00		$49,000.00	$404,000.00	
1	1.3	English Language Development (ELD)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Jumpstart Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$376,000.00	$60,000.00	$436,000.00				$436,000.00	
1	1.5	Targeted and Intensive Supports - All Students	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Targeted and Intensive Supports - Unduplicated Populations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,439,000.00	$0.00	$1,318,000.00			$121,000.00	$1,439,000.00	
1	1.7	Targeted and Intensive Supports - Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	All	No			All Schools	Ongoing	$970,000.00	$0.00	$970,000.00				$970,000.00	
2	2.2	Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Parent/Guardian/Family Engagement	All	No			All Schools	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	

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	Physical Activity and Nutrition	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Physical Safety and Optimal Learning Environments	All	No			All Schools	Ongoing	$0.00	$1,916,000.00	$1,916,000.00				$1,916,000.00	
2	2.6	Partnership and Cohesion with External Community Partners	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,755,862	1,169,184	3.929%	0.000%	3.929%	$1,754,000.00	0.000%	5.895 %	**Total:**	$1,754,000.00
								LEA-wide Total:	$436,000.00
								Limited Total:	$1,318,000.00
								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	1.4	Jumpstart Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,000.00	
1	1.6	Targeted and Intensive Supports - Unduplicated Populations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,318,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,444,457.00	$6,737,457.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of state standards	No	$2,664,000.00	$2,313,000
1	1.2	Progress Monitoring Student Growth and Advancing Student Learning	No	$120,000.00	$120,000.00
1	1.3	Professional Learning	No	$990,000.00	$689,000
1	1.4	Targeted and Intensive Supports	No	$510,000.00	$510,000.00
1	1.5	Targeted and Intensive Supports	Yes	$1,242,000.00	$1,242,000.00
1	1.6	Targeted and Intensive Supports	No	$1,600.00	$1,600.00
2	2.1	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	No	$642,000.00	$587,000
2	2.2	Physical Safety and Optimal Learning Environments	No	$1,226,857.00	$1,226,857.00
2	2.3	Communication and Collaboration	No	$0	$0
2	2.4	Civic Mindedness	No	$48,000.00	$48,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,190,682	$1,242,000.00	$1,242,000.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Targeted and Intensive Supports	Yes	$1,242,000.00	$1,242,000.00		

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)
30,341,313	1,190,682	0.00	3.924%	$1,242,000.00	0.000%	4.093%	$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:

  o 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]).

  o 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.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o 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.

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

    o 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.

    o 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.

    o 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:

  o 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.

  o 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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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).

California Department of Education
November 2023