

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Joint School District

CDS Code: 43-69492-6047351

School Year: 2024-25

LEA contact information:

Dr. Sean Joyce, PhD

Superintendent

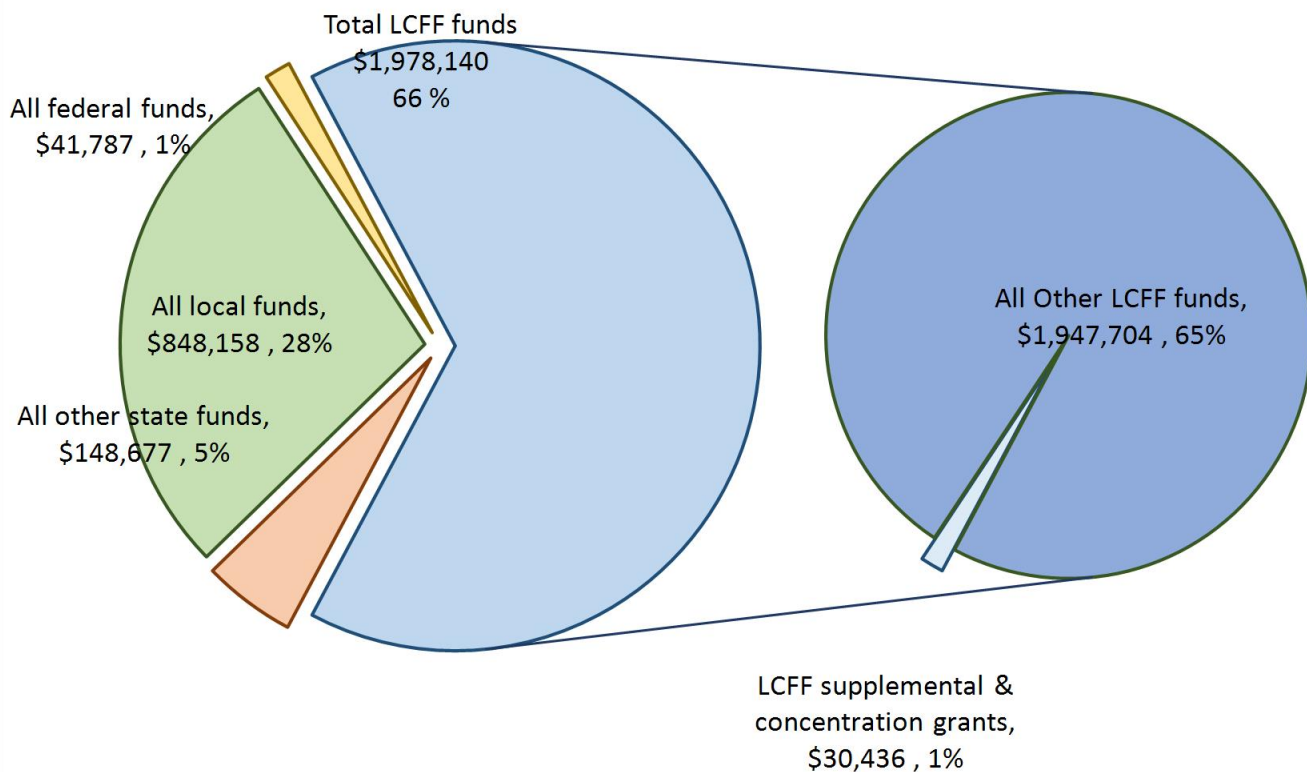
nwojcik@lakesidelosgatos.org

408-354-2372

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

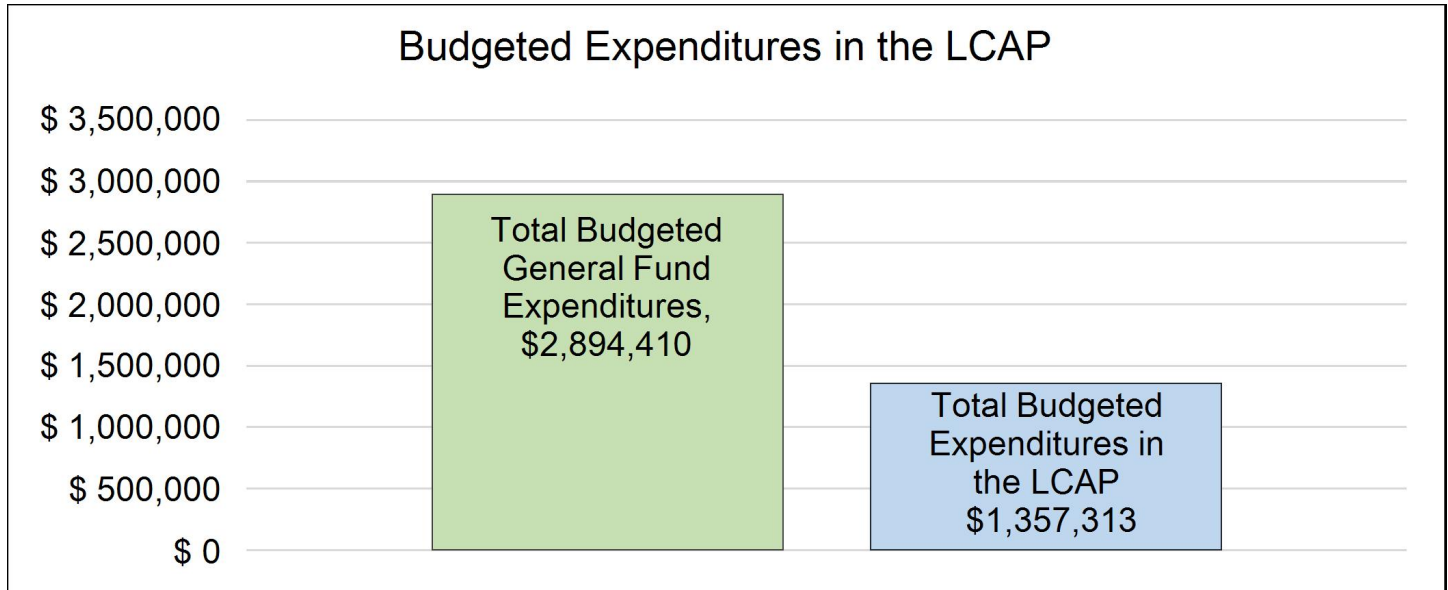


This chart shows the total general purpose revenue Lakeside Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Joint School District is \$3,016,762, of which \$1,978,140 is Local Control Funding Formula (LCFF), \$148,677 is other state funds, \$848,158 is local funds, and \$41,787 is federal funds. Of the \$1,978,140 in LCFF Funds, \$30,436 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Lakeside Joint School District plans to spend \$2,894,410 for the 2024-25 school year. Of that amount, \$1,357,313 is tied to actions/services in the LCAP and \$1,537,097 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

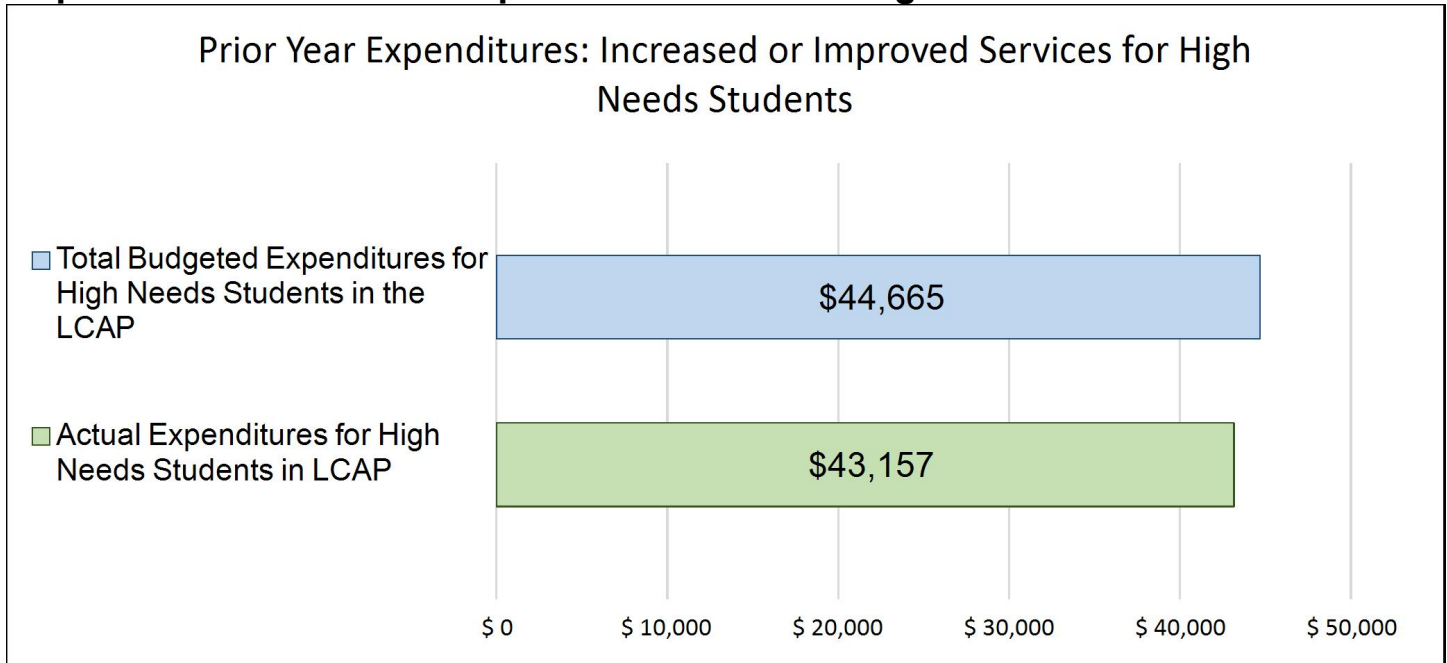
The General Fund Budget expenditures not included in the LCAP are funds used for Maintenance and Operations, the Universal Meal Program, the school and district administration employees, utilities expenses, etc.

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

In 2024-25, Lakeside Joint School District is projecting it will receive \$30,436 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Joint School District plans to spend \$132,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Lakeside Joint School District's LCAP budgeted \$44,665 for planned actions to increase or improve services for high needs students. Lakeside Joint School District actually spent \$43,157 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,508 had the following impact on Lakeside Joint School District's ability to increase or improve services for high needs students:

The difference between what our original LCAP budgeted to support an increase or to improve services for our high needs students (\$1,508 less than what was budgeted) was largely due to being unable to retain the services of our BCBA who moved out of state and was unable to continue to contract with the District, and the failure to find a certified school counselor for a .17 FTE assignment. Those support services were provided by other contract service providers and/or current employees of LJSD, and the difference being the \$1,508. Additionally, our Champions Before/After school childcare and Summer Camp provider had fewer unduplicated students participate in their various programs than we projected.

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 |
|-------------------------------------|---------------------------------------|---|
| Lakeside Joint School District | Dr. Sean Joyce, PhD Superintendent | sjoyce@lakesidelosgatos.org 408-354-2372 |

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.

Vision:
Lakeside Students will achieve at their highest potential to be prepared for their future.

Mission:
Our mission is to create independent learners with a rich and challenging curriculum, distinguished by instructional variety, innovation and collaboration while fostering social-emotional strength.

Lakeside School is a small "jewel" nestled in the hills of the Santa Cruz Mountains, straddling both Santa Cruz and Santa Clara Counties, overlooking Silicon Valley. Lakeside School has a rich history, established in 1881 as a one-teacher 1st through 8th grade single room school until the mid-1950s. The history of Lakeside School is deeply intertwined with the Los Gatos and the Santa Cruz Mountains. During the first 80 years, Lakeside School became the local educational agency that would incorporate Central, Brown, Castle Rock, and Fairview Schools. The bulk of our current campus was built in 1967, with our Community Center completed in 2004. One of the early buildings used to house Lakeside School was moved to its present location in 1917, atop the hill, across the playground and playing field, opposite the current school building. This original one-room schoolhouse is currently used by the Los Gatos-Saratoga Observation Nursery School. Existing in the more rural mountain area, the Lakeside School Community is often challenged with access to basic services, being affected by frequent power outages (some of which are intentionally created by PG&E), less reliable cell phone and internet access, dramatic reduction in well water (due to the extended drought), the occasional local area wildfires (and the resultant evacuations, and later seasonal mudslide and debris flow evacuations) and road closures are some of the more common experiences that occur in this mountain community. Our school community is spread out over a large geographical area with no District provided transportation to and from school. A parent may easily spend 20-30 minutes driving their child to or from Lakeside School and much more than that transporting their student to a middle or high school assigned to our community.

Kindergarten was finally added in 1984, and Transitional Kindergarten in 2019. Lakeside’s largest enrollment peaked in 1986 with 180 students. In 1997 the Lakeside Joint School District Board of Trustees voted to move their grades 6-8 (middle school) program off site to neighboring middle schools in nearby school districts. Currently, Lakeside JSD middle school students are being served at CT English MS in

the Loma Prieta Joint Union Elementary School District, Dartmouth MS in the Union School District, and Redwood MS in the Saratoga Union School District.

Today, Tk-8 enrollment hovers around 110 students, with the elementary school enrollment ranging from low 70's to high 70's, and the middle school enrollment ranging between 30 and 50 students. Lakeside School has five full-time general education teachers (three of whom are teaching in multi-grade classrooms) and 1 special education teacher, serving TK-to-fifth grade at our Black Road campus, and those MOU negotiated partnerships with three neighboring districts to serve our 6-8 middle school students. Lakeside's mission is to equip our children with the skills, knowledge, and "can-do" attitudes necessary to become responsible, successful leaders of our society who are mindful of their role and responsibility in a global society. We meet our goals by providing a well-trained instructional and support staff, a comprehensive and robust curriculum, a mountain community involved in the life and function of the school, and a feasible, responsive, and sustainable funding plan.

The average number of students per multi-grade level class at Lakeside is 15.6. Part of what makes Lakeside School shine as a public school is our low student-to-teacher ratio and the caring and invested staff that creates important child-adult relationships with each and every student. The value of Lakeside School's partnerships with Saratoga Union SD, Union SD, and Loma Prieta Joint Union Elementary School Districts for the Lakeside School families is school choice. Our parent community have the choice to select from these highly rated, exceptional educational programs to best fit their students' needs socially, emotionally, and academically. As a result, this LCAP plan does not address the state's requirements for grades six through eight grade.

Lakeside Joint School District is a Basic Aid District, the majority of the funding is provided directly from the local property taxes and the Measure A Parcel Tax passed by our community in 2017. A small amount of "State Aid" is provided in addition to the property and parcel taxes. Funding and budget development is an annual challenge and frequently met with concerns regarding the future of Lakeside School and its sustainability based solely on annual public school funding streams. With community donations and private corporate grants raised by the Lakeside Community Foundation, the community continues to invest in Lakeside School's future. The Lakeside Community Foundation funds ensure students receive essential enrichment programs including P.E., technology in the classroom, music, dance, science, art, and garden learning opportunities. These critical programs help provide a well-balanced whole-child curriculum that continues to benefit our students throughout their educational journey, well beyond their Lakeside campus experiences.

On March 7, 2017, Measure A passed with 70.31% of the vote allowing Lakeside School to continue to provide an excellent education to our students. The small intimate setting provides the Lakeside School staff with the opportunity to know well every student and family. The small school district/school setting also creates challenges. There is no real "capacity of scale" in LJSD with regard to funding and providing the very best programs for each and every student; the District is essentially resource poor and depends substantially on human capital year in and year out to remain open. Sufficient funding for just sustainability, where a single student with special needs could place the District into financial distress, beyond educational innovation, is an annual issue even with the passage of the 2017 Measure A parcel tax. The District must exercise prudent fiscal management while constantly obtaining additional outside funding streams to ensure all funds are successfully directed to implementing the LCAP Goals.

Reflections: Annual Performance

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

Based upon the State's 2022-2023 Smarter Balanced Summative Assessments, overall student performance scores (grades 3, 4, and 5) 50% of the Lakeside students met or exceeded the Standard for Math, and 67.86% met or exceeded the Standard in English Language Arts. In 2022-2023, Lakeside School's students who were reported having completed the assessments on the Smarter Balanced Summative Assessments totaled 10 students in 3rd grade, 7 students in 4th grade, and 11 students in 5th grade. All of these numbers are statistically too small to be considered reliable, valid and significant. None-the-less, the 50% that did not meet Standard in Math (a slight growth) and 32.14% that did not meet Standard in English Language (a decline of 9.42% in the number of students meeting Standard in ELA) is both important and an identified need for the 2024-2025 school year.

Lakeside School is cited as a red/lowest performance indicator for Chronic Absenteeism (for all groups). Lakeside School's student population averages 75 students year to year. Overall our student attendance meets annual expectations. However, with so relatively few students, it only takes 2 or 3 families to take their students on extended trips without applying for short-term independent study, to push Lakeside's attendance into high absentee numbers. For 2023-24 SY, Lakeside School communicated repeatedly with the community concerning the importance of having students in school every day and on time, as well as applying for short-term independent study if students were to be absent for 3 or more days. Lakeside still had parents who disregarded this request (essentially three specific families), and in one specific case, a family who took their students out of school for 10 days, stated they did not want the teacher to have to do any more work than she already does every day with their students. One family had two extended absences during the SY and both instances failed to apply for Independent Study. It is almost impossible for Lakeside School to improve its Chronic Absenteeism performance with parents who have this perspective and attitude.

Having stated this, however, it is worth identifying some notable successes, especially for our ELL students and students with disabilities at Lakeside School. The 2023-2024 ELPAC assessment results identified 100% growth for all students in progress to goals (grade level ELA) and with 37.5% of the identified EL students being reclassified RFEP (both of these successes far exceed the previous 4 years). Lakeside School has established an inclusive environment, inside and outside of the classroom, that supports and fosters inclusion and is deeply embedded into the school's culture and daily practice. Since SY 2018-2019, Lakeside School has instituted MTSS, PBIS (SY 2022-2023 earning a Silver and SY 2023-2024 a Bronze rating). Reflecting LCAP Goal # 2, current stakeholder feedback to speak to a general need for improvement in the school's communication and commitment for inclusion and engagement of students and families in the school. Stakeholder feedback cites needed improvement in the school climate, openness, and addressing and supporting broad diversity within the school, community and the curriculum and instruction.

Parent responses to the LCAP survey more than 97.4% of the parents responded agree/strongly agree (up 7.4% from the previous year) that Lakeside creates a safe and encouraging environment for my child's learning, and 94.9% agree/strongly agreed (down 2.1% from the previous year) that Lakeside creates a sense of belonging that incorporate my family's and child's racial, ethnic, and cultural heritage. Overall, parental responses to these various prompts elicited both positive agreement that the school/district was doing well in these areas, but also rendered valuable information/feedback that will support the school/district's increased success in meeting these goals, particularly those questions where parents provided additional narrative responses. Additional successes regarding Lakeside parents is reflected in the parent survey (where slightly more than 72% of our parent population completed the online survey):

- 97.4% of parents responded that they felt respected when communicating with Lakeside School Staff,
- 94.9% stated they felt welcomed at Lakeside School,
- 100% felt comfortable speaking to their child(ren)'s classroom teacher,
- 92.3% agreed/strongly agreed that the District values their partnership in their child(ren)'s education

All of these parent responses are both substantive and increases in the positive responses to the work Lakeside School has done to increase its success with parent stakeholders.

The 2022-2023 CAASPP data results illustrated higher student achievement, than previous years (pre-COVID-19 pandemic) in both the ELA and Mathematics assessments results: 32% of all Lakeside School students who tested in ELA and 50% of those students who tested in Mathematics did not meet the respective standard (the previous 2021-2022 year of testing, 51% of students tested in ELA and 66% of students tested in Mathematics did not meet the respective standard, and in 2018-2019 48% and 61% of students did not meet standards in the same assessment areas). The overall small number of students who tested in any single grade level or assessment was smaller than eleven and by itself not statistically significant. The few numbers of students testing in any grade level made it difficult to impossible to discern any significance from the assessment data, especially in identifying any specific student population, such as students with disabilities. In spite of the statistically insignificant numbers of Lakeside School students who completed the CAASPP assessments, the data highlighted a significant drop in the CAASPP scores for the 5th grade students, in comparison to the same group's scores while in 4th grade, for both the math and ELA assessments. It was also noted that all of the 8 English Language Learners made progress on either the ELPAC assessment or met standards in the ELA component of the CAASPP assessments. Three of those 8 also were reclassified as RFEP as a result of their ELPAC assessment. This was a targeted subgroup for acceleration and support, both during the summer weeks of 2023 (all of these students were offered free access to the 6-week ELOP summer program), and the 2023-2024 SY.

Lakeside School was unable to deliver the SEL program to all students during the 2023-24 school year it had in the two previous school years due to being unable to hire an in-person SEL coordinator/school counselor or a BCBA. The PBIS Committee struggled throughout the school year, more so especially in the first months of the school year, as the committee focused on reorganizing itself with new administration, and the loss of the support personnel, e.g., the BCBA who had previously managed the committee. This PBIS Committee was able to manage the school's PBIS program administer the Tiered Fidelity Inventory (TFI) and the Fidelity Integration Assessment during the school year. as of this writing, the District is finalizing the hiring process of a possible school counselor to support all students, the PBIS and MTSS programs, and special education needs.

In addition, Lakeside School's instructional staff utilized the Foundations multisensory, structured language program targeting phonological awareness, phonics/word study, vocabulary, high frequency words, handwriting and spelling. The Foundations program is a tiered support and preventative program. Students are placed into the program based upon their developmental levels, rather than by age or grade levels. The Foundations program provides intervention for struggling students through tier II and tier III (Wilson Reading System) interventions. Students who did not demonstrate 80% proficiency in 3 consecutive unit tests are automatically enrolled in the tier II intervention program. Students who require the Wilson Reading System (tier III) are typically seen by the RSP teacher.

Reflections: Technical Assistance

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

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.

Lakeside School is not 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.

Lakeside School is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Lakeside School is not identified for CSI.

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 |
|---|---|
| Lakeside School partnership with regard to the development of the LCAP involved the local community of parents, students, the teachers and their bargaining unit, the classified and certificated staff, the school and district administration and the Board of Trustees. These stakeholders were engaged through Town Hall and Board meetings, the School Site Council, PBIS Committee, student/parent/staff surveys, monthly LTA and PLC meetings, and our Family And Community Team input/feedback. | <p>Beginning in August 2023 during the monthly Board of Trustees meetings, the District began reporting to the Board and school community the focus for the new school year, primarily represented by changes from the previous school year, and soliciting parent volunteers for participation on the PBIS committee, School Site Council. The District conducted the first of a series of Town Hall meetings, inviting the broader school community to learn about the many changes, and rationale for such changes, put in place by the District, and provide input and feedback from the community. Because Lakeside Joint School District is so small, with 77 Tk-5th grade students representing 52 families, 6 full-time teachers (and 3 part-time enrichment teachers), 4 full-time and 2 part-time instructional assistants, 3 part-time classified office assistants and a superintendent/principal, Lakeside School is unable to maintain the usual normal number of stakeholder committees that many schools and districts maintain. Thus, Lakeside School essentially combines most of the purposes and functions of the myriad stakeholder committees into just a few that are more easily managed and constituted by volunteers simply because it does not have a significant pool of staff, student, and parent volunteers. As it true of most organizations, 80% of the work is completed by 20% of its members, and in Lakeside’s case all the myriad functions are fulfilled by the same handful of people who volunteer.</p> <ul style="list-style-type: none">• The District used weekly email updates to keep the school community apprised of changes and developments of: |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>o Various communication streams</p> <p>o opportunities for participation from parents to be involved in the shared decision making as represented by committee involvement, or attendance at community or townhall meetings</p> <p>o participation in the Family And Community Team</p> <p>o classroom, event, and fieldtrip volunteering</p> <ul style="list-style-type: none"> • The PBIS Committee began their monthly meetings in October and maintained their focus on the PBIS, SEL, MTSS and student behavior/discipline data for the school, district, and community • The School Site Council was reconstituted (with an entirely new membership due to the transition of the previous council membership) in late October and met monthly to address the LCAP specifically, and initially the possible adoption of either a math or a social studies curriculum (or both) • Student Council was formed in November and met biweekly with their advisor to address student and school concerns and provide leadership as representatives collaborating with school and district administration • The District met monthly with the Lakeside Teachers Association • The instructional staff (certificated and classified faculty) met monthly in the Professional Learning Community which focused primarily on the LCAP goals aimed at students' academic achievement and supporting a highly effective teaching and learning program at Lakeside. • The Lakeside School staff met monthly • The District administered surveys that pertained to critical issues and the LCAP specifically were administered in late April and early May to the parent community, the Lakeside School staff, and the Lakeside School students in grade 3rd-5th <p>o The results of these surveys were reported to our Board of Trustees at a regularly scheduled monthly meeting in May and June.</p> <p>The major events and sources of input and feedback for the 2021-2024 LCAP were obtained through:</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <ol style="list-style-type: none"> 1. Board Meetings – 8/9/23, 9/6/23, 9/14/23, 10/4/23, 10/18/23, 11/1/23, 12/6/23, 12/13/23, 1/10/24, 2/7/24, 3/6/24, 4/3/24, 4/20/24, 5/1/24, 5/15/24, 6/12/24, 6/24/24, 6/27/24 2. Lakeside School Community Foundation Meetings – 7/11/23, 8/8/23, 9/12/23, 10/10/23, 11/14/23, 12/12/23, 1/9/24, 2/13/24, 3/12/24, 4/2/24, 5/14/24, 6/4/24 3. School Site Council/Parent Advisory Committee Meetings – 10/26/23, 11/2/23, 12/7/23, 1/11/24, 2/1/24, 3/7/24, 4/4/24, 5/2/24, 6/6/24 4. LCAP Parent Survey – 4/2/24-4/19/24 5. Town Hall Meetings – 9/20/24, 1/31/24, 2/8/24, 4/24/24 6. Lakeside Teachers Association Meetings – 9/20/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 3/5/24, 4/4/24, 4/16/24, 5/7/24, 6/4/24, 7. Lakeside Staff and Faculty Meetings – 9/27/23, 11/1/23, 11/15/23, 12/6/23, 1/17/24, 2/7/24, 4/24/24, 5/22/24, 6/5/24 8. LCAP Student Survey – 4/19/24-4/26/24 9. LCAP Staff Survey – 4/19/24-4/26/24 10. Lakeside Staff – 11/4/21, 5/27/22 11. Special Education Local Plan Area – 6/22/23 12. Open House – 5/9/24 13. Back to School Night – 8/31/23 14. LCSF Welcome Back Chalk Talk – 8/17/22 15. Back to School Coffee and Conversations – 8/18/22 16. Back to School Picnic – 9/7/22 17. Independent Citizen Oversight Committee Meeting – 5/15/23 18. The LCAP Public Hearing was held 6/24/24 and adopted by the LJSD Board of Trustees 6/29/24 |

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

Our LCAP was collaboratively created. Parent and staff input drove the plan. Concerns from all stakeholders concentrated on learning loss due to distance learning and social emotional needs of students due to isolation during the pandemic shelter in place order. Parent feedback in fall of 2020 fixated on the need to address learning loss and the lack of opportunity for students to interact with each other during the 2020-21 school year, this was again repeated in 2021-2022. Staff input targeted learning loss and re-establishing relationships for students in

support of their social, emotional, and mental health needs. This need was immediately apparent to most of the classroom instructional staff when observing student behaviors specific to students in grades 1st- 3rd where it was not uncommon for some students to frequently disengage in an activity that was not of their immediate interest. Some of these behaviors were manifested as off-task and self-districting, frequently with students getting out of their seats and wandering the classroom or putting away their materials with teacher direction and before the lesson was completed. The immediate need to support student learning loss, especially in reading, was the priority expressed by the staff in May 2022. In late May and early June 2022, parents expressed a need for more strategies to engage students, concerted efforts to increase student achievement (especially for high achieving students), and further enhance school to home communication especially with respect to student achievement and progress.

During the 2023-2024 SY, the Lakeside School Site Council accepted the responsibility of reviewing the District's previous LCAP and leading the effort in developing the new 2024-2027 LCAP. This SSC consisted of 4 volunteers who served as parents, 3 who served as teachers and an administrator.

Mr. Leo Mapagu (Executive Director, Santa Clara County Special Education Local Plan Areas I, II, III, IV, VII), Lakeside JSD's SELPA LCAP Consultant provided his feedback June 24, 2024 upon review of our Dashboard Indicators and LCAP. Reflecting upon our Dashboard Indicators, he indicated his understanding of the difficulty of specifying students with disabilities in our LCAP since our overall student population is low and data is not calculated when the numbers are so low. He acknowledged the overall low numbers meant that students with disabilities were included in the data under all students.

He however did note indicated successes for students with disabilities due to Lakeside School's focus on inclusion and inclusive practice in the School's culture and that MTSS and PBIS is embedded in daily practice and within all programs and structures, as reflected in Lakeside School's earning of a Silver PBIS Award. He also cited the District's success for supporting all students with specific personnel, e.g., Behavioral Specialist/BCBA and SEL Coordinator. Included in his feedback, Mr. Mapagu included a few specific targeted questions regarding the three LCAP goals and associated actions.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | All students will progress academically to meet or exceed the Common Core State Standards and realize their full potential. | Focus 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.

LJSD is a tiny, single school, public school district (TK-8, with middle school students grades 6-8, attending schools in three different districts) somewhat anomalous, that has struggled for over 25 years to remain solvent and financially viable and sustainable. Current state funding does not align with annual costs for the District (e.g., PERS/STRS increases, increases in costs for health benefits, salary increases which remain lowest in Santa Clara County, but necessary to maintain a high-quality instructional staff, etc.) consequently, the District struggles annually to provide the very best public school educational opportunities and experiences for every student.

The number of English learners and students with a disability, within any given year is dynamic, and has ranged between 10% and almost 25% for English learners, and between 12% to over 30% for students with a disability of the total elementary school population. Consequently, the District has had to maintain, annually, a fairly high percentage of adults to students within the classroom, as well as specialists to support every student and the more prevalent types of students needs commonly identified every year (e.g., a Board-Certified Behavior Analyst). The volatile number of students with disabilities and the dynamic range of needs of identified students, has made managing the District's annual Maintenance of Effort extremely difficult.

The current school and district facilities were constructed in 1964 (with several additional portable classroom buildings that are more than 60 years old) and the Community Center (a multi-purpose building) was added in 2004 through multiple organizational funding (the Red Cross, LJSD facility bond, Los Gatos Saratoga Recreation Department and a private family donation). Through the use of a Memorandum of Understanding, the District provides a middle school program to its grades 6-8 students in three different middle schools located in three neighboring school districts. This parent choice opportunity provides our community with unique options for their middle school students that many larger school districts could not offer. However, this opportunity comes at a cost to our district in a number of ways.

- LJSD must pay transportation costs to transport any of the middle school students with an IEP to these different schools
- LJSD must pay the program costs of each LJSD student who attends two of the three middle school in these districts
- LJSD must pay all of the special education program and support costs of each LJSD student with an IEP who attends any of the three middle school in these districts

- LJSD has no control over the quality, integrity, and implementation of the academic programs or the support services (special education) in any of the three school districts, but is liable for any and all failings

The current physical plant is not capable of adequately and appropriately providing a middle school program for the District's middle school students. The funding for a comprehensive and 21st Century middle school facility would easily be in the millions of dollars and sensibly would be combined with new facilities for the current TK-5th grade students which would bring the cost well above \$15 - \$20 million for a TK-8 student population that vacillates between 100-130 students. Such a cost would have to be approved and borne by the greater Lakeside School community through bond (to provide funding for facility construction) and parcel tax (to provide on-going funding for programs and instructional staff) ballot initiatives.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.1 | Every Lakeside students sufficient access to the CA Standards-aligned instructional materials | The 2024-2025 Local Performance indicator Self-Reflection data pertaining to "students without access to own copies of Standards-aligned instructional materials for use at school and at home is 0%. | | | By June 2027, 100% of Lakeside students with access the state standards-aligned instructional material as measured by the Dashboard Local Indicator Self-Reflection tool. | |
| 1.2 | Provide recommended instructional time for protected literacy and numeracy blocks of instruction daily in grade first through fifth grade. Number of minutes | Lakeside provides 90-minute literacy and numeracy blocks of instruction daily | | | By June 2027, students in grades first through fifth grade will have access to 90 minutes daily of instructional time for both literacy and numeracy as measured by those minutes in the Bell | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | | | | and Master Schedules. | |
| 1.3 | Emphasize Project Based Learning using a Strength Based Approach and MultiSensory Instruction | No direct baseline data for this metric. General education/Homeroom teachers will deliver a minimum of 4 PBL activities (using SBA and MI strategies) each year as demonstrated by teacher lesson plans, Classroom Walkthrough observations and formal observation. | | | By June 2027, 100% of classrooms will deliver a minimum of 4 PBL lesson activities. | |
| 1.4 | Implement consistent assessments to allow for collection and reporting of academic performance metrics in a manner that can be compared year-over-year | The 2023-2024 instructional staff administered to all students 3 times annually, the DIBELS and genre-specific writing assessment (developed by the LEA). | | | By June 2027, 100% of all students will be assessed formally 3 times annually, using DIBELS and a genre-specific writing assessment (developed by the LEA). | |
| 1.5 | Implement consistent assessments to allow for collection and reporting of academic performance metrics in a manner that can be compared year-over-year | The 2023-2024 instructional staff administered progress monitored to 100% of all students using Benchmark ELA, Writing By Design, and Envision Math assessments | | | By June 2027, 100% of all students will be progress monitored using the Benchmark ELA, Writing By Design, and Envision Math assessments. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.6 | CAASPP results | Spring 2022-2023, 51% of students met or exceeded standard on the ELA assessment, and 50% of students school wide met or exceeded math standards based upon the 2022-23 CAASPP/SBAC data. The science results are unavailable because fewer than 11 students were assessed. | | | For 2025-2026, 100% of all students will meet or exceed standards in ELA and math as measured by the annual CAASPP assessments | |
| 1.7 | English Learner pupils will make annual progress toward English proficiency | 100% of the students assessed on the 2024 ELPAC demonstrated progress to English proficiency | | | By June 2027, 100% of English Learner pupils will make progress toward English proficiency | |
| 1.8 | English Learners will, be reclassified RFEP as measured by the annual ELPAC assessment, and/or the Benchmark Advanced ELA assessments, and/or the Writing By Design assessments, and/or any other appropriate progress monitoring assessments. | 37.5% of EL students were reclassified in the SY 2023-2024 | | | By 2026-2027, maintain a reclassification rate of EL students of 30-40% . | |
| 1.9 | Organize all SST meetings, as identified by parent/staff, within 20 days | Baseline will be established in the 2024-2025 SY for this metric as measured by the SST data log | | | By June 2027, 100% of all SST meetings, as identified by parent/staff, are | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | | | | organized within 20 days of initial request | |
| 1.10 | Implementation of the Common Core CA Standards for English Language Arts academic content knowledge | The Spring 2024 LCAP Parent survey data reported that 53% of parent respondents agreed or strongly agreed to the statement: "I believe that Lakeside School is implementing the Common Core CA Standards for ELA", and 37.5% stated: "Maybe or not sure." | | | By June 2027 100% of parents will respond in agreement or strong agreement, to the LCAP survey prompt: "I believe that Lakeside School is implementing the Common Core CA Standards for ELA". | |
| 1.11 | Access to and enrollment in a broad course of study | In SY 2023-2024, all students have 100% access to an Enrichment Program providing physical education, art, music, and science. | | | By Spring 2027, maintain 100% of students enrolled in the Enrichment Program | |
| 1.12 | Access to and enrollment in programs/services developed and provided to low income, English learner, and foster youth students | In Spring 2024, the percentage of students who are enrolled in programs and services (ELOP summer 2023 and ELOP Afterschool program) developed and provided for unduplicated pupils was 57%. | | | By Spring 2027, the percentage of students who are enrolled in programs and services (ELOP summer and afterschool) developed and provided for unduplicated pupils will be 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.13 | Access to and enrollment in programs /services developed and provided to students with disabilities. | In Spring 2024, the percentage of students with disabilities that are in general education classes 80% or more of the time was 100% | | | By Spring 2027, the percentage of students with disabilities that are in general education classes 80% or more of the time will be 100% | |
| 1.14 | Implementation of the English Language Development standards for EL learners to access academic content knowledge and English language proficiency | In Spring of 2024 the average CA Dashboard rating for English Language Development on the three self-reflection rubrics (of 1 - 5) was 3.3 | | | in Spring of 2027 the average CA Dashboard rating for English Language Development on the three self-reflection rubrics will be 3.6 or above | |
| 1.15 | DIBELS assessment results | The 2023-24 EOY DIBELS student assessment data showed 59% percent of students in grade 3 through 5 met or exceeded CA CCSS. | | | The 2026-2027 EOY DIBELS student assessment data will show 100% percent of students in grade 3 through 5 met or exceeded CA CCSS | |

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 | Deliver high quality curriculum and instruction that fully aligns with state standards | Provide all students with curriculum that is fully aligned to CA state standards | \$15,000.00 | No |
| 1.2 | Data-driven decision making through proper assessments | Implement consistent assessments to allow for collection and reporting of academic performance metrics in a manner that can be compared year-over-year | \$6,000.00 | No |
| 1.3 | Multi-sensory learning | Emphasize Project Based Learning using a Strength Based Approach and MultiSensory Instruction where students have the opportunity to creatively and independently problem solve from various perspectives, capitalizing on their strengths and learning styles | \$10,000.00 | No |
| 1.4 | Differentiated learning | Provide differentiated instruction based on ongoing assessments. Teachers will collaborate on strategies for reaching all students using multiple data points, not only for identified learning loss students but also for accelerated learning students | \$8,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---------------------------------|--|-------------|--------------|
| 1.5 | Responsiveness to learning gaps | Promptly organize a Student Success Team (SST) meeting within 4 weeks of parent or staff-identified concerns, continue SST activities until a documented curative action is implemented (IEP / 504 / or supplemental supports) | \$5,000.00 | No |
| 1.6 | English Language Learners | Provide differentiated instruction to English Learner students and track progress with consistent year over year metrics | \$10,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Educate the whole child to be creative critical thinkers with high executive function, strong social responsibility, and respect for themselves, their community, and their world. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In the 2018-2019 School Year, the District began a school wide PBIS and MTSS implementation. The complete transition has been hampered by the pandemic and the resultant remote learning environment, and the turnover in the teaching staff through retirement, moving out of state, and non-rehires. In large part the transition to an MTSS/PBIS school was made to address and support the high percentage of students with special needs (IEP, 504, ELL, etc.), and a response to our parent community who provided feedback specific to successes/failures, strengths/challenges, and elements of celebration/growth (or change) in the spring of 2019. We recognize that this is a critical area of need for our school community as well as an emphasis our Board and staff share, as we continue to make this a systemic and permanent foundation within our school culture. While the 2020-2021 LCAP parent survey responses praised the District for acknowledging and working to improve the school climate in this way, there is obvious work to be done to enculturate it.

The most recent, 2023-2024 data based upon parent, staff and student survey indicated a refocusing of school/district resources address those concerns expressed in the LCAP surveys, as well as the feedback and input from the 2023-2024 School Site Council, which consisted largely of parent volunteers.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.1 | Strengths and Difficulties Questionnaire (SDQ) administered twice yearly to determine student psychological attributes/mental health. | The SDQ is administered twice yearly (BOY and EOY) to 100% of students (data used to identify mental health needs as supported through Tier | | | Aggregated student responses for the twice annual SDQ survey results reported to the Board of Trustees | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | 2 and Tier 3 interventions with mental health professionals) | | | in October 2026 and June 2027 along with the resultant Tier 2 and Tier 3 interventions for those students identified | |
| 2.2 | Tiered Fidelity Inventory (TFI) | The TFI will be administered twice yearly to demonstrate 70% (Bronze Award level) or higher on three tiers (silver, gold, and platinum) | | | Lakeside School will have annually maintained a PBIS Bronze Award level (70%) or higher, as measured by the TFI, by June 2027 | |
| 2.3 | Fidelity Integrity Assessment (FIA) | Lakeside School will use the FIA to determine the level of implementation (score) for the MTSS program, baseline to be determined by the spring 2025 score. | | | Lakeside School will maintain a sustaining school wide implementation score of 70% on the spring 2027 FIA | |
| 2.4 | Social Emotional Learning (SEL) Screener Survey | The SEL Screener will be administered twice yearly to all students, with the baseline of twice yearly administration established in the 2024-25 SY | | | The SEL Screener will be administered to 100% of students, twice yearly, BOY and EOY. | |
| 2.5 | Social Emotional Learning (SEL) and Behavior | Student attendance, behavior referrals, suspension and expulsion reports | | | Student attendance, behavior referrals, suspension and | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | (referral/suspension) outcomes | presented quarterly to the Board of Trustees annually. The direct baseline data for this metric will be demonstrated in the 2024-25 SY, as measured by quarterly reporting of this data to the Board of Trustees. | | | expulsion reports presented quarterly to the Board of Trustees annually throughout this LCAP, as demonstrated my quarterly Board Agenda and Minutes for the 2026-2027 SY. | |
| 2.6 | Learning opportunities for all students to interact with and experience appropriate and meaningful activities that actively engage students that reflect and model diversity, equity, inclusion, and belonging (DEIB) | While the current baseline data for this metric does not directly align with the expected outcome in 2027 (for which the school will revise the parent survey prompt accordingly to align directly with the outcome goal in the SY 2024-25 parent survey), the current data related to this metric is based upon the Spring 2024 parent survey response to the prompt: Lakeside creates a sense of belonging that incorporates my family's and child(ren)'s racial, ethnic, and cultural heritage, religious beliefs and gender identity. The parent responses to the 2023- | | | By June 2027, all parent and staff respondents will respond 100% to agree or strongly agree to the LCAP survey prompt, "Lakeside School provides students with curriculum and instruction that reflects the core values of diversity, equity, inclusion, and belonging" | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | 24 survey question was 41% agreed and 38% strongly agreed to the prompt (a 79% agreement to this prompt as the baseline for this outcome in 2027). | | | | |
| 2.7 | Lakeside LCAP Student Survey results regarding feeling physically and emotionally safe at school, respected by peers and adults, and supported by at least one specific adult at school. | The Spring 2024 student survey data is used as the baseline for this outcome. 74% of students agree or strongly agree to prompts indicating student respect, safety, and wellbeing while at school | | | by June 2027, Lakeside students will respond 100% agree or strongly agree to prompts indicating student respect, safety, and wellbeing while at school. | |
| 2.8 | Social Emotional Learning (SEL) staff contracts | As of June 2024, LJSD hired highly qualified staff to appropriately support all Lakeside students (100%) who have identified SEL needs, as per all IEPs, 504s, and SSTs. | | | By June 2027, 100% of Lakeside students' identified SEL needs are appropriately and effectively supported by highly qualified and certificated support providers | |
| 2.9 | Parent LCAP Survey | As this is a new metric, there is no current Spring 2024 baseline. The baseline for this metric will be established based upon the 2024-25 parent survey, regarding parental awareness of | | | By June 2027, 100% of Lakeside parents responding to the LCAP survey will respond agree or strongly agree to an awareness of the school's PBIS | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | | Lakeside School's PBIS and MTSS program implementation. | | | and MTSS programs | |
| 2.10 | Parent participation on school and district committees | The 2023-2024 parental participation in Lakeside JSD committees, was as follows: Citizens Initiative Oversight Committee: 2 of 5 members, School Site Council: 4 of 8 members, PBIS Committee: 1 parent/employee of 5 members, Parcel Tax Ad Hoc Committee: 4 of 8, and Board of Trustees: 3 of 5 members. | | | By June 2027, all required parent participation on school/district stakeholder committees will be 100% met by these LJSD committees | |
| 2.11 | Public communication of Districts progress in implementing, maintaining, sustaining, and success with its Problem-Based Learning (PBL), Positive Behavioral Interventions (PBIS), and Supports and Multi-Tiered System of Supports (MTSS) programs | During the 2023-2024 SY, the District made two formal reports during monthly Board of Trustee Meetings reflecting the progress of the PBL, PBIS and MTSS programs. | | | By June 2027 and throughout each year of this LCAP, the District will maintain monthly communication to the public reporting on the progress of its PBL, PBIS, and MTSS programs | |
| 2.12 | All teachers will deliver at least 2 Problem-Based Learning (PBL) lessons each year | During the 2023-2024 SY, 3 of 5 teachers delivered 3 or more PBL lessons, and 1 of 5 | | | By June 2027, 100% of Lakeside teachers will have delivered at least 2 PBL lessons each | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | delivered at least 2 PBL lessons. | | | year to their students | |
| 2.13 | LCAP Parent Survey | As this is a new metric, there is no current Spring 2024 baseline. The baseline for this metric will be established based upon the 2024-25 parent survey, regarding parental awareness of "Lakeside's curriculum for developing executive function and civic awareness of their children." | | | By June 2027, 100% of Lakeside parents will respond either agree or strongly agree that Lakeside delivers a curriculum for developing executive function and civic awareness for their children | |
| 2.14 | Lakeside School will maintain a Student Council and Playworks junior coaches program | Lakeside School had 100% student participation on the Student Council and Playworks junior coaches program in SY 2023-2024 | | | By June 2027, 100% of the available positions on the Student Council and Junior Coaches will continue to be filled by Lakeside students | |
| 2.15 | Enrichment teacher contracts | Lakeside School will hire 100% certificated teachers for its enrichment program, as reflected in all enrichment teacher contracts, and per the annual State Audit report | | | 100% of Lakeside School's Enrichment Teachers will be highly qualified and certificated, as per the annual State Audit Report provided to the Board of Trustees in SY 2026-2027. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------|--|----------------|----------------|---|----------------------------------|
| 2.16 | Expulsion Rate | Current 2023-2024 Baseline of zero expulsions. | | | Lakeside's expulsion rate will be 0% expulsions | |
| 2.17 | Chronic Absenteeism | Lakeside's 2023-2024 Chronic Absenteeism rate was 11.7% | | | By Spring 2027, Lakeside's chronic absenteeism rate will be less than 5% | |
| 2.18 | Attendance Rate | The 2023-2024 Attendance rate was 95% | | | By Spring of 2027, Lakeside attendance rate will be 95% or higher. | |
| 2.19 | Suspension Rate | the Spring 2024 suspension rate was zero out of school student suspensions | | | By Spring 2027, Lakeside will maintain a 0% out of school suspension rate | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| 2.1 | Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) Implementation | Implement PBIS and MTSS best practices with fidelity using the SDQ, TFI, and FIA assessment tools outlined by the Cal. Dept. of Ed. | \$30,000.00 | No |
| 2.2 | Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) Implementation | Report SEL and Behavior outcomes to track longitudinal performance and broad effectiveness of interventions | \$25,000.00 | No |
| 2.3 | Teach and implement Social and Emotional Learning tools with fidelity | Hire and retain onsite BCBA and SEL coordinators/counselors | \$32,000.00 | No |
| 2.4 | Teach and implement Social and Emotional Learning tools with fidelity | Provide all administrators and teaching staff with professional learning to improve knowledge and skills in coaching and supervision of the district-adopted SEL program | \$10,000.00 | No |
| 2.5 | Teach and implement Social and Emotional Learning tools with fidelity | 4-day teacher training with county rep for PBIS | \$0.00 | No |
| 2.6 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System | Provide take-home information on the school's PBIS and MTSS implementation, publish copies on the school website | \$8,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|-------------|--------------|
| | of Supports (MTSS) systems and practices | | | |
| 2.7 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) systems and practices | Recruit parent participation on the PBIS and MTSS committees | \$5,000.00 | No |
| 2.8 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) systems and practices | Report and discuss TFI and FIA results biannually at Board of Trustee Meetings | \$7,000.00 | No |
| 2.9 | Promote critical thinking and civic responsibility through classroom instruction | Complete 2 Problem-Based Learning projects per year, per teacher with 1 specifically focused on community and civic responsibility | \$10,000.00 | No |
| 2.10 | Promote critical thinking and civic responsibility through classroom instruction | Provide professional support for all teachers to embed PBL curriculum and instructional program into their classroom practice | \$10,000.00 | No |
| 2.11 | Promote critical thinking and civic responsibility through classroom instruction | Student Council, Playworks Junior Coach program, civic-focused whole school assemblies, guest teachers/authors, and field trips | \$16,750.00 | No |
| 2.12 | Provide a broad course of study | Enrichment Program including school-day instruction in physical education, science, art, and /or music/garden | \$92,630.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 2.13 | Promote critical thinking and civic responsibility through classroom instruction | Provide learning opportunities for all students to interact with and experience appropriate and meaningful activities that actively engage students that reflect and model diversity, equity, inclusion, and belonging (DEIB) | \$3,750.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Continue to attract and retain "top-tier" teachers by providing a positive, quality work environment and promoting relevant professional development for instructional staff. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The purpose of all public schools is to provide the best possible academic environment and opportunities for all students. The most important element of that formula, according to the academic data stretching back to the first administration of the National Assessment of Educational Progress (NAEP) in 1969, for students' academic success, is the teacher in the classroom. Lakeside School has struggled with providing competitive salaries for its instructional staff, particularly since the State of California changed its funding formula for public schools, with its other Santa Clara County school districts. With a concerted effort, the Lakeside administration and Board of Trustees has prioritized funding for staff salaries that are more competitive in comparison to other Santa Clara County school districts and exceed those salaries of nearby Santa Cruz County school districts.

In the past 4 years, Lakeside has increased employee salaries 21.75% as well as increasing the health/medical benefits and creating stipends for college degrees, longevity, and certifications. This goal continues this imperative to prioritize employee salaries so as to be able to provide the best possible academic environment and opportunities for all Lakeside students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------|---|----------------|----------------|--------------------------------|----------------------------------|
| 3.1 | Properly Credentialed Teachers | 100% of Teachers fully credentialed and | | | By June 2027, 100% of Teachers | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | qualified during the 2023-2024 SY | | | fully credentialed and qualified | |
| 3.2 | Annual turnover of Certificated and Classified Instructional Staff | in Spring 2024, the average tenure of 4.2 for both Certificated and Classified Instructional Staff | | | By June of 2027, the average tenure of Certificated and Classified Instructional Staff combined will be 6.2 years | |
| 3.3 | Staff Salary Rank compared with the same for Santa Clara and Santa Cruz County School Districts | The District's 2024 salary rank in comparison to Santa Clara and Santa Cruz County 901 School Districts was the third highest of the 8 school districts. | | | By June 2027, the District's 2027 salary rank in comparison to Santa Clara and Santa Cruz County 901 School Districts will be above the mean of those 8 districts | |
| 3.4 | Number of Professional Development hours provided to the Instructional Staff annually | During the 2023-2204 SY all Lakeside Instructional Staff participated in a minimum of 55 hours of Professional Development focused on the District developed PD Plan based upon the needs assessment from the Instructional Staff, as measured by signed attendance sheets. | | | By June 2027, 100% of Instructional Staff will participate in the District's annually identified PD Plan, which will entail a minimum of 55 hours throughout the SY, as measured by signed attendance sheets | |
| 3.5 | Number of formal collaboration sessions | During the 2023-2024 SY, Lakeside provided one 90-minute monthly | | | By June 2027, Lakeside School will provide a | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | for Instructional Staff each year | collaborative session for all Instructional Staff to work together and support each other on common goals, challenges, and school-wide initiatives. | | | minimum of 3 hours/month for full staff/faculty collaboration | |
| 3.6 | Develop a highly collaborative instructional culture/climate/environment | the Spring 2024 Staff response to survey prompt regarding workplace environment/climate/culture as being positive was 71% agreement to the statement. | | | By June 2027, 100% of the respondents on the Staff/Faculty survey will respond agree/strongly agree to the prompt regarding Lakeside School has a positive workplace environment/climate/culture | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.1 | Credentialed Teachers | LJSD will only hire credentialed teachers | \$759,826.00 | No |
| 3.2 | Annual turnover of Certificated and Classified Instructional Staff | Increase the average tenure of 4.2 years for both Certificated and Classified Instructional Staff | \$0.00 | No |
| 3.3 | Staff Salary Rank compared with the same for Santa Clara and Santa Cruz County School Districts | Maintain or improve the District's 2024 salary rank in comparison to Santa Clara and Santa Cruz County 901 School Districts | \$0.00 | No |
| 3.4 | Number of Professional Development hours provided to the Instructional Staff annually | All Instructional Staff will participate in a minimum of 55 hours annually in Professional Development focused on the District developed PD Plan based upon the needs assessment from the Instructional Staff | \$3,130.00 | No |
| 3.5 | Highly Qualified Instructional Staff | 100% of Certificated and Classified Staff who complete the District set annual PD goals | \$0.00 | No |
| 3.6 | Number of formal collaboration sessions for Instructional Staff each year | Provide monthly collaborative sessions for all Instructional Staff to work together and support each other on common goals, challenges, and school-wide initiatives | \$10,000.00 | No |
| 3.7 | Develop a highly collaborative instructional | Provide a locally developed Staff/Faculty survey administered annually eliciting responds to questions regarding workplace environment/climate/culture | \$15,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|-------------|-------------|--------------|
| | culture/climate/enviro nment | | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 4 | Encourage meaningful family, student, and community engagement to support student learning, augment school resources, and build long-term community goodwill | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The 2023-2024 School Site Council, composed of 5 parent volunteers, 2 teacher volunteers and an administrator developed this goal based largely upon the results of the 2022-2023 and 2023-2024 LCAP parent survey results. Being a small mountain (rural) school with an average of 50-55 families in the Lakeside School community, it has been a challenge to maintain a consistent base of parent volunteers to engage in a home to school system in addition to maintaining parent volunteer membership on the Lakeside School Community Foundation, the Board of Trustees, the School Site Council, classroom volunteers and fieldtrip chaperones, and other committees (e.g., PBIS, DELAC/ELAC, PAC, etc.). Since the reopening of Lakeside School post-pandemic, the school has struggled with creating and sustaining an effective home to school communication system. This goal is an attempt to establish it as an important focus for Lakeside.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 4.1 | Lakeside directory, of parents who voluntarily share their contact information, distributed by the first of the first full week of school | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025, measuring the school reporting on family communications specific to distribution of a parent directory by August 23, 2024. | | | By June 2027, The Lakeside Parent Directory (of parents who voluntarily share their contact information) will be distributed annually by the end of the first full week of school, as measured by | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | | | | school report on family communications. | |
| 4.2 | Families of English Language Learner students will receive communication in their identified preferred home/school communication language | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025, as measured by parental reporting on the preferred language survey (as part of the registration packet), and then demonstrated by all home/school communications | | | By June 2027, Lakeside will communicate to the families of ELL students 100% of the time in the identified preferred home/school language | |
| 4.3 | Lakeside will provide regular (at least once a week) communication with all families regarding school events (assemblies, drills, field trips, etc.) and staffing changes. Yes/No | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 as measured by the Lakeside weekly newsletter identifying such school events and staffing changes. | | | By June 2027, Lakeside will have provided regular (at least once a week) communication with all families regarding school events (assemblies, drills, field trips, etc.) and staffing changes, as measured by the Lakeside weekly newsletter sent to all families. Yes/No | |
| 4.4 | Lakeside teachers will provide families with a copy of the CA State Standards for their | As this metric is new, there is no baseline data. The baseline for this will be set during | | | By June 2027, Lakeside teachers will provide families with a | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | respective grade level(s), the scope and sequence, and syllabi as negotiated with the District | the SY 2024-2025, as measured by actual teacher communications where CA Standards, scope and sequence, and District negotiated syllabi are shared with parents | | | copy of the CA State Standards for their respective grade level(s), the scope and sequence, and syllabi as negotiated with the District, as measured by teacher communications demonstrating the distribution of this information with parents. | |
| 4.5 | Lakeside School will convene twice yearly Curriculum Nights (ELA and Math) | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 as measured by signed attendance for these twice yearly curriculum nights. | | | By June 2027, Lakeside School will annually convene twice yearly Curriculum Nights (in ELA and Math), as measured by signed attendance documents | |
| 4.6 | Lakeside School will send student work examples home monthly | There is no baseline for this data | | | By June 2027, 100% of all Lakeside teachers will send student work examples home monthly | |
| 4.7 | A minimum of 70% of survey responders to the student, staff, and parent surveys is required for statistical analysis in the | The 2023-2024 survey responders for the students, staff and parents surveys met or exceeded the minimum | | | By June 2027, the minimum of 70% of survey responders to the student, staff, and | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | annual reporting to the Board | of 70% of total responders needed for statistic analysis | | | parent surveys is required for statistical analysis in the annual reporting to the Board of Trustees | |
| 4.8 | The District will provide monthly agenda reflecting the items for reporting and action regarding survey results and the resulting actions | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025, as measured by the Board Agenda and Minutes reflecting the reporting and related action items regarding survey results (e.g., SDQ, FIA, TFI). | | | By June 2027, the District will provide monthly Board agenda reflecting the items for reporting and action regarding survey results and the resulting actions | |
| 4.9 | The District will publish all school/district communications on the District's website | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025, as measured by the District's website listing/archive of all public communications, directly on the home page. | | | By June 2027, the District will have published on its website all public communications shared with the community | |
| 4.10 | The District will maintain the current percentage of family/community members on all relevant stakeholder committees that are required | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 as measured by the committee composition on all relevant | | | By June 2027, the District will have maintained the pre-established percentage of family/community members on all relevant | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | committees (e.g., SSC, PBIS, ICOC, etc.). | | | stakeholder committees. | |
| 4.11 | Percentage of Lakeside families represented in school/district governance positions | 2023-2024 data indicates 100% of the Lakeside School Community Foundation leadership consisted of Lakeside parents, 60% of the Board of Trustees consisted of Lakeside parents (though in the previous 2 years of the same Board, 75% represented Lakeside parents, before their student matriculated to middle school), 50% of the School Site Council represented Lakeside parents, 100% of the FACT team represented Lakeside parents, and Citizens Initiative Oversight Committee consisted of 40% Lakeside parents (though in the previous 2 years it consisted of 60% Lakeside parents, before their student matriculated to middle school) | | | By June 2027, the required percentage of Lakeside families shall continue to be represented on the LSCF (100%), SSC (50%), CIOC (50%) governance committees, respectively. | |
| 4.12 | Lakeside will promote parental participation in programs for students with disabilities | In Spring of 2024, the percent of parents of students with a disability that indicated full participation in the | | | By Spring 2027, 100% of parents of students with a disability will indicate full | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
| | | IEP process by signing the completed IEP was 100% | | | participation in the IEP process as measured by parental signatures on all completed IEPs | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 4.1 | Provide structured opportunities for volunteering, collaboration, and communication | Create and publish school-wide directory each year | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| | between families and staff | | | |
| 4.2 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Publicize opportunities for parents to volunteer in and outside the classroom | \$2,500.00 | No |
| 4.3 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Engage with English Language Learner families through native-language communications | \$2,500.00 | No |
| 4.4 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Communicate early and often about school assemblies, drills, events, and new staff through newsletters, emails, and website notices | \$2,000.00 | No |
| 4.5 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Provide quarterly syllabi to all parents, per negotiated agreement with labor organizations | \$4,000.00 | No |
| 4.6 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Host a minimum of 2 annual curriculum nights (Fall and Spring), per negotiated agreement with LTA | \$4,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|-------------|--------------|
| 4.7 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | Send home regular examples (monthly) of student classwork | \$0.00 | No |
| 4.8 | Systematically solicit input from stakeholders, and incorporate feedback into school governance | Conduct annual surveys to garner specific input and feedback regarding school practices, programs, initiatives, and governance, and share the survey results publicly at Board Meetings and/or Town Hall Meetings, and staff meetings | \$0.00 | No |
| 4.9 | Engage and inform families about systematic procedures | Standardize, document, and publicize communication practices regarding academic, behavioral, and SEL instruction and support, student progress data, survey results, committee decisions | \$5,000.00 | No |
| 4.10 | Provide families, students, and teachers opportunities to participate in school governance | Recruit parents and community members to serve on SSC, MTSS, PBIS, and the "Home to School Communication" team, such that their required participation rates (% community make-up) are approved by SCCOE Leadership, appropriate for a 901 school/district the size and capacity of Lakeside | \$2,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 5 | Provide the fundamental foundations for student academic success and wellbeing through sustainable management of finances; maintaining safe facilities conducive to learning; and access to high quality materials and instructional supports | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The fundamental purpose of a public school is to provide a proper and appropriate academic, social, emotional, and physical learning opportunity that reflects the highest quality possible as well as the values, beliefs, and expectations of the larger school community to which the public school both serves and mirrors. This goal is at the heart of that purpose. Based upon stakeholder feedback from Lakeside School instructional and support staff, parents, and the Board of Trustees, the genesis of this goal was developed. The LJSD parent survey provides our parent community with the opportunity to respond to a prompt (one of many): "What can Lakeside School do to improve student achievement?" The Lakeside School staff are able to provide feedback into the successes, challenges, and suggested changes/improvements each year that administration is asked to consider and address. The Lakeside Community Foundation specifically provided input into areas of interest and concern for Lakeside administration to consider and address. The LJSD Board of Trustees, during its annual retreat and planning meeting focused specifically on areas of strength, challenges, successes, improvements, and sustainability.

All of these factors and the information provided by the various stakeholders was distilled into developing this and the previous goals for the LCAP. it is intended to be at the heart of why Lakeside School exists and the purpose it serves its student and parent community.

Because of the number of Lakeside School students in grades TK-5, the use of SBAC/CAASPP assessment data is almost irrelevant, unreliable and invalid to determine student achievement and academic success. Because the school community and Lakeside instructional and support staff holds very high expectations for student achievement and success, it is naturally an expectation that such a goal be developed. Parent input and feedback through Town Hall Meetings, Board Meetings, the Five-Year Planning Committee (an Ad Hoc Board of Trustees Committee appointed in 2019), parent surveys and other feedback given to Lakeside administration formally and informally was a large part of the development of this goal. Additionally, the Board of Trustees is committed to and expects this goal to be successfully implemented to reflect the Districts Mission and Vision for student achievement and success.

The COVID-19 pandemic created an antithetical learning environment for many Lakeside School students and consequently necessitated the District's focus on accelerating learning, addressing skill and knowledge gaps, ensuring adequate and appropriate SEL support, designing lessons and providing learning opportunities for students that demonstrate learning, and develop assessments that measure and demonstrate student achievement and growth.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 5.1 | Monthly Board Meeting agenda item to review budget projections | The SY 2023-2024 Board agendas reflect monthly agenda item to review the District budget and its annual projections, as measured by the monthly Agenda and Minutes. | | | By June 2027, 100% of all Board of Trustee Meeting Agendas will reflect a monthly agenda item to review budget and projections, as measured by the monthly Agenda and Minutes | |
| 5.2 | Annual budget and projections available on district website | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the archived Agenda and Minutes located on the District's website. | | | By June 2027, the District website will include a link to the annual budget and projections, as measured by the archived Agenda and Minutes located on the District website | |
| 5.3 | Facilities in Good Repair (FIT) rating | 2023-2024 FIT Report overall rating was "Good" | | | By June 2027, the District will maintain a FIT Report overall rating of "Good" as measured by the annual FIT report which is located on the District website | |
| 5.4 | 1:1 technology availability (tablet or laptop) for students | 2023-2024 technology availability for all | | | By June 2027, the technology availability for all | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | students was at 1 to 1 accessibility | | | students will remain at 100% 1 to 1 accessible to all students | |
| 5.5 | Potable water availability at all plumbing fixtures on campus | The District will report the progress of the 2014 State Water Project Grant Construction Project, quarterly to the Board of Trustees measured by the monthly Agenda and Minutes. | | | By June 2027, the 2014 State Water Project Grant Construction Project will have been completed and signed over to LJSD, as reported to the Board of Trustees and included on the Board Agenda and Minutes. | |
| 5.6 | All classrooms featuring Positive Behavioral Interventions and Supports-oriented features | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the student responses to the following two prompts on the Spring 2024 survey: "My classroom is a safe place (physically and emotionally) for me to learn" and "I think my teacher makes our classroom a welcome place for all students." at a respondent rate of 100% who agree or | | | By June 2027, 100% of all student respondents to the Spring student survey prompts, "My classroom is a safe place (physically and emotionally) for me to learn" and "I think my teacher makes our classroom a welcome place for all students" will agree or strongly agree to each prompt | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | strongly agree to each prompt | | | | |
| 5.7 | All learning spaces that are wheelchair-accessible | As of June 2024, all but two classrooms had wheelchair access at the exterior exit/entrance to the classroom | | | By June 2027, all learning spaces will be wheel chair-accessible | |
| 5.8 | Survey Responses regarding facility conditions being safe and conducive to learning | The 2023-2024 LCAP student survey reported 77% of student respondents agreed/strongly agreed to the prompt that "Lakeside created a safe and welcome learning environment." | | | By June 2027, 100% of all student survey respondents will respond agree or strongly agree that facility conditions are safe and conducive to learning | |
| 5.9 | Beginning-of-year flyers/mailers and website link on safety policies | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the creation of a website link to all safety policies, and the presence of the District's safety policies on the website accessible through this link. | | | By June 2027, all safety policies will be linked to the District website and distributed at the BOY family communications, as measured by the presence of said link, and the District's safety policies on the website. | |
| 5.10 | Student / parent survey responses on awareness of safety policies | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and | | | By June 2027, 100% of student/parent survey respondents will | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | measured by student and parent responses to prompts on Spring LCAP survey regarding: "I am aware of the Lakeside safety policies" | | | agree/strongly agree that they are aware of safety policies | |
| 5.11 | Updated Social Studies curriculum adoption by 2025 | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the annual reporting on the Dashboard Local Indicator Self-Reflection Tool | | | By June 2027, the District will have adopted, delivered, and supported the instructional staff's instructional implementation of the social studies curriculum as measured by the annual reporting on the Dashboard Local Indicator Self-Reflection Tool | |
| 5.12 | Updated Math curriculum adoption by 2027 | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the annual reporting on the Dashboard Local Indicator Self-Reflection Tool | | | By June 2027, the District will have adopted, delivered, and begun to support the instructional staff's instructional implementation of the newly adopted math curriculum as measured by the annual reporting on the Dashboard Local Indicator | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | | | | Self-Reflection Tool | |
| 5.13 | Unduplicated families active in school activities/committees | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by tracking the percent of unduplicated families who sign attendance documents to at least 6 on-site activities or were a member of at least one Lakeside committee. The 2023-2024 number of unduplicated families is 11. | | | By June 2027, 100% of the Lakeside unduplicated families will be actively engaged in school activities/committees as measured by a minimum attendance of 6 on-site activities or being a member of at least one Lakeside committee. | |
| 5.14 | Home and School Communication team reports to Board (monthly) | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and measured by the monthly reports to the Board, by the Home and School Communication Team, as represented by the monthly Agenda and Minutes | | | By June 2027, the Home and School Communication team will have reported monthly to the Board of Trustees, as reflected on the monthly board agendas and Minutes | |
| 5.15 | Special education capacity / utilization reporting to Board | As this metric is new, there is no baseline data. The baseline for this will be set during the SY 2024-2025 and | | | By June 2027, the Board of Trustees will received monthly reporting on the special | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
| | | measured by the monthly Special Education capacity/utilization reports to the Board, as represented by the monthly Agenda and Minutes | | | education capacity and utilization as demonstrated on monthly board agendas | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 5.1 | Provide reporting on budget projections and plans for | Ensure internal controls and requirements are in place with appropriate administrative approval for all expenditures once the LJSD Budget is Board approved | \$25,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|-------------|--------------|
| | maintaining a balanced budget | | | |
| 5.2 | Provide reporting on budget projections and plans for maintaining a balanced budget | Collaborate with labor associations to assure District and School site spending decisions are transparent | \$10,000.00 | No |
| 5.3 | Maintain and upgrade facilities to best support learning | Create, publish, and implement an ongoing facilities maintenance plan by collaborating with staff and service providers (including potable water, turf lawn, buildings, tech, garden, etc) | \$10,000.00 | No |
| 5.4 | Create safe and inclusive spaces | Create (educationally, physically, socially, and emotionally) safe learning environments that are inclusive of learning and physical differences (i.e. functionally organized and welcoming materials/spaces such as carpets, calm-down corners, accessible ramps to all learning spaces) | \$13,500.00 | No |
| 5.5 | Communicate safety plans | Create and communicate emergency preparedness protocols (including lakeside as an emergency hub during broader disasters) | \$10,000.00 | No |
| 5.6 | Communicate safety plans | Create and communicate physical/mental health safety plans and protocols (including bullying, violence, self harm) | \$4,000.00 | No |
| 5.7 | Provide high quality materials and instructional supports | Provide content that fosters and reflects an understanding of multiple perspectives, critical issues, and the diversity of our world while offering different entry points, options for exploration, and end products | \$5,000.00 | No |
| 5.8 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | "Home to School Communication" team to promote school-family partnerships with Low Income, Foster Youth, and English Language Learner families | \$2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| 5.9 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | Provide Foster and Low Income youth with access to necessary tools and supports at home: (chromebooks, headphones, etc) | \$1,000.00 | No |
| 5.10 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | Hire sufficient special education staff to provide student access to appropriate education and/or provide targeted training for current specialized staff to enhance effectiveness | \$154,727.00 | Yes |
| 5.11 | Provide fundamental foundations that support, reflect, and model diversity, equity, inclusion, and belonging for Low Income, Foster Youth, English Language Learners, and SPED | Provide learning opportunities for all students to interact with and experience appropriate and meaningful activities that actively engage students that reflect and model diversity, equity, inclusion, and belonging (DEIB) | \$3,000.00 | 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 |
| \$\$30,436 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 2.954% | 0.191% | \$1,983.50 | 3.145% |

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 |
|-------------------|--|--|--|
| 5.8 | <p>Action: Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED</p> <p>Need: Unduplicated students are far more at-risk for failure than any other student population at Lakeside, and the percent of the parents of unduplicated students who are actively engaged in public schools trends very low. To</p> | Our unduplicated pupils and students with disabilities are far more the students at greatest risk for failure in public schools. As such, it is important to ensure proper/appropriate programs and services are provided to all students so identified. To this end, researched best practices cite highest success rates for unduplicated students when the home to school communication is a) personal, b) in the parent's home language, c) regular and frequent, and d) culturally sensitive and inclusive. Lakeside Joint School District is a | As measured by tracking the participation/engagement of non-duplicated families in/to school activities by signed attendance documents to at last 6 on-site activities, or committee membership on at least one committee. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>support the success of this population of students, Lakeside has focused on increasing the percentage of parents who actively engage in school events, and increasing the percentage of participation of these parents in the school related events.</p> <p>Scope: LEA-wide</p> | <p>single school school district, so the provision of LEA or school wide basis is duplicative/inane/superfluous.</p> | |
| 5.10 | <p>Action: Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED</p> <p>Need: Our unduplicated pupils and students with disabilities are far more the students at greatest risk for failure in public schools. As such, it is important to ensure proper/appropriate programs and services are provided to all students so identified. To this end, Lakeside will hire and maintain necessary services for all unduplicated students and Students with disabilities, e.g., occupational therapy, speech and language therapy, mental health services and emotional/psychological support/services.</p> <p>Scope: Schoolwide</p> | <p>Our unduplicated pupils and students with disabilities are far more the students at greatest risk for failure in public schools. As such, it is important to ensure proper/appropriate programs and services are provided to all students so identified. All students with identified needs (504, SST, IEP, AIP, etc.) also have identified and documented services that support those needs and promote student success as the services provide foundational skills, making it incumbent upon Lakeside to hire and maintain the services of these appropriate personnel (OT, SLP, school counselor, BCBA, etc.) so that all of our students do succeed. Lakeside Joint School District is a single school school district, so the provision of LEA or school wide basis is duplicative/inane/superfluous.</p> | <p>CAASPP results and as measured by the monthly reporting to the Board on the special education capacity and utilization reports/log by said personnel.</p> |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

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.

Specific services that support our unduplicated students include an EL/ELD instructional push-in/pull-out support, ESY and a four-week summer program, afterschool program, ELAC/DELAC meetings. LJSD also employs instructional assistants who specifically support at-risk and struggling students. Our Foundations Program supports our EL/ELD students. Professional development supports and targets equity, inclusion and differentiation, which allows the instructional staff to focus on individual students, at their individual level, including EL/ELD learners.

LJSD has a contracted SEL Coordinator who works directly with our unduplicated students. We have also provided additional support for students who need transportation to and from school, meals, scholarships (fully funded) for fieldtrips and overnight camps, and school supplies. These services amounted to an increase of 3.68%.

Lakeside Joint School District is committed to serving Foster Youth in the best manner possible and therefore follows the recommendations of the Foster and Homeless Youth Services at the Santa Clara County Office of Education. Under this program, coordinated case management and communication system is arranged and monitored allowing key stakeholders to stay connected and responsive to the needs of youth. LJSD will continue to fund the programs and support structures that LJSD has provided in the past two years. Additionally, we are expanding our services in the following ways: emphasis on support around data assessment and analysis, disaggregating data, reviewing subgroup and individual student achievement, continuing to identify areas of need, supporting the implementation of interventions (additional instructional staff, summer, afterschool, in-school, etc.). The absence of specific data during the 2021-2022 School Year measuring the progress and growth of our specifically identified groups was addressed in the 2022-2023 SY, and our instructional staff and support team was better able to track student progress and achievement to goals. Becoming part of the COE's DataZone for the coming school year will provide additional data organization and support for targeting specific students with their individual needs and identified supports.

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, Lakeside School does not have a high concentration of foster youth, English learners, and low-income students.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | 18-to-1 | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | 18-to-1 | NA |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (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 | \$1,030,295 | \$30,436 | 2.954% | 0.191% | 3.145% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|--------------|---------------|----------------|-----------------|---------------------|
| Totals | \$946,373.00 | \$67,130.00 | \$325,083.00 | \$18,727.00 | \$1,357,313.00 | \$1,313,313.00 | \$44,000.00 |

| 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 | Deliver high quality curriculum and instruction that fully aligns with state standards | All | No | | | All Schools | 2024-2025 | \$0.00 | \$15,000.00 | \$0.00 | \$15,000.00 | \$0.00 | \$0.00 | \$15,000.00 | |
| 1 | 1.2 | Data-driven decision making through proper assessments | All | No | | | All Schools | 2024-2025 | \$6,000.00 | \$0.00 | \$0.00 | \$6,000.00 | \$0.00 | \$0.00 | \$6,000.00 | |
| 1 | 1.3 | Multi-sensory learning | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | 0 |
| 1 | 1.4 | Differentiated learning | All | No | | | All Schools | 2024-2025 | \$8,000.00 | \$0.00 | \$0.00 | \$8,000.00 | \$0.00 | \$0.00 | \$8,000.00 | |
| 1 | 1.5 | Responsiveness to learning gaps | All | No | | | All Schools | 2024-2025 | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 | 0 |
| 1 | 1.6 | English Language Learners | All Students with Disabilities | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 2 | 2.1 | Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) Implementation | All | No | | | All Schools | 2024-2025 | \$30,000.00 | \$0.00 | \$30,000.00 | \$0.00 | \$0.00 | \$0.00 | \$30,000.00 | |
| 2 | 2.2 | Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) Implementation | All | No | | | All Schools | 2024-2025 | \$25,000.00 | \$0.00 | \$25,000.00 | \$0.00 | \$0.00 | \$0.00 | \$25,000.00 | |
| 2 | 2.3 | Teach and implement Social and Emotional Learning tools with fidelity | All | No | | | All Schools | 2024-2025 | \$32,000.00 | \$0.00 | \$0.00 | \$0.00 | \$32,000.00 | \$0.00 | \$32,000.00 | |
| 2 | 2.4 | Teach and implement Social and Emotional | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | \$0.00 | \$10,000.00 | |

| 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 |
|--------|----------|---|-----------------------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|--------------|---------------|--------------|---|
| | | Learning tools with fidelity | | | | | | | | | | | | | | |
| 2 | 2.5 | Teach and implement Social and Emotional Learning tools with fidelity | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 2 | 2.6 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) systems and practices | All low income, ELL, Foster Youth | No | | | All Schools | 2024-2025 | \$8,000.00 | \$0.00 | \$8,000.00 | \$0.00 | \$0.00 | \$0.00 | \$8,000.00 | |
| 2 | 2.7 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) systems and practices | All | No | | | All Schools | 2024-2025 | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 | |
| 2 | 2.8 | Stakeholder awareness of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) systems and practices | All | No | | | All Schools | 2024-2025 | \$7,000.00 | \$0.00 | \$7,000.00 | \$0.00 | \$0.00 | \$0.00 | \$7,000.00 | |
| 2 | 2.9 | Promote critical thinking and civic responsibility through classroom instruction | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 2 | 2.10 | Promote critical thinking and civic responsibility through classroom instruction | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 2 | 2.11 | Promote critical thinking and civic responsibility through classroom instruction | All | No | | | All Schools | 2024-2025 | \$15,000.00 | \$1,750.00 | \$13,000.00 | \$0.00 | \$3,750.00 | \$0.00 | \$16,750.00 | |
| 2 | 2.12 | Provide a broad course of study | All | No | | | All Schools | | \$91,630.00 | \$1,000.00 | \$16,130.00 | \$15,000.00 | \$61,500.00 | \$0.00 | \$92,630.00 | |
| 2 | 2.13 | Promote critical thinking and civic responsibility through classroom instruction | All | No | | | All Schools | 2024-2025 | \$0.00 | \$3,750.00 | | \$2,000.00 | \$1,750.00 | | \$3,750.00 | |
| 3 | 3.1 | Credentialed Teachers | All | No | | | All Schools | 2024-2025 | \$759,826.00 | \$0.00 | \$554,243.00 | \$0.00 | \$205,583.00 | \$0.00 | \$759,826.00 | |
| 3 | 3.2 | Annual turnover of Certificated and Classified Instructional Staff | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 3 | 3.3 | Staff Salary Rank compared with the same for Santa Clara and Santa Cuz County School Districts | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.4 | Number of Professional Development hours provided to the Instructional Staff annually | All | No | | | All Schools | 2024-2025 | \$3,130.00 | \$0.00 | \$0.00 | \$3,130.00 | \$0.00 | \$0.00 | \$3,130.00 | |
| 3 | 3.5 | Highly Qualified Instructional Staff | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.6 | Number of formal collaboration sessions for Instructional Staff each year | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 3 | 3.7 | Develop a highly collaborative instructional culture/climate/environment | All | No | | | All Schools | 2024-2025 | \$15,000.00 | \$0.00 | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 | |
| 4 | 4.1 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 | |
| 4 | 4.2 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$2,500.00 | \$0.00 | \$2,500.00 | \$0.00 | \$0.00 | \$0.00 | \$2,500.00 | |
| 4 | 4.3 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$2,500.00 | \$0.00 | \$2,500.00 | \$0.00 | \$0.00 | \$0.00 | \$2,500.00 | |
| 4 | 4.4 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$2,000.00 | \$0.00 | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 | |
| 4 | 4.5 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$4,000.00 | \$0.00 | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 | |
| 4 | 4.6 | Provide structured opportunities for volunteering, | All | No | | | All Schools | 2024-2025 | \$4,000.00 | \$0.00 | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 | |

| 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 |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | collaboration, and communication between families and staff | | | | | | | | | | | | | | |
| 4 | 4.7 | Provide structured opportunities for volunteering, collaboration, and communication between families and staff | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.8 | Systematically solicit input from stakeholders, and incorporate feedback into school governance | All | No | | | All Schools | 2024-2025 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 4 | 4.9 | Engage and inform families about systematic procedures | All | No | | | All Schools | 2024-2025 | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 | |
| 4 | 4.10 | Provide families, students, and teachers opportunities to participate in school governance | All | No | | | All Schools | 2024-2025 | \$2,000.00 | \$0.00 | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 | |
| 5 | 5.1 | Provide reporting on budget projections and plans for maintaining a balanced budget | All | No | | | All Schools | 2024-2025 | \$25,000.00 | \$0.00 | \$25,000.00 | \$0.00 | \$0.00 | \$0.00 | \$25,000.00 | |
| 5 | 5.2 | Provide reporting on budget projections and plans for maintaining a balanced budget | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 5 | 5.3 | Maintain and upgrade facilities to best support learning | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 5 | 5.4 | Create safe and inclusive spaces | All | No | | | All Schools | 2024-2025 | \$0.00 | \$13,500.00 | \$10,000.00 | \$0.00 | \$3,500.00 | \$0.00 | \$13,500.00 | |
| 5 | 5.5 | Communicate safety plans | All | No | | | All Schools | 2024-2025 | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |
| 5 | 5.6 | Communicate safety plans | All | No | | | All Schools | 2024-2025 | \$4,000.00 | \$0.00 | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 | |
| 5 | 5.7 | Provide high quality materials and instructional supports | All | No | | | All Schools | 2024-2025 | \$0.00 | \$5,000.00 | \$0.00 | \$5,000.00 | \$0.00 | \$0.00 | \$5,000.00 | |
| 5 | 5.8 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$2,000.00 | \$0.00 | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 | |
| 5 | 5.9 | Provide fundamental foundations for Low Income, Foster Youth, | All Students with Disabilities | No | | | All Schools | 2024-2025 | \$0.00 | \$1,000.00 | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 | |

| 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 |
|--------|----------|--|--|---|-------------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| | | English Language Learners, and SPED | | | | | | | | | | | | | | |
| 5 | 5.10 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 | \$154,727.00 | \$0.00 | \$130,000.00 | \$0.00 | \$6,000.00 | \$18,727.00 | \$154,727.00 | |
| 5 | 5.11 | Provide fundamental foundations that support, reflect, and model diversity, equity, inclusion, and belonging for Low Income, Foster Youth, English Language Learners, and SPED | All Students with Disabilities | No | | | All Schools | 2024-2025 | \$0.00 | \$3,000.00 | \$0.00 | \$3,000.00 | \$0.00 | \$0.00 | \$3,000.00 | |

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 |
|------------------------------|--|---|--|---|---|--|--|-------------------|------------------|
| \$1,030,295 | \$30,436 | 2.954% | 0.191% | 3.145% | \$132,000.00 | 0.000% | 12.812 % | Total: | \$132,000.00 |
| | | | | | | | | LEA-wide Total: | \$2,000.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$130,000.00 |

| 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 (%) |
|------|----------|---|---|------------|--|-------------|--|---|
| 5 | 5.8 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,000.00 | |
| 5 | 5.10 | Provide fundamental foundations for Low Income, Foster Youth, English Language Learners, and SPED | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$130,000.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$1,018,363.00 | \$1,045,562.00 |

| 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 | Credentialed Teachers | No | \$645,992.00 | \$664,158 |
| 1 | 1.2 | Instructional Materials | No | \$16,353.00 | \$22,106 |
| 1 | 1.3 | Facilities | No | \$80,611.00 | \$86,584 |
| 1 | 1.4 | Access to Academic Content Standards | No | \$10,000.00 | \$18,311 |
| 1 | 1.5 | CA EL and ELD Standards | Yes | \$21,315.00 | \$22,395 |
| 1 | 1.6 | Broad Course of Study | No | \$73,739.00 | \$76,595 |
| 1 | 1.7 | Learning Loss | No | \$58,076.00 | \$55,107 |
| 1 | 1.8 | SEL Support | No | \$20,500.00 | \$8,521 |
| 1 | 1.9 | Balanced Budget | No | \$0.00 | 0 |
| 1 | 1.10 | Parent Engagement | No | \$0.00 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.1 | Provide Academic and Social and Emotional Learning student supports | No | \$12,785.00 | \$12,349 |
| 2 | 2.2 | Provide Social and Emotional Learning support | No | \$12,740.00 | \$12,740 |
| 2 | 2.3 | Champions Summer and After School Program | No | \$8,076.00 | \$8,076 |
| 2 | 2.4 | Playworks recess and playground activity | No | \$750.00 | \$750 |
| 2 | 2.5 | Equity, Diversity, and Inclusion Curriculum | No | \$2,500.00 | \$3,650 |
| 2 | 2.6 | Scholarship Opportunities | No | \$5,000.00 | \$5,036 |
| 3 | 3.1 | Student engagement and enrichment | No | \$1,000.00 | \$1,000 |
| 3 | 3.2 | Mitigate learning loss | Yes | \$23,350.00 | \$20,762 |
| 3 | 3.3 | Mitigate Learning Loss | No | \$16,152.00 | \$17,998 |
| 3 | 3.4 | SEL and inclusion support | No | \$0.00 | \$0 |
| 3 | 3.5 | SEL Coordinator | No | \$7,424.00 | \$7,424 |
| 3 | 3.6 | Engaging/challenging all students academically | No | \$1,000.00 | \$1,000 |
| 3 | 3.7 | Student academic success | No | \$1,000.00 | \$1,000 |

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) |
|--|---|---|--|--|--|--|
| \$30,068 | \$44,665.00 | \$43,157.00 | \$1,508.00 | 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 | CA EL and ELD Standards | Yes | \$21,315.00 | \$22,395 | | |
| 3 | 3.2 | Mitigate learning loss | Yes | \$23,350.00 | \$20,762 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| \$1,039,483 | \$30,068 | 1.45% | 4.343% | \$43,157.00 | 0.000% | 4.152% | \$1,983.50 | 0.191% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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