LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Live Oak Elementary School District

CDS Code: 44 69765

School Year: 2024-25

LEA contact information:

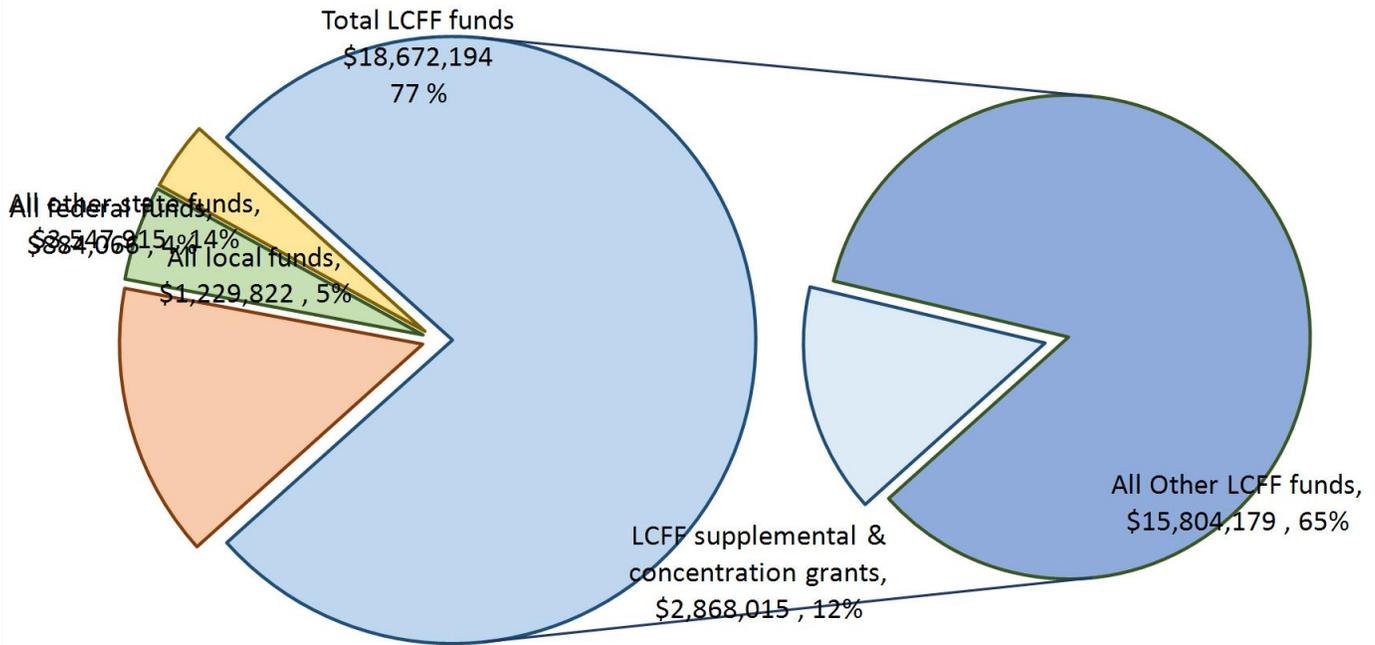Dr. Daisy Morales

Superintendent

dmorales@losd.ca

(831) 475-6333

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$18,672,194
77 %

All other state funds,
$3,547,915 , 14%

All federal funds,
$884,066 , 4%

All local funds,
$1,229,822 , 5%

LCFF supplemental &
concentration grants,
$2,868,015 , 12%

All Other LCFF funds,
$15,804,179 , 65%

This chart shows the total general purpose revenue Live Oak Elementary 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 Live Oak Elementary School District is $24,333,997, of which $18,672,194 is Local Control Funding Formula (LCFF), $3,547,915 is other state funds, $1,229,822 is local funds, and $884,066 is federal funds. Of the $18,672,194 in LCFF Funds, $2,868,015 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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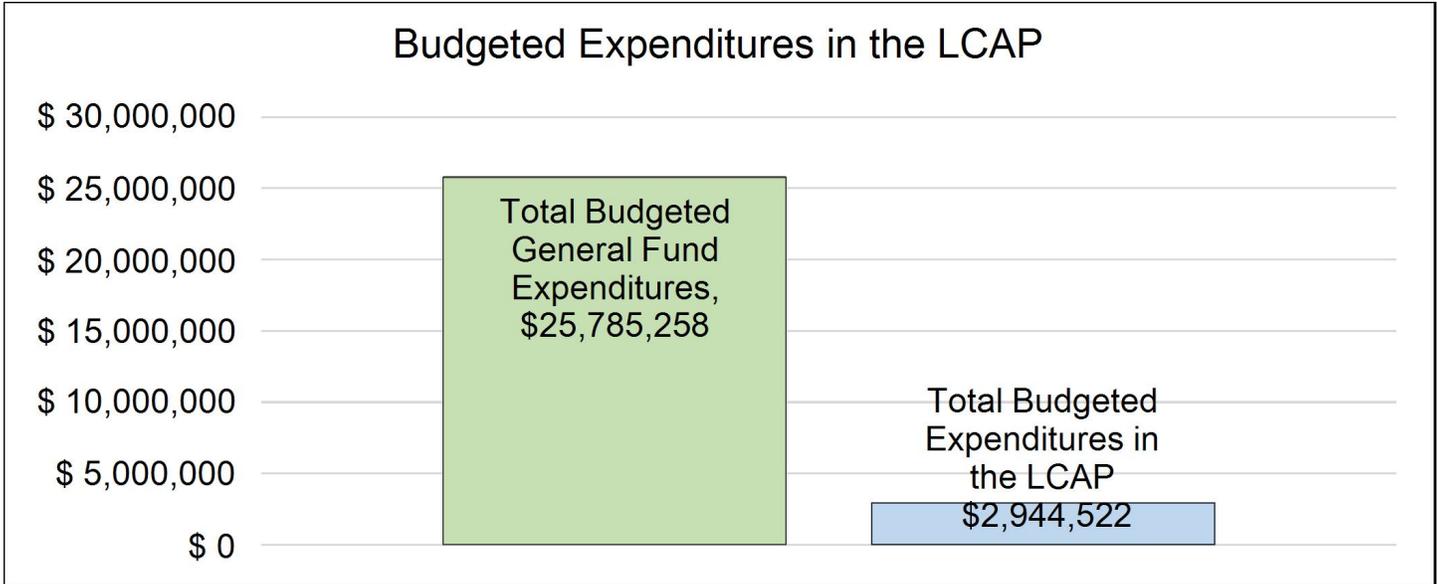
This chart provides a quick summary of how much Live Oak Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Live Oak Elementary School District plans to spend $25,785,258 for the 2024-25 school year. Of that amount, $2,944,522 is tied to actions/services in the LCAP and $22,840,736 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
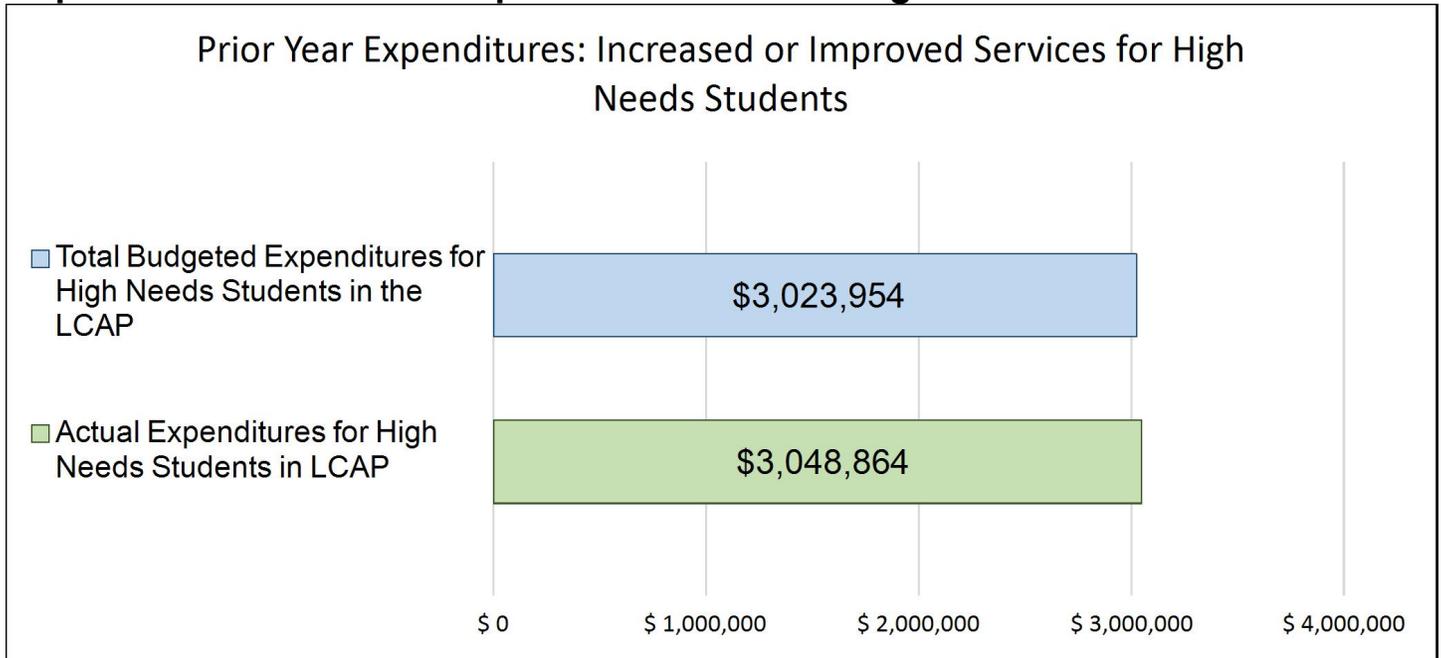
The budgeted expenditures not included in the LCAP include all general operating expenses for the district to include staff salaries and benefits, materials and supplies, and operating costs. The general fund also includes specialized programs like after school and special education programs.

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

In 2024-25, Live Oak Elementary School District is projecting it will receive $2,868,015 based on the enrollment of foster youth, English learner, and low-income students. Live Oak Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Live Oak Elementary School District plans to spend $2,868,015 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

$3,023,954

☐ Actual Expenditures for High Needs Students in LCAP

$3,048,864

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

This chart compares what Live Oak Elementary 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 Live Oak Elementary 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, Live Oak Elementary School District's LCAP budgeted $3,023,954 for planned actions to increase or improve services for high needs students. Live Oak Elementary School District actually spent $3,048,864 for actions to increase or improve services for high needs students in 2023-24.
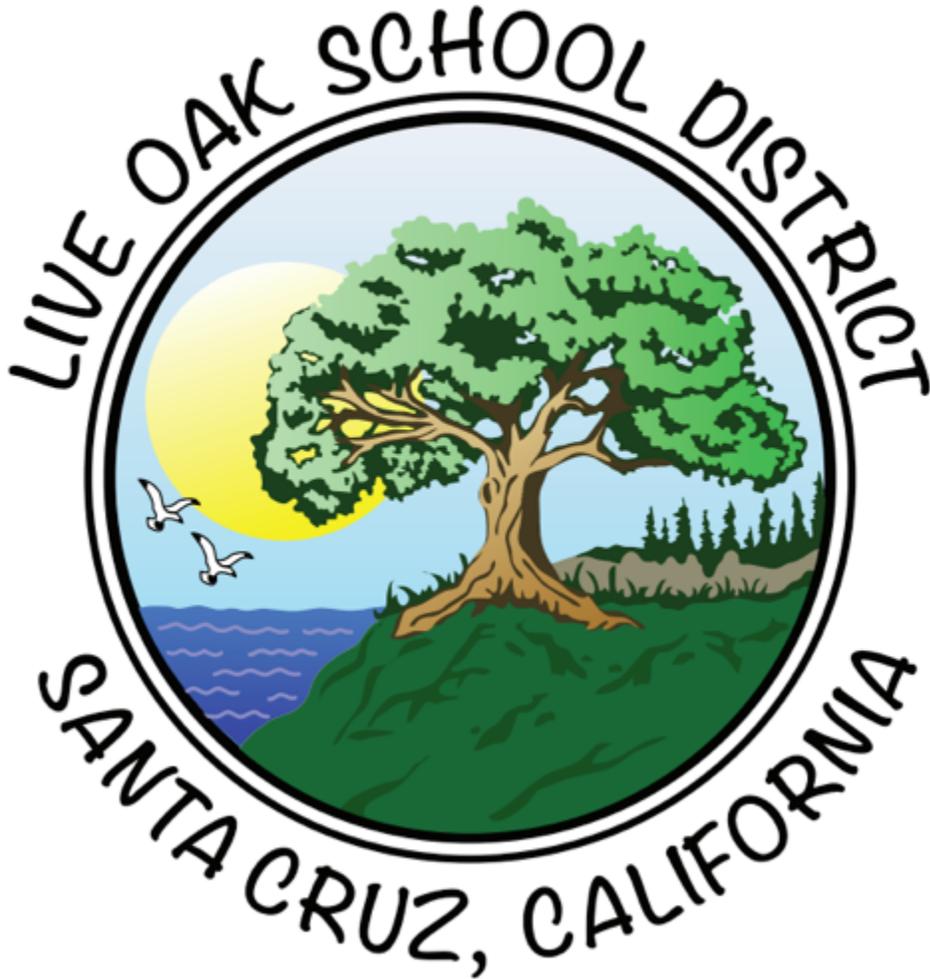
2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Live Oak Elementary School District	Dr. Daisy Morales Superintendent	dmorales@losd.ca (831) 475-6333

Goals and Actions

Goal

Goal #	Description
1	In addition to continued efforts supporting inclusive practices and equity for all students, Live Oak School District will actively promote Family And Community Engagement (FACE) at all schools as we develop and grow as community schools with a focus on a whole-child framework and an anti-racist model of education in order to ensure equal opportunities and success for all students. The FACE strategic plan will use the guiding strategies of welcoming environments, effective communication, resources and opportunities, and shared responsibility and leadership with a foundation based on equity and cultural responsiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Schools Dashboard Local Indicator on Parent Engagement	CA Schools Dashboard Local Indicator on Parent Engagement: MET	MET	MET	MET	CA Schools Dashboard Local Indicator on Parent Engagement: MET
Percentage of parents returning annual survey	Parent Survey Response Rates: DM: 54% GA: 75% LO: 77% SH: 46%	District wide survey has 11.6% response rate	MET Parent Survey Response Rates: DM: 7% GA: 9% LO: 8% OA: 10% SH: 7%	MET Community School Input DATA OA: 79.9% SM: 75.7% GA: 82.8% LO: 79.8% DM: 78.2% Families district wide said that the top 3 things they love about their schools are.	Parent Survey Response Rates: 50% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				*Teachers and staff *Community and sense of belonging *Programs and resources offered	
YouthTruth Parent Survey (annual) - measure(s) TBD	TBD in 2021-22	Panorama (167 responses) *81% of parent's perceptions that their student is physically and psychologically safe at school *79% of parents responded favorably to various questions about challenges to being engaged *76% parents favorable perceptions about the overall social and learning climate at their child's school *22% parents favorable about being involved with and interacting with their child's school	Panorama (196 responses) *80% of parent's perceptions that their student is physically and psychologically safe at school *83% of parents responded favorably to various questions about challenges to being engaged *78% parents favorable perceptions about the overall social and learning climate at their child's school *28% parents favorable about being involved with and interacting with their child's school	With the response rate from above, we gathered extensive input from parents from each individual school. The positive themes that surfaced included: 95% of families believe that we provide inclusive settings and socially supportive learning opportunities that celebrate cultural identity and communicate student belonging. 95% of families said that our school-wide activities and events model and encourage diversity, equity,	TBD targets based on 21-22 baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				inclusion, and belonging. 94% of families believe that school communication is responsive, consistent, and culturally relevant (origin and lifestyle).	
Percentage of parents attending back to school nights	Percentage of parents attending back to school nights: DM: 67% GA: 63% LO: 49% SH: 38%	Only held at Shoreline	Percentage of parents attending back to school nights: DM: 83%, GA: 85% LO: 60%, SH: 61%	Shoreline: 323 signed in (~72%) Del Mar: 282 signed in (~92%) Live Oak: 280 signed in (~78%) Green Acres: 84%	Each school's Back to School Night attendance will increase annually by 5%
Percentage of parents attending Fall parent-teacher conferences	Percentage of parents attending Fall parent-teacher conferences DM: 87% GA: 92% LO: 86% SH: 85%	Due to Covid, it was held virtually in various formats that made data uncollectible.	Percentage of parents attending Fall parent-teacher conferences DM: 94%, GA: 92% LO: 88%, SH: 82%	Shoreline: 83.78% Del Mar: 276 signed in (~88%) Live Oak: 305 signed in (~85%) Green Acres: 83%	Percentage of parents attending Fall parent-teacher conferences: 90% or greater
Number of parents attending Cradle to Career Parent Leadership Committee meetings	Number of parents attending Cradle to Career Parent Leadership	65	This data point is outside the district and does not align to an action or service in the goal.	This data point is outside the district and does not align to an action or service in the goal.	Number of parents attending Cradle to Career Parent Leadership

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Committee meetings: 40				Committee meetings: 75
Number of participants at district wide events		Activities not provided in this year	*Back to school BBQ - 270 *Caregiver University - 37 *Thank you to our caregivers - 150 between SL,LO,DM,GA 36 at OA *Superintendent chats - 5-15 at the various schools throughout the year *Parent advisory council and Madres/Padres Campeones monthly meetings - 10-13 per month *Student voice groups - 50-55 per month *RJ&E parent spaces - 10-20 each meeting (about every other month) *LGBTQIA+ parent spaces - 8-10 each meeting (there have been 3 meetings) *CEI - 22 in the team attending 6 state-wide meetings	*Back to school BBQ - 550 families/30 community partners *Caregiver University - 75 families/10 community partners *Thank you to Caregivers - 975 across all sites *Superintendent Chats - 10-30 Adult participants throughout the 3 elementarties and OA. 250 SMS students participated in the Superintendte chat with middle school students. *Champion families - 10-13 per meeting *Student Voice SMS - 20-30 students *REJ parent space - 10-15 families monthly gathering *LGBTQIA+ - 1-4 families monthly gathering *Families of Special Education - 3-12	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*Amor a la Lectura event - 331 parents, students, and community partners *Día del Niño event over 900 parents, students, and community partners	families monthly gathering *CEI - 15 on year 2 team - attending 4 statewide Peer Leading and Learning gatherings *Love of Reading - 477 families / 5 community partners *Parent Square workshops - 150 families across district *Dia del Nino - 875 families / 10 community partners	

Goal Analysis

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

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

The actions were carried out as planned and were highly successful. The metrics data on the district-wide events show the continued growth in participation and engagement of parents in events being offered. Events continue to grow and change based on input from our school community. Through listening sessions with families, staff and CBO's we are able to address suggested changes. While more and more families feel welcomed and engaged, we are still lacking when it comes to seeking engagement from our families, not attending events and or participating in general. Ideally we would have increased our engagement work by meeting the families that staff feel need to be connected with and hold listening sessions with them. For example, meet with our families of the highest absentee percentages and hold empathetic interviews with them. This would allow us to know a bit more about where and how to meet these families better. Another example is working directly with our English Learner population and their families. Specifically targeting our Long Term English Learners. This would create a dialogue for a clearer picture as to whom we are not serving according to their needs.

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.

Funds were used as planned. The one area that was not fully executed was student voice at the elementary schools. Due to lack of interested personnel to take on the additional task, only the middle school had a student voice group this year. The middle school group was successful in keeping the students engaged and open to engage in activities on and off site.

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

The Family and Community Engagement (FACE) team was fully started last year, 2022-2023. It has just begun and due to lack of funding, it will be diminished for the upcoming year. Through research and participating in the state's Community Engagement Initiative, it is incredibly important to have a focus on community engagement as a stand-alone focus at the district level. Sites do activities and events based on their culture. District-wide events are critical to provide a comprehensive, bridging focus that unites all the schools and its surrounding community. District level support is able to target families with the most need for engagement and community support including resources for their basic needs. Community partners engaged more than ever before to work with our district in order to provide valuable resources for families. Families had several opportunities to engage with community partners at any of our district wide community events. While the district wide annual survey was met, the percentage of Parent participation district wide needs attention. The participation we received only gives a narrow view into what parents district wide feel about their schools. Taking a deeper dive into who is actually responding to the survey would be ideal in assuring we hear from all voices across our district. On the other hand, the community schools survey was a big success across our district. With the support of the FACE team families had many opportunities to respond to the survey. This in part comes from the amount of knowledge families had about community schools and how they could support by giving their own input. From year 2 to 3 the Panorama annual survey saw an increase in families participating with a more favorable view on school community and culture. This is a direct correlation to incorporating FACE district wide events, Family liaisons and the many collaborations with local community partners through FACE. Across our school sites more families participated in Back to School night and Fall parent teacher conferences. Families had more overall feelings of being heard and understood. Families are more engaged than ever before in and around their students' school day. Cradle to Career continues to participate with our LOSD community. With that being said, their relationship with our families is around the school day. Most often on weekends and evenings. We do not have a measurement system set up to identify the percentage of families participating throughout the year. Cradle to Career also engages with other families from other school districts which can offer false percentages due to no accurate reporting system from that community partner. Participation in our district wide events have increased over the last two years. In large part due to families encouraging other families to come and attend workshops, celebrate our young readers, engage with our local community. Families continue to build community while attending district wide events to meet new people and take time to engage/build connections. All events are set up to have families walk away with more knowledge of support in and around the school day for their families, learn how and when to ask curious questions for better engagement with teachers as well as learn about their local community and all that it has to offer LOSD.

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

The goals were met in many areas as the data shows. This coming year there might be a need to consolidate services and reduce staff. The FACE manager will provide direct service to families identified by sites in need of support and engagement. These families will receive individualized care based on their current situations. The FACE manager will work with teachers, admin and support staff to bridge the caps that sites are experiencing with families.

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

Goals and Actions

Goal

Goal #	Description
2	Academic Achievement and 21st Century Learning: Live Oak School District will empower, inspire and ensure equitable opportunities for every student to thrive in an academically rigorous, collaborative, and innovative learning environment. [BROAD GOAL]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Early Literacy (K,1st)	STAR Early Literacy [Overall / Low-SES / EL] K: 46% / 36% / 27% 1st: 42% / 39% / 25%	STAR Early Literacy Trimester 2 scores (does not include Ocean Alternative) [Overall / Low-SES / EL] K: 51% / 43% / 36% 1st: 47% / 36% /20 %	STAR Early Literacy Trimester 2 scores (does not include Ocean Alternative) [Overall / Low-SES / EL] K: 42% / 48% / 27% 1st: 46% / 34% /27 %	This is iReady data - new local assessment platform These are the percentage of students at grade level on this assessment. Overall / Low-SES / EL K: 59% / 56% / 39% 1st: 43% / 33% / 16%	STAR Reading [Overall / Low-SES / EL] K: 54% / 51% / 42% 1st: 51% / 51% / 40%
STAR Reading (2nd-8th)	STAR Reading [Overall / Low-SES / EL] 2nd: 40% / 26% / 17% 3rd: 52% / 42% / 29%	STAR Reading Trimester 1/Winter (6-8) (does not include Ocean Alternative)	STAR Reading Trimester 1/Winter (6-8) (does not include Ocean Alternative)	This is iReady data - new local assessment platform These are the percentage of	STAR Reading [Overall / Low-SES / EL] 2nd: 49% / 41% / 32% 3rd: 61% / 57% / 44%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th: 48% / 33% / 22% 5th: 42% / 34% / 14% 6th: 51% / 39% / 10% 7th: 43% / 38% / 13% 8th: 40% / 30% / 4%	[Overall / Low-SES / EL] 2nd: 43 % /34 % /19 % 3rd: 53% / 36% / 26% 4th: 58% /48 % / 32% 5th: 59% / 49% /27% 6th: 37% / 29% / 2% 7th: 50% /37 % /4% 8th: 29% / 24% /0 %	[Overall / Low-SES / EL] 2nd: 46% / 34%/24% 3rd: 53% /43% /31% 4th: 63% /46% /23% 5th: 62% /46% /10% 6th: 47% /36% /6% 7th: 31% /28% /0% 8th: 43% /38% /0%	students at grade level on this assessment. Overall / Low-SES / EL 2nd: 30% / 18% / 10% 3rd: 55% / 43% / 30% 4th: 33% / 27% / 9% 5th: 39% / 20% / 0% 6th: 39% / 21% / 3% 7th: 42% / 29% / 5% 8th: 23% / 18% / 0%	4th: 57% / 48% / 37% 5th: 51% / 49% / 29% 6th: 60% / 54% / 25% 7th: 52% / 53% / 28% 8th: 49% / 45% / 19%
California Schools Dashboard: English Language Arts ELA SBAC (3rd-8th)	California Schools Dashboard (2019): English Language Arts (YELLOW) ELA SBAC: TBD	California Schools Dashboard (2020-2021) Suspended due to Covid	California Schools Dashboard (2021-2022) ELA: Low	California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points "above or below" standard District level: yellow - 7.8 pts below Homeless students: orange - 68.9 pts below Socioeconomically disadvantaged:	California Schools Dashboard: English Language Arts (GREEN) ELA SBAC: TBD to be reported by student subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				yellow - 31.4 pts below English Learners: orange - 49.2 pts below Hispanic: yellow - 30.6 pts below White: green - 33.9 pts above	
STAR Math (1st-8th)	STAR Math [Overall / Low-SES / EL] 1st: 52% / 39% / 38% 2nd: 40% / 26% / 24% 3rd: 47% / 39% / 32% 4th: 43% / 32% / 26% 5th: 44% / 37% / 19% 6th: 46% / 37% / 18% 7th: 47% / 47% / 22% 8th: 45% / 41% / 12%	STAR Math Trimester 2/Winter (6-8) (does not include Ocean Alternative) [Overall / Low-SES / EL] 1st: 66% / 62% / 55% 2nd: 46% /38% / 23% 3rd: 62% / 49%/ 35% 4th: 60% / 51% / 41% 5th: 64% / 52% / 38% 6th: 38% / 24% / 15% 7th: 45% / 38% / 17% 8th 43% / 47% / 23%	STAR Math Trimester 2/Winter (6-8) (does not include Ocean Alternative) [Overall / Low-SES / EL] 1st: 51% / 37% / 44% 2nd: 43% /36% / 15% 3rd: 58% / 61%/ 38% 4th: 60% / 52% / 26% 5th: 56% / 51% /26% 6th: 48% / 30% / 14% 7th: 33% / 27% / 10% 8th 45% / 41% / 0%	This is iReady data - new local assessment platform These are the percentage of students at grade level on this assessment. K: 31% / 22% / 12% 1st: 39% / 27% / 13% 2nd: 24% / 13% / 14% 3rd: 41% / 28% / 18% 4th: 27% / 21% / 9% 5th: 47% / 33% / 3% 6th: 36% / 25% / 3% 7th: 33% / 14% / 0% 8th: 19% / 10% / 4%	STAR Math [Overall / Low-SES / EL] 1st: 61% / 54% / 53% 2nd: 49% / 41% / 39% 3rd: 56% / 54% / 47% 4th: 52% / 47% / 41% 5th: 53% / 52% / 34% 6th: 55% / 52% / 33% 7th: 56% / 56% / 37% 8th: 54% / 54% / 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Schools Dashboard: Mathematics Math SBAC (3rd-8th)	California Schools Dashboard (2019): Mathematics (GREEN) Math SBAC: TBD	California Schools Dashboard (2020-2021): Mathematic Suspended due to Covid	California Schools Dashboard (2021-2022): Mathematic Mathematics: Low	California Schools Dashboard (2024, 2022-2023 assessment): Mathematics Measured in points "above or below" standard District level: yellow - 41.4 pts below Homeless students: red - 101.2 pts below Students with disabilities: orange - 68.5 pts below Socioeconomically disadvantaged: yellow- 113.1 pts below English Learners: yellow - 77.3 pts below Hispanic:	California Schools Dashboard: Mathematics (GREEN) Math SBAC: TBD to be reported by student subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				yellow - 64.6 pts below White: green - 1.5 pts above	
State Science Test (CAST) (5th, 8th)	State Science Test (CAST): TBD	CAST 2020-2021 Suspended due to Covid	CAST 2021-2022 (assessment) Met or Exceeded Standards Districtwide: 35.76% 5th: 35.26% 5th statewide: 31.19% 8th: 36.26% 8th statewide: 29.20%	CAST 2023-2024, 2022-2023 (assessment) Met or Exceeded Standards Districtwide: 43.82% 5th: 38.07% 5th statewide: 31.86% 8th: 50.29% 8th statewide: 28.76%	State Science Test (CAST): TBD to be reported by student subgroups
FOSS modules (TK-5th)	Two FOSS modules/year (TK-5th)	There was no action or service tied to this metric and also FOSS was used in conjunction with Mystery Math so two modules might not have been taught as teachers made decisions based on classroom needs.	There was no action or service tied to this metric and also FOSS was used in conjunction with Mystery Math so two modules might not have been taught as teachers made decisions based on classroom needs.	There was no action or service tied to this metric and also FOSS was used in conjunction with Mystery Math so two modules might not have been taught as teachers made decisions based on classroom needs.	Three FOSS modules/year (TK-5th)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Schools Dashboard: English Learner Progress ELPAC	California Schools Dashboard (2019): English Learner Progress (NO COLOR) (in 18-19) ELPAC: 52.1% of ELs Progressed at least one ELPI level	California Schools Dashboard (2020-2021): EL Progress Suspended due to Covid	California Schools Dashboard (2021-2022) EL Progress: Medium 52.2% making progress towards English language proficiency	California Schools Dashboard (2023-2024; Spring 2023 assessment): EL Progress Measured in percentage making progress District level: green - 55.8% making progress 56% of ELs Progressed at least one ELPI level 31.7% of ELs maintained their level	California Schools Dashboard: English Learner Progress (GREEN) ELPAC: 80% of ELs Progress at least one ELPI level
Reclassification rates	Reclassification Rates: Elementary (7%) Middle school (17%)	Reclassification Rates: Elementary: 5% - 18/334 students Middle School:16% - 18/114 students	Reclassification Rates: Elementary: 7% - 20/307 students Middle School:46% - 37/81 students	Reclassification Rates: 413 English Learners - 55 students have been reclassified. District-wide - 13.32 % Elementary: 8.82% Middle School: 26.2%	Reclassification Rates: Elementary (16%) Middle school (20%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of classrooms utilizing strategies for collaborative group learning to produce 21st century skill based projects	(in 19-20) 48 classrooms utilizing strategies for collaborative group learning to produce 21st century skill based projects	There was no action or service tied to this metric.	There was no action or service tied to this metric.	There was no action or service tied to this metric.	67 classrooms
Percentage of former Shoreline students placed in world language and "D" science in 9th grade	World Language: 24% - 33% gap Science: 7% - 17% gap "gap" refers to the gap in % of Shoreline students enrolled in the course compared to students from other feeder schools	Still working on how to gather this type of data in an easier fashion	No easy way to gather this data and there was no action or services that this would help measure.	No easy way to gather this data and there was no action or services that this would help measure.	Equitable enrollment of former Shoreline students placed in foreign language and "D" science in 9th grade as compared to students from other feeder schools
Academic Performance of Students with Disabilities California Schools Dashboard: ELA and Math SBAC ELA & Math	California Schools Dashboard (2019): ELA (ORANGE) California Schools Dashboard (2019): Math (ORANGE) Percent of students receiving special education who met or exceeded standard on the SBAC tests	California Schools Dashboard (2020-2021): Suspended due to Covid	California Schools Dashboard (2021-2022): ELA: Very low Mathematics: Very low Percent of students receiving special education who met or exceeded standard on the SBAC tests	California Schools Dashboard (2023-2024, 2022-2023 assessment) Measured in points above or below standard ELA Students with disabilities: red - 85.7 pts below	California Schools Dashboard: ELA (YELLOW) California Schools Dashboard: Math (YELLOW) Percent of LOSD students receiving special education will meet or exceed the state average of students receiving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(exceeding the state averages) ELA: 16.78% (state avg: 15.99%) Math: 14.95% (state avg: 12.52%)		(exceeding the state averages)	MATH Students with disabilities: orange - 68.5 pts below	special education who met or exceeded standard on the SBAC tests for that year
Academic Performance of Foster Youth SBAC ELA & Math Local Assessments Site-based meeting	Assessment results monitored internally since they are not a large enough group to report publicly Establish new procedure for scheduling site-based meetings in 2021-22	California Schools Dashboard (2020-2021): Suspended due to Covid	California Schools Dashboard (2021-2022): This group does not have enough scores to report a level.	California Schools Dashboard (2023-2024, 2022-2023 assessment) This group does not have enough scores to report a level.	3% annual growth on SBAC and local assessments (to be monitored internally since they are not a large enough group to report publicly) All students have site-based meetings
Growth mindset	– new –	Panorama SEL & Wellness survey 3-5 grade (224 responses) *63% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *60% believe they can succeed in academic outcomes (self-efficacy)	Panorama SEL & Wellness survey 3-5 grade (269 responses) *54% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *54% believe they can succeed in academic outcomes (self-efficacy)	Panorama SEL & Wellness survey 3-5 grade (274 responses) *65% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *62% believe they can succeed in academic	85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		6-8 grade (316 responses) *46% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *34% believe they can succeed in academic outcomes (self-efficacy)	6-8 grade (394 responses) *48% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *34% believe they can succeed in academic outcomes (self-efficacy)	outcomes (self-efficacy) 6-8 grade (379 responses) *49% feel like they the potential to change those factors that are central to their performance in school (growth mindset) *43% believe they can succeed in academic outcomes (self-efficacy)	

Goal Analysis

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

The majority of the actions and services planned were carried out without substantive difference. The district did change its local assessment platform from STAR to iReady. The iReady platform was provided as a district-wide pilot so it didn't incur any additional expense. The areas of development of skills, habits, and mindsets are ones that need to continue to be expanded as they are being provided in varying degrees at the school sites.

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

There was no material difference between budgeted and estimated actual expenditures.

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

There were successes and changes with the actions and services provided:
*The local assessment platform changed in the last year from STAR to iReady so it is difficult to compare to the baseline. The change was made because iReady provides deep data on early reading and is a better predictor to how students will do on the CAASPP state assessment.
*On CAASPP assessments, both in ELA and Math, progress was made but the three year goal of being in green for all students was not achieved. Progress was also made in the subgroups of students with special needs in both ELA and Math.
*The metrics of "collaborative group learning to produce 21st century skill based projects" were not able to be developed as the focus of the curriculum changed and "percentage of former Shoreline students placed in world language and "D" science in 9th grade" was not accessible.
*Growth mindset is currently being measured by questions asked in a survey. This is an area that will be explored and questions potentially updated to better capture the information that is actionable.

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

The coming year will have staffing adjustments and a consolidation of actions and service to better focus on actions that are impactful for students.

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

Goals and Actions

Goal

Goal #	Description
3	Social-Emotional and Physical Wellness: Live Oak School District will provide enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Schools Dashboard: Local Indicator on Local Climate Survey	California Schools Dashboard (2019): Local Indicator on Local Climate Survey (MET)	MET	MET	MET	California Schools Dashboard: Local Indicator on Local Climate Survey (MET)
YouthTruth Student Survey (annual) - measure(s) TBD	TBD in 2021-22	Replaced with Panorama see below	Replaced with Panorama see below	Replaced with Panorama see below	TBD targets based on 21-22 baseline
California Healthy Kids Survey (biennial) • School Connectedness • Breakfast • Safety • Sadness	(from 19-20) Percentage of students scoring high on "School Connectedness" factor: 5th: 71% / 7th: 67% Percentage of students responding that they eat breakfast in the morning: 5th: 77% / 7th: 61% Percentage of students responding	(2021-2022) School Connectedness" 5th: 82% / 7th: 65% Eats breakfast in the morning: 5th: 77% / 7th: 57% Feel safe or very safe at school: 5th ("most or all of the time"): 5th: 92% / 7th: 67% Percentage of 7th grade girls reporting	(2022-2023) School Connectedness" 5th: 77% / 7th: 55 % Eats breakfast in the morning: 5th: 67% / 7th: 63 % Feel safe or very safe at school: 5th ("most or all of the time"): 5th: 83% / 7th: 59% ("safe or very safe")	(2023-2024) 2023-2024 CKHS Response Rate for: Secondary=93% Elementary=58% School Connectedness: 5th: 74% / 7th: 62 % Eats breakfast in the morning: 5th: 76% / 7th: 66 %	Due to the impact of the COVID-19 pandemic on students, the District would like to maintain or improve from baseline (collected pre-COVID) Percentage of students scoring high on "School Connectedness" factor: 5th: 71% / 7th: 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	they feel safe at school: 5th ("most or all of the time"): 74% / 7th: 66% ("safe or very safe") Percentage of 7th grade girls reporting feeling sad or hopeless (almost every day for past 2 weeks): 30%	feeling sad or hopeless (almost every day for past 2 weeks): 33%	Percentage of 7th grade girls reporting feeling sad or hopeless (almost every day for past 2 weeks): 52%	Feel safe or very safe at school: 5th ("most or all of the time"): 5th: 87% / 7th: 67% ("safe or very safe") Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 16%	Percentage of students responding that they eat breakfast in the morning: 5th: 77% / 7th: 61% Percentage of students responding they feel safe at school: 5th ("most or all of the time"): 74% / 7th: 66% ("safe or very safe") Percentage of 7th grade girls reporting feeling sad or hopeless (almost every day for past 2 weeks): 30%
Panorama Question	TBD in 2021-22	SEL & Wellness 3-5 grade - (224 responses) *91% feel like they have supportive relationships at school 3-5 grade - (293 responses) *67% feel like they like the overall social and	SEL & Wellness 3-5 grade - (269 responses) *83% feel like they have supportive relationships at school *57% feel like they like the overall social and learning climate at their school	SEL & Wellness 3-5 grade (274 responses) *86% feel like they have supportive relationships at school *63% feel like they like the overall social and learning climate at their school	TBD targets based on 21-22 baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		learning climate at their school *68% feel physical and psychological safety at school 6-8 grade (389 responses) *81% feel like they have supportive relationships at school *47% feel like they like the overall social and learning climate at their school *48% feel physical and psychological safety at school	*65% feel physical and psychological safety at school 6-8 grade (428 responses) *82% feel like they have supportive relationships at school *47% feel like they like the overall social and learning climate at their school *59% feel physical and psychological safety at school	*63% feel physical and psychological safety at school 6-8 grade (379 responses) *85% feel like they have supportive relationships at school *46% feel like they like the overall social and learning climate at their school *46% feel physical and psychological safety at school	
Attendance	Attendance Rate (in 19-20): 95%	District Attendance Rate (2021-2022): 93.23%	District Attendance Rate (2022-2023): 92.17%	District Attendance Rate 2023-2024: 94.14%	Attendance Rate: 96% for all student subgroups
Chronic Absenteeism	California Schools Dashboard (2019): Chronic Absenteeism Rate (ORANGE) Site-level Chronic Absenteeism Rates (in 19-20): DM- 10% GA- 8% LO- 11% SL-9%	California Schools Dashboard (2020-2021): Suspended due to Covid	California Schools Dashboard (2021-2022): Very high (21.4%) Site-level Chronic DM- 9.12% GA- 7.2% LO- 8.47%	California Schools Dashboard (2024, 2022-2023 data): Chronic Absenteeism Measured percentages District level:	California Schools Dashboard: Chronic Absenteeism Rate (GREEN) Site-level Chronic Absenteeism Rates: 5% or lower OR decrease 3% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No subgroup disparity of 2 or more levels		SL- 6%	red - 30.4% (goal is to be at 0) Homeless students: red - 35.8% Students with disabilities: red - 41.4% Socioeconomically disadvantaged: red - 34.9% English Learners: red - 33.5% Hispanic: red - 34% African American: red - 32.4% White: red - 23.3%	No student subgroup represented disproportionally
Suspensions	California Schools Dashboard (2019): Suspension Rate (GREEN)	California Schools Dashboard (2020-2021) Suspended due to Covid	California Schools Dashboard (2021-2022) Level Medium - 2.1% suspended at least one day	California Schools Dashboard (2024, 2022-2023 data): Suspension Measured in the percentage of	California Schools Dashboard: Suspension Rate (GREEN) Site-level Suspensions:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Site-level Suspensions (in 19-20): DM- 2 GA- 0 LO- 6 SL: 7

Racial/ethnic disparity of 2 or more levels between White (Green) and African American, Homeless (Orange) and Two or more Races (Red) | Site-level Suspensions (in 2021-2022): DM- 10 GA- 0 LO- 4 SL- 36 | Site-level Suspensions (in 2022-2023): DM- 12 GA- 2 LO- 3 SL- 15 | students suspended at least 1 day

District level: green - 1.2% (goal is to be at 0)

Homeless students: green - 2.4%

Students with disabilities: green - 1.8%

Socioeconomically disadvantaged: green - 1.3%

English Learners: green - 1.4%

Hispanic: green - 1.5%

African American: orange - 2.9%

White: green .8%

Site-level Suspensions (in 2023-2024 as of Ma7, 2024) DM- 18 LO- 2 | Maintain or decrease to under 5 suspensions (elem) and under 10 for middle school

No student subgroup represented disproportionally |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				GA- 5 SL - 18	

Goal Analysis

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

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

There was no substantive difference between planned actions and actual implementation of those actions.

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

There was no material difference between budgeted and estimated actual expenditures and/or planned versus estimated actuals percentages of improved services.

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

The services provided by our mental health clinicians and school counselors are definitely one of the most effective of our actions. Parents, students, and staff request more of their time and highly value the service and support they are providing to students, especially those with the highest needs.
*The California Schools Dashboard: Local Indicator on Local Climate Survey was met.
*California Healthy Kids Survey (biennial) shows that we met the projected three-year goal and students are feeling connected and safe at school.
*The SEL and Wellness questions show that some areas were met and others were not. In general, students feel supported and cared for at school. An analysis of middle school students feeling physically and psychologically safe in school will need to be conducted.
*Suspension goals were met at green.
*Chronic absenteeism was not met and is an area of focus for the district.

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

The coming year will have staffing adjustments and a consolidation of actions and service to better focus on actions that are impactful for students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023
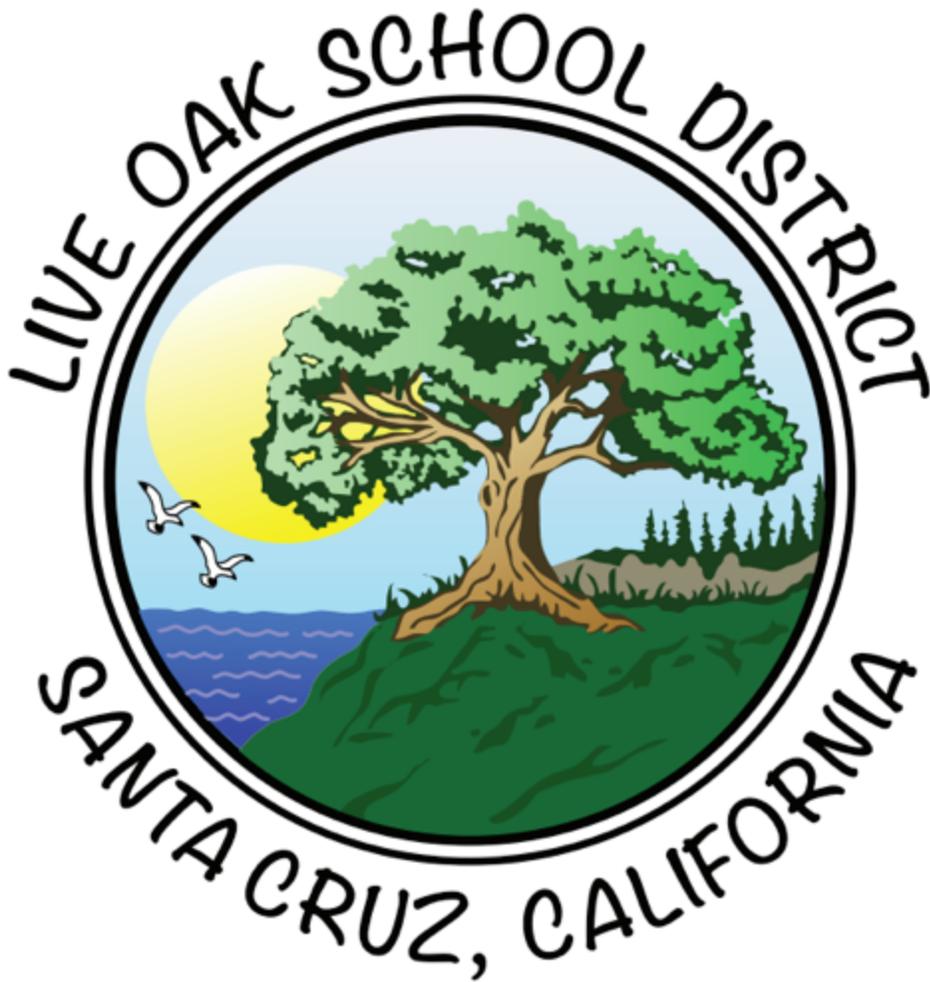
Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Live Oak Elementary School District	Dr. Daisy Morales Superintendent	dmorales@losd.ca (831) 475-6333

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.

Live Oak is a diverse community located in the heart of Santa Cruz County. It spans a 3.2 square mile area bordering the Monterey Bay Coast and Highway 1, situated between the Santa Cruz Yacht Harbor and Capitola. We are proud that the Live Oak School District is the only California Exemplary District in Santa Cruz County. All three comprehensive elementary schools are California Gold Ribbon Schools for literacy, and Live Oak Elementary School was honored as a California Distinguished School in 2018 and 2020 based on its students' academic performance. Shoreline Middle School is a National and California Schools to Watch (2023) and a California Distinguished School (2024).

In 2023-24, the Live Oak School District (LOSD) served 1525 students in three elementary schools, one middle school, one alternative K-8 school, and one independent charter school. Schools included in this plan are Del Mar Elementary, Green Acres Elementary, Live Oak Elementary, Shoreline Middle School, and Ocean Alternative. The non-charter school student population includes 23% English learners, 61% students eligible for free and reduced meals, 8% homeless, 18% special education students and less than .13% foster youth. For LCFF purposes, LOSD has 63% unduplicated students. Finally, because LOSD is a K-8 district, the state priorities related to high school students are not applicable to this plan.

Reflections: Annual Performance

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

In December 2023, the school accountability results for the CA Dashboard were released. The data shows that students in the district have maintained or made progress in all areas, except chronic absenteeism.

**English Language Arts (ELA) - yellow, 7.8 points below standards with an increase of 6.7 pts. The state is in orange and decreased by 1.4 points and it is at 13.6 below standards.
**Mathematics - yellow, 41.4 points below standard with an increase of 8.3 points. The state is orange with an increase of +2.6% / 49.1 points below standards
**English Learner progress - green, 55.8% making progress with an increase of 3.5%. The state is yellow with a decrease of 1.6% and 48.7% making progress.
**Suspension- green,1.2% suspended at least 1 day with a decrease of .9% . The state is in orange, 3.5% suspended at least 1 day and a decrease of .4%.
**Chronic absenteeism - red, at 30.4% with an increase of 9%. The state is in yellow at 24.3 % with a decline of 5.7%.

The district is incredibly proud of the work that staff and students continue to do as there was growth both in ELA and math. Special mention should be made of the incredible progress made by our multilingual students who continue to progress and grow in their English Language Development and are currently in green on the dashboard and making significantly more progress than the state average.

The district has two subgroups experiencing some challenges. In ELA, the lowest subgroup are students with disabilities at 85.7 points below standard and there was an increase of 2.6 points in this assessment. In mathematics, the lowest subgroup are students experiencing homelessness at 101.2 points below standards and a decrease of 15.9 points in this assessment. Both of these subgroups will be the focus of the district through the differentiated assistance provided by the County Office of Education.

In chronic absenteeism, the dashboard shows that all the subgroups in the district are in red on the dashboard. (Please note: an increase in percentage indicates an increase in absenteeism)
**Students experiencing homelessness - red at 35.8% with an increase of 6.2%.
**Students with disabilities - red at 41.4% with an increase of 10.6%%
**Socioeconomically disadvantaged - red at 34.9% with an increase of 8.4%%
**English Learners - red at 33.5% with an increase of 6.1%
**Hispanic - red at 34% with an increase of 8.5%
**African American - red at 32.40% with an increase of 10.9%
**White- red at 23.3% with an increase of 8.7%

Both subgroups, students with disabilities and students experiencing homelessness, and all students in red for chronic absenteeism, have placed the district in differentiated assistance. The section below shows how the district is addressing these challenges.

Ocean Alternative is in red for both ELA and Math for all students, except the white subgroup. Ocean Alternative implemented a math intervention program for all students (including non-white subgroups) that focuses on problem solving techniques, math literacy (explaining math thinking), and individualized learning goals. In addition, students who scored in Level 1, received 1:1 direct intervention weekly to focus on areas of improvement and to receive support in their assigned math curriculum. Ocean Alternative piloted the iReady program (diagnostic and the integrated My Path intervention) and tracked progress monthly. Midyear local assessment showed 25% of RTI students showed growth. Year-end data showed an average of 3 and up to 5 goals achieved this school year for all students.
In ELA, writing was a focus for all students. Students needing intervention received support through iReady My path or Lexia. Tier 3 students received 1:1 direct intervention up to three times per week with additional work in their home studies. New district-adopted ELD curriculum with individualized tutoring was used for English learners.

LOSD has met every local indicator as shown on the California School Dashboard: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent Engagement, Local Climate Survey, and Access to Broad Course of Study.

Reflections: Technical Assistance

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

The district does have two student groups who are struggling in a couple of areas and warrant Differentiated Assistance (DA) from the County Office of Education.

SWD Chronic absenteeism 41.4% - 280 students and ELA 85.7 points below standards - 176 students
* Based on the 2022-2023, students with disabilities improved in mathematics and no longer qualify for differentiated assistance in the area of math.
* For students with disabilities, although they are 85.7 below standards in ELA they are improving and performing better than students with disabilities across the state.

Homeless Chronic Absenteeism 35.8% - 81 students and Math 101.2 below standards - 50 students
*This a new area for differentiated assistance. Our initial focus will be chronic absenteeism as it affects all students but we will also analyze the data for students experiencing homelessness around math.

In partnership with Santa Cruz COE, the DA team (Superintendent, Senior Director Educational Services, FACE Manager, and Special Ed Coordinator) have begun to engage in several improvement efforts to investigate and address areas of identified need including:
*Conducting in-depth analysis of quantitative and qualitative data to determine patterns and root causes of students' Chronic Absenteeism and academic challenges including disaggregating academic and attendance data by student group, school, and disability status.
*Identifying evidence-based practices/interventions to address identified challenges including professional development, additional intervention support and additional monitoring of targeted groups' data.
*After data analysis and root cause analysis, the team will identify additional practices and interventions to determine if they have a positive impact for the identified student groups.
Actions intended to address academic challenges are included in Goal 2. Actions to address attendance challenges are included in Goal 3.
SCCOE will support the district with implementation 2024-2026 and provide additional technical assistance as needed.

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.

We do not have any schools 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Parents/caregivers at each of the schools	In the fall of 2023, through the process of application for the California Community Schools Implementation Grant there was an extensive and comprehensive survey conducted with all parents and caregivers at the school level. The survey data was done from September to December of 2023. The narrative survey included 14 questions. The data was collected through interviews, paper surveys, and phone calls. The questions asked in the survey were: 1. What are the top three things that students and parents love about (name of school)? 2. Ideal Types of Classes and Curriculum Offerings 3. Ideal neighborhood for school community member to live in 4. Ideal supports for families 5. Ideal after-school programs 6. Ideal school environment 7. Ideal type of school building 8. Ideal health supports (nurse, social worker, etc) 9. Ideal school leadership 10. Ideal way to support student behavior issues 11. Ideal weekend programs for students 12. Ideal way to measure student performance 13. Ideal weekend programs for family and community members 14. Other ideas that would make our school and community an ideal place

Educational Partner(s)	Process for Engagement
	The school response rates to the survey was very high: Ocean Alternative: 79.9% Shoreline Middle school: 75.7% Green Acres: 82.8% Live Oak: 79.8% Del Mar: 78.2%
LCAP Community Forums (participants included: parents, staff, teachers, students, bargaining unit presidents)	April 16 April 18 During these sessions, the patterns from the Community School's extensive feedback was reviewed and parents/staff/students highlighted the actions and service they would like to see continue and which they would like to add.
Superintendent Chats	September 11 October 16 November 13 December 11 January 11 February 12 These gatherings allowed for authentic engagement to take place amongst families and our Superintendent. The chats did not include agendas to cover. The idea was to chat organically about things that families wanted to touch base on, including programs and fiscal information, or just offer a nice hello and check in. Families shared personal stories, ideas for events/workshops. Families also enjoyed the chats in that they could build community with administration and other families.
Champion parents	August 25 September 29 November 17 February 20

Educational Partner(s)	Process for Engagement
	Families gather to check in about their sites, what is going well, things that might need more attention etc. Families used this time to collaborate amongst one another and bring back solutions to sites. Many of these families are active members of their Home and School Club/PTO's, ELAC, SSC etc. This is a unique opportunity to engage with families that are actively involved in site spaces as well as families that are seeking leadership opportunities for engagement with other families.
Teachers (LOETA), Classified (CSEA)	Both LOETA and CSEA presidents attended the April 16 LCAP Community forum and provided feedback. The LCAP was shared with all staff members and opened for comments and suggestions.
DELAC	October 23 November 21 December 6 January 30 February 28 May 9 May 21
Board meetings	February 7 February 21 February 27 February 29 March 6 March 13 Staff, parents, and community partners expressed their input on what position to keep as the district underwent reduction in staff prior to the March 15 notices.
Budget priority surveys	Two surveys (Google doc and ParentSquare) went out to all parents and staff to provide input on prioritization of what services to continue during the reduction of services tied to March 15 notices.

Educational Partner(s)	Process for Engagement
Staff Input via Google Docs	The LCAP draft was shared via Google docs with all staff members for comments and input. It was shared on May 14 and closed on May 31. The draft shared was one that was created from the parent narrative and the family forums. All staff had access to comment on any part of the plan.
SELPA meeting	May 29

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

The actions of 1.3, 2.1, 2.2, 3.2, 3.3, all having to do with positions that provide support services, were included as direct input from families on which position to keep during board meetings and the extensive input from parent surveys. These actions make up 82% of the LCAP funds.

Important themes from LCAP meetings, surveys, and discussions:
Surveys of >75% of all families indicate strong parent interest in:
*Emotional support and social services
*Sense of belonging and inclusive practices
*Restorative practices and positive discipline
*Parental involvement and communication
*Sports and extracurricular activities
*Academic support and tutoring

The other actions are part of supporting students, staff, and families with needed tools for teaching and learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	In addition to continued efforts supporting inclusive practices and equity for all students, Live Oak School District will actively promote Family And Community Engagement (FACE) at all schools as we develop and grow as community schools with a focus on a whole-child framework and an anti-racist model of education in order to ensure equal opportunities and success for all students. The FACE strategic plan will use the guiding strategies of welcoming environments, effective communication, resources and opportunities, and shared responsibility and leadership with a foundation based on equity and cultural responsiveness.	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.

LOSD values the building of trusting relationships with all stakeholders in and around our students' school day. Our priority is to serve all families with an increased emphasis on assuring all feel a sense of welcoming and belonging. Early on families felt an immense sense of trust with our district to share their personal experiences of welcoming and belonging. These families were seeking to be involved and eventually engaged with all aspects of the school day. Along with the need to secure a more welcoming and belonging environment, families felt that creating activities and learning opportunities for all families to engage would be ideal in building community in our LOSD. In addition community partners were actively seeking to move from involvement to authentic engagement in the strengthening of their partnerships with LOSD. We were able to continue with our investment of community building activities across the district for all to attend at no cost. As well as, workshops tailored to families and their interests ranging from Parent Square 101, mental health supports, nutrition and many more.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Schools Dashboard Local Indicator on Parent Engagement	CA Schools Dashboard Local Indicator on Parent Engagement: MET			CA Schools Dashboard Local Indicator on Parent Engagement: MET	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of parents returning annual survey	MET Community School Input DATA OA: 79.9% SM: 75.7% GA: 82.8% LO: 79.8% DM: 78.2% Families district wide said that the top 3 things they love about their schools are. *Teachers and staff *Community and sense of belonging *Programs and resources offered.			MET Panorama parent survey DATA OA: 85% SM: 80% GA: 85% LO: 85% DM: 82% *Teachers and staff *Community and sense of belonging *Programs and resources offered.	
1.3	Panorama survey questions on parent perceptions * physical safety * engagement * climate * involvement in schools	With the response rate from above, we gathered extensive input from parents from each individual school. The positive themes that surfaced included: 95% of families believe that we provide inclusive settings and socially supportive learning opportunities that celebrate cultural identity and			Panorama survey questions on parent perceptions * physical safety * engagement * climate * involvement in schools In each of the above areas, there should be an increase of 5 percentage points each year and/or reach 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communicate student belonging. (climate) 95% of families said that our school-wide activities and events model and encourage diversity, equity, inclusion, and belonging. (engagement) 94% of families believe that school communication is responsive, consistent, and culturally relevant (origin and lifestyle). 80% of families perceived that their student is physically safe at school 28% of families felt like they were able to be involved with their child's school				
1.4	Number of participants attending back to school nights This night is open to all the community. We are looking to increase every year.	Shoreline: 323 signed in (~72%) Del Mar: 282 signed in (~92%) Live Oak: 280 signed in (~78%) Green Acres: 84%			Each school to increase by 5 percentage points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Number of participants attending open house This night is open to all the community. We are looking to increase every year.	Shoreline: 362 signed in Del Mar: 267 signed in (~84%) Live Oak: 256 (~71%) Green Acres: 251 (~87%)			Each school to reach 90%	
1.6	Percentage of parents attending Fall parent-teacher conferences	Shoreline: 83.78% Del Mar: 276 signed in (~88%) Live Oak: 305 signed in (~85%) Green Acres: 83%			Each school to reach 90%	
1.7	Number of participants at other district-wide events	*Back to school BBQ - 550 families/30 community partners *Community Wellness Day - 75 families/10 community partners *Thank you to Caregivers - 975 across all sites *REJ parent space - 10-15 families monthly gathering *LGBTQIA+ - 1-4 families monthly gathering *Families of Special Education - 3-12 families monthly gathering *CEI - 15 on year 2 team - attending 4			Each event to increase by 5 percentage points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		statewide Peer Leading and Learning gatherings *Love of Reading - 477 families / 5 community partners *Parent Square workshops - 150 families across district *Dia del Nino - 875 families / 10 community partners				
1.8	Average percentage of participants at extracurricular school events.	This data has not yet been collected as this is a new metric, but it is estimated to be below 75% on average at each site.			Each school averages the equivalent of 75% of the student population at extracurricular events. Participants can include parents, caregivers, community partners, students, etc. For example, if a school has 300 students, the extracurricular school events should have at least 225 participants on average.	

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	Family and Community Engagement (FACE) opportunities to create welcoming environments	Our families, especially our unduplicated students' families, continue to request for engaging opportunities that welcome families to participate in and around the school day. Providing equitable access to becoming volunteers on school sites is the first step for families to engage. Families enjoy seeing staff welcoming students and families as they arrive on campus. Families have emphasized their increased sense of belonging when staff know their families names and who they are.	$45,000.00	Yes
1.2	Shared leadership and open-dialogue with the community	Our families, especially our unduplicated students' families and staff engaged in Parent Square training to help them access the application to increase communication across our district and two-way dialogue with staff. Elevating their leadership across sites, families attended and engaged in many different forums to elevate their voices and experiences	$87,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in parent/community specific spaces. Listening sessions were key in understanding what families were interested in leading on and engaging in. • Assisting parents to pass the translator's exam at the COE		
1.3	FACE Staffing	Our families, especially our unduplicated students' families benefited from having a FACE manager that was in direct contact with local community partners to engage with and plan interactive opportunities for accessing resources and community support. The manager collaborates with all site communities to promote building of strong community allies around the school day. In addition the manager assures that sites have dedicated, personalized reliable assistance for families in need. The OA liaison would be of support at district wide events and gatherings but would be limited to OA daily support.	$186,625.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Achievement: Live Oak School District will empower, inspire, and ensure equitable opportunities for every student to thrive in an academically rigorous, collaborative, and innovative learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a district, our main focus and purpose is to educate our students and ensure they have the tools they need to succeed academically and be college and career ready which would give them the opportunity to have choices in their future. Students are showing continued growth in many areas and as such the district must continue to provide high quality instruction which is integrated with technology in order to prepare students for jobs that don't currently exist.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	iReady Literary In the 2023-2024 school year, the district began using iReady assessments to inform instruction. iReady assessments are based upon 5 tiers and are a more rigorous assessment than STAR.	These are the percentage of students at grade level on this assessment. Overall / Low-SES / EL K: 59% / 56% / 39% 1st: 43% / 33% / 16% 2nd: 30% / 18% / 10% 3rd: 55% / 43% / 30%			Each grade level and subgroups to increase by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 33% / 27% / 9% 5th: 39% / 20% / 0% 6th: 39% / 21% / 3% 7th: 42% / 29% / 5% 8th: 23% / 18% / 0%				
2.2	California Schools Dashboard: English Language Arts 3rd - 8th	California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points above or below standard District level: yellow - 7.8 pts below Homeless students: orange - 68.9 pts below Socioeconomically disadvantaged: yellow - 31.4 pts below English Learners: orange - 49.2 pts below Hispanic: yellow - 30.6 pts below White: green - 33.9 pts above			California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points above or below standard District level: blue and/or at standard Homeless students: yellow - 30 pts below Socioeconomically disadvantaged: green and/or 20 pts below English Learners: yellow and/or 25 pts below Hispanic:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					green and/or at standard White: blue - 50 pts above	
2.3	California Schools Dashboard: English Language Arts 3rd - 8th subgroup	California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points above or below standard Students with disabilities: red - 85.7 pts below			California Schools Dashboard (2024, 2022-2023 assessment): English Language Arts Measured in points above or below standard Students with disabilities: orange and/or - 40 pts below	
2.4	iReady Math In the 2023-2024 school year, the district began using iReady assessments to inform instruction. iReady assessments are based upon 5 tiers and are a more rigorous assessment than STAR.	These are the percentage of students at grade level on this assessment. Overall / Low-SES / EL K: 31% / 22% / 12% 1st: 39% / 27% / 13% 2nd: 24% / 13% / 14% 3rd: 41% / 28% / 18% 4th: 27% / 21% / 9% 5th: 47% / 33% / 3% 6th: 36% / 25% / 3% 7th: 33% / 14% / 0%			Each grade level and subgroups to increase by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th: 19% / 10% / 4%				
2.5	California Schools Dashboard: Mathematics 3rd-8th	California Schools Dashboard (2024, 2022-2023 assessment): Mathematics Measured in points above or below standard District level: yellow - 41.4 pts below Homeless students: red - 101.2 pts below Students with disabilities: orange - 68.5 pts below Socioeconomically disadvantaged: yellow- 113.1 pts below English Learners: yellow - 77.3 pts below Hispanic: yellow - 64.6 pts below White: green - 1.5 pts above			California Schools Dashboard (2024, 2022-2023 assessment): Mathematics Measured in points above or below standard District level: green and/or 20 pts below Homeless students: orange and/or 50 pts below Students with disabilities: orange - 30 pts below Socioeconomically disadvantaged: yellow and/or 50 pts below English Learners: yellow and/or 30 pts below Hispanic:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					green and/or 30 pts below White: blue and/or 20 pts above	
2.6	State Science Test (CAST) (5th, 8th)	CAST 2023-2024, 2022-2023 (assessment) Met or Exceeded Standards Districtwide: 43.82% 5th: 38.07% 5th statewide: 31.86% 8th: 50.29% 8th statewide: 28.76%			CAST 2023-2024, 2022-2023 (assessment) Met or Exceeded Standards Districtwide: 60% 5th: 55% 8th: 65%	
2.7	California Schools Dashboard: English Learner Progress (ELPAC)	California Schools Dashboard (2024, 2022-2023 assessment): EL Progress Measured in percentage making progress District level: green - 55.8% making progress			California Schools Dashboard (2024, 2022-2023 assessment): EL Progress Measured in percentage making progress District level: blue - 60% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56% of ELs Progressed at least one ELPI level 31.7% of ELs maintained their level			60% of ELs Progressed at least one ELPI level 35% of ELs maintained their level	
2.8	Long-term English Learners (LTEL)	California Schools Dashboard (2024, 2022-2023 ELPAC assessment) 6+ years in the the program - 88 total students Percentage of students in various level Level 1 - 14.03% Level 2 - 32.8% Level 3 - 36.67% Level 4 - 17.22%			California Schools Dashboard (2024, 2022-2023 ELPAC assessment) 6+ years in the the program - 40 total students - 20% of English Learners	
2.9	Reclassification rates	2023-2024 413 English Learners - 55 students have been reclassified District-wide - 13.32 % Elementary: 8.82% Middle School: 26.2%			2023-2024 District-wide - 20%	

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	Supportive staff (only FTE)	Additional staff to support all students particularly our unduplicated student population, providing for connection and inclusion at school: administrative specialists, media specialist, MS school counselor, MS assistant principal These positions help address concerns such as chronic absenteeism and helping to coordinate state testing like ELPAC.	$999,512.00	Yes
2.2	MTSS - academic supports (FTE only)	Our local data assessment show the need to provide students with small group instruction through a model of Response to Intervention (RTI) with teachers and aides *RTI teachers (3.5 FTE from LCAP, 1.5 FTE from Title I), 1 RTI aide at each elementary school and OA	$501,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The RTI assist classroom teachers in pulling data on the various subgroups, such as English Learners, Students in Special Education, students experiencing homelessness, and all others.		
2.3	Educator supports	New teachers supports, teaching materials and platforms to differentiate instruction for our unduplicated students, professional development around addressing the cultural and behaviors needs to unduplicated students - ($103,000 for platforms, $35,000 new teacher supports, balance for PL)	$174,264.00	Yes
2.4	Multilingual supports	24% (as of 2022-2023) of our students are multilinguals learning English and we need to ensure they continue to make progress learning the English language, resulting in reclassification. * participation of principals and teacher leaders in ELD professional learning * train ELPAC strategies * train ELPAC testers	$35,000.00	Yes
2.5	Supplemental programs and services for unduplicated and other students	Our unduplicated students need a variety of learning platforms that allow them to work at their level and grow from there, learning materials and tools, learning excursions (hands on experiences) that allow students to see connections to the real world what they are learning in the classroom	$130,000.00	Yes
2.6	Development of whole-child	in addition to the focus on academics, incorporate the learning of various life skills that our unduplicated students need to be successful learners	$7,000.00	Yes
2.7	Long-term English Learners (LTEL) – new requirement - need action for this	To help address the needs of our unduplicated LTEL (88 students district-wide), here are some actions what will take place: *Identify all LTELs prior to start of year, Principals/Ap should provide teachers a list of who their LTEL are and flag them on Infinite Campus	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Professional development around practices on how to get students to move out of the LTEL classification *Send someone to multilingual network meetings at the COE to receive training *Review reclassification systems *Talk to students about the importance reclassification *Specifically track LTEL on local indicators and state assessments, disaggregate the data *Continue with the celebration of reclassification to show the importance of it		
2.8	Special Education students not meeting standards – new requirement - need action for this	To help address the needs of our Special Education students who are struggling academically, here are some actions what will take place: The baseline is ELA: red / 85.7 pts below standards / changed +2.6 pts, at this same time the state is at 150 below standards. *analyzing the individual data for specific students not meeting standards and compare to academic program and IEP goals (what opportunities do students have to pre-teaching, re-teaching, and intervention in the academic areas they are struggling in *to what degree of fidelity are Tier I strategies and practices being implemented in general education classrooms to support all students	$0.00	No
2.9	Student experiencing homelessness not meeting standards – new requirement - need action to address	To help address the needs of our students experiencing homelessness who are struggling academically, here are some actions what will take place: The baseline is – Mathematics: red / 101.2 pts below standards / changed -15.9 pts *analyze the CAASPP data further in math to identify areas of need *disaggregate iReady the high leverage high math standards that students are missing and group them to target those standards *identify what is their experience that is different in math, ask students directly, "what is going on with math?" *participate in the COE math initiative for specific training around student mindset around math	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Social-Emotional and Physical Wellness: Live Oak School District will provide enriching, affirming, inclusive and healthy school communities that address the diverse needs of every child in order to ensure full engagement.	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)

An explanation of why the LEA has developed this goal.

LOSD is focused on serving the needs of the whole child which includes every student's physical and social-emotional wellbeing. Like never before in the history of education has the need for emotional and mental health been more needed. Research continues to show that students must be physically, mentally, and emotional well and safe in order to learn at high levels. Parent, caregivers, and staff input continues to indicate this need. This goal is imperative to ensure students have access to high quality nutrition, opportunities for physical activity and mental health support services, including counseling and a social-emotional curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Schools Dashboard: Local Indicator on Local Climate Survey	California Schools Dashboard (2019): Local Indicator on Local Climate Survey (MET)			California Schools Dashboard (2019): Local Indicator on Local Climate Survey (MET)	
3.2	California Healthy Kids Survey School Connectedness Breakfast Safety Sadness	2023-2024 CKHS Response Rate for: Secondary=93% Elementary=58% School Connectedness: 5th: 74% / 7th: 62 %			2023-2024 CKHS Response Rate for: Secondary=93% Elementary=58%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eats breakfast in the morning: 5th: 76% / 7th: 66 % Feel safe or very safe at school: 5th ("most or all of the time"): 5th: 87% / 7th: 67% ("safe or very safe") Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 16%			School Connectedness: 5th: 80% / 7th: 70 % Eats breakfast in the morning: 5th: 80% / 7th: 70 % Feel safe or very safe at school: 5th ("most or all of the time"): 5th: 90% / 7th: 70% ("safe or very safe") Percentage of 7th grade girls reporting feeling sad or hopeless (within the past 12 months, almost every day for 2 weeks): 10%	
3.3	SEL & Wellness - Panorama	SEL & Wellness 3-5 grade (274 responses) *86% feel like they have supportive relationships at school *63% feel like they like the overall social and learning climate at their school			SEL & Wellness 3-5 grade (274 responses) *90% feel like they have supportive relationships at school *75% feel like they like the overall social and learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*63% feel physical and psychological safety at school 6-8 grade (379 responses) *85% feel like they have supportive relationships at school *46% feel like they like the overall social and learning climate at their school *46% feel physical and psychological safety at school			climate at their school *70% feel physical and psychological safety at school 6-8 grade (379 responses) *90% feel like they have supportive relationships at school *55% feel like they like the overall social and learning climate at their school *55% feel physical and psychological safety at school	
3.4	Attendance	Rate in 23-24: 94.14%			Rate in 23-24: 97%	
3.5	Chronic Absenteeism	California Schools Dashboard (2024, 2022-2023 data): Chronic Absenteeism Measured percentages District level: red - 30.4% (goal is to be at 0) Homeless students:			California Schools Dashboard (2024, 2022-2023 data): Chronic Absenteeism Measured percentages District level:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		red - 35.8% Students with disabilities: red - 41.4% Socioeconomically disadvantaged: red - 34.9% English Learners: red - 33.5% Hispanic: red - 34% African American: red - 32.4% White: red - 23.3%			green and/or - 3-5% (goal is to be at 0) All subgroups to be at 3-5%	
3.6	Suspension	California Schools Dashboard (2024, 2022-2023 data): Suspension Measured in the percentage of students suspended at least 1 day District level: green - 1.2% (goal is to be at 0) Homeless students:			California Schools Dashboard (2024, 2022-2023 data): Suspension Measured in the percentage of students suspended at least 1 day District level: blue and/or >1% (goal is to be at 0)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		green - 2.4% Students with disabilities: green - 1.8% Socioeconomically disadvantaged: green - 1.3% English Learners: green - 1.4% Hispanic: green - 1.5% African American: orange - 2.9% White: green .8%			All subgroup in blue	

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	Chronic absenteeism – new requirement - need action for this	To help address the needs of alls student with chronic absenteeism, here are some actions what will take place: Baseline: District level: red - 30.4% (goal is to be at 0); Homeless students: red - 35.8%; Students with disabilities: red - 41.4%; Socioeconomically disadvantaged: red - 34.9%; English Learners: red - 33.5%; Hispanic: red - 34%; African American: red - 32.4%; White: red - 23.3% Assistant principal, school counselor, mental health clinicians, as well as other staff are ones that specifically help address this action as part of their salary funding. *dig into and analyze the data, in Special Education - by disability status *empathy interview as to what is truly keeping students from attending school, especially students experiencing homelessness *attendance awareness campaign; individual school incentive programs for increasing attendance; include teachers in the planning of the campaign as they are the first point of contact with students *tracking students that have been absent in the past and meet with students before they become chronically absent for the year *ensure there are consistent practices across all schools around attendance - same system at each school with regards to calling home and tracking	$32,000.00	No
3.2	MTSS - physical and mental health supports (FTE only)	Provide students, with a focus on our unduplicated students, with multiple opportunities for physical activity; Provide social-emotional health supports for all with mental health clinician at each elementary school	$654,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Staff support for students in special education (FTE only)	Approximately 14.4% of our students require special education services. Strategies and service delivery options are being considered and evaluated aimed at extending learning and achievement toward grade level proficiency in ELA and Math. * additional coordination and compliance support to the special education department is provided	$42,507.00	No
3.4	Positive, inclusive, safe learning spaces	Continue Positive Behavioral Intervention Support (PBIS) training to teacher with targeted focus on building relationships via PBIS site lead (stipends); Train new teachers to continue with Positive Behavioral Intervention Support (PBIS) System to support students; conflict resolution and restorative practice and trainings for staff; survey to measure MTSS progress in various areas	$33,094.00	Yes
3.5	Supports for foster youth	.3%-7.5% of our students are homeless or in the foster system, we need to ensure we are providing adequate services to them and partnering with the COE to ensure their services are covered	$4,651.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,868,015	$207,195

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
18.444%	0.000%	$0.00	18.444%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Family and Community Engagement (FACE) opportunities to create welcoming environments **Need:** As part of our educational partner engagement we learned in conversations with our parents and caregivers of English Learners, foster youth, and low income students that they want	Community events at the district and school level will provided spaces for families to come together and share resources on a variety of topics. Specific attention will be given to welcoming families from English Learners, foster youth, and low income students at these events.	The number of participants attending the events.

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
	to feel welcomed and active members of their school and district communities. **Scope:** LEA-wide		
1.2	**Action:** Shared leadership and open-dialogue with the community **Need:** As part of our educational partner engagement, parents requested to have two way communication with families in languages that parent needed. **Scope:** LEA-wide	Our unduplicated students and families need a platform for two-way translated communication as well they need training on how to use the app. They also need translation at various district meetings.	The number of message sent out on ParentSquare, attending various meetings, and percentage of families using ParentSquare.
1.3	**Action:** FACE Staffing **Need:** Our unduplicated students and families need a designated person to help provide support and who makes connections with community resources that families are in need of. **Scope:** LEA-wide	The FACE manager will provide support and services to all comprehensive schools and the family liaison at Ocean Alternative will work to provide services at that school.	There are numerous metrics including participation at district-wide events, number of partnerships established with community resources.
2.1	**Action:** Supportive staff (only FTE)	The designated will provide support and assistance to all students with a focus on	Students surveys on to ensure they are feeling

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our unduplicated students need additional adult support to provide guidance and assistance in meeting academic expectations, supporting RTI program, and helping to address chronic absenteeism. **Scope:** LEA-wide	unduplicated students ensuring they received the services they need.	supported by the additional staff at school.
2.2	**Action:** MTSS - academic supports (FTE only) **Need:** Both CAASPP and our local data shows that our unduplicated students need additional academic supports in ELA and Math, particularly our unduplicated students. **Scope:** LEA-wide	This action funds the FTE of RTI teachers and RTI aides who provide tier II and III academic supports with a focus first on providing services to our unduplicated students.	Growth on the local assessment and the annual state assessment, CAASPP.
2.3	**Action:** Educator supports **Need:** Our unduplicated students need instruction that is scaffolded and differentiated. New and current teachers need tools and professional learning to address the academic, behavioral, and mental health needs of these students. **Scope:**	Professional learning is provide teachers with strategies to assist all students, with specific focus to unduplicated students; likewise, the platforms teachers use are integrated with all students and with equity filters to see how unduplicated students are progressing.	Local assessments

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
	LEA-wide		
2.5	**Action:** Supplemental programs and services for unduplicated and other students **Need:** Our unduplicated students specifically, need differentiated learning platforms to assist them at their level. **Scope:** LEA-wide	The focus is to provide services to our unduplicated students. It is more fiscally responsible to purchase school licenses that to order individual licenses.	Growth on iReady
2.6	**Action:** Development of whole-child **Need:** As part of community input, parents are requesting for students to be well-rounded with life skills. **Scope:** LEA-wide	All students would benefit from these skills, with a specific focus on unduplicated students.	Local assessments and possibly a new section of the report cards
2.7	**Action:** Long-term English Learners (LTEL) – new requirement - need action for this **Need:** As per ELPAC, there is a group of students that have been identified as long-term English learners and need targeted support.	Students are from across all schools and the action is to provide a district-wide support to address student needs by digging into the data and selecting strategies to use.	A decrease of identified students in this category on ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** MTSS - physical and mental health supports (FTE only) **Need:** All our students but specifically our unduplicated one are in great need of emotional and mental health supports as share with us by parents and staff. **Scope:** Schoolwide	Providing a full time mental health clinician will help address the need. It is LEA-wide as all comprehensive schools will have them.	The number of students serviced and improvement on the survey of how students are feeling.
3.4	**Action:** Positive, inclusive, safe learning spaces **Need:** Our unduplicated students need positive supports to improve behaviors and restorative practices as part of discipline as shown by survey data and in conversation with parents and staff. **Scope:** Schoolwide	Continuous professional training will be provided as well as supplies and material to aid in this action. The training will help all teachers and all students with a special focus on unduplicated students.	Decrease in office referral and increase in positive feelings in school.
3.5	**Action:** Supports for foster youth **Need:** Our students in foster care need additional supplies and supports.	This action will help provide funds to meet some of the needs of this subgroup that attend various schools.	Tracking of supplies purchased and used.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Multilingual supports **Need:** Our English Language Learners need specific targeted supports based on CAASPP and ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	The action will provide professional learning to staff and provide testers for ELPAC.	ELPAC and reclassification data

Live Oak has increased and improved services for our unduplicated students by dedicating the supplemental and concentration grant funds in the following areas:
- Purchase of instructional materials needed to support the programs focusing on improved academic achievement for low income and English learner students
- Staff costs that allow the school to provide additional small group instructional opportunities, adding to the direct and targeted instruction students receive

- Additional personnel that allows the school to lower the student/teacher ratio in small group instruction, improving instructional effectiveness
- Provide for additional staff, bilingual as much as possible, at schools to decrease the adult to student ratio and students have a caring adult
- Personnel costs to further develop and implement engaging, rigorous course offerings to better prepare students for college and career

Low income and English learners will benefit from the following increased and improved services:
- Improved instruction due to professional development activities and supplemental differentiated programs
- Additional targeted, small group and one-on-one instructional opportunities to support increased academic achievement in the areas of mathematics and language arts
- Improved targeted instruction to accelerate the acquisition of English for multilingual learners due to professional development activities and more effective use of data to drive instruction
- Additional support and to ensure success in grade level curriculum

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.

The district has used the additional concentration funding to increase the number of staff with the positions of family liaison (Action 1.3), family engagement manager (1.3), special education staff (2.2), and additional hours for mental health clinicians (3.1).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	Classified Staff providing Services to Students: TK Classes - 1 paraprofessional (Instructional Aide I) SPED Classes - 1 paraprofessional (Instructional Aide II) Intervention - 1 paraprofessionals (Instructional Aide II)
Staff-to-student ratio of certificated staff providing direct services to students	n/a	TK-3 is 24-1; 4-8 32-1

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	15,550,203	2,868,015	18.444%	0.000%	18.444%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,944,522.00	$0.00	$0.00	$0.00	$2,944,522.00	$2,417,607.00	$526,915.00

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	Family and Community Engagement (FACE) opportunities to create welcoming environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.2	Shared leadership and open-dialogue with the community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$87,000.00	$87,000.00				$87,000.00	
1	1.3	FACE Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$186,625.00	$0.00	$186,625.00				$186,625.00	
2	2.1	Supportive staff (only FTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$999,512.00	$0.00	$999,512.00				$999,512.00	
2	2.2	MTSS - academic supports (FTE only)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$501,614.00	$0.00	$501,614.00				$501,614.00	
2	2.3	Educator supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$174,264.00	$174,264.00				$174,264.00	
2	2.4	Multilingual supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Supplemental programs and services for unduplicated and other students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$130,000.00	$130,000.00				$130,000.00	
2	2.6	Development of whole-child	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.7	Long-term English Learners (LTEL) – new requirement - need action for this	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.8	Special Education students not meeting standards – new requirement - need action for this	Students with Disabilities	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.9	Student experiencing homelessness not meeting standards – new requirement - need action to address	All students experiencing homelessness	No			All Schools	ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.1	Chronic absenteeism – new requirement - need action for this	All	No			All Schools	ongoing	$0.00	$32,000.00	$32,000.00				$32,000.00	
3	3.2	MTSS - physical and mental health supports (FTE only)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Green Acres, Live Oak Elementary, Del Mar, Shoreline	ongoing	$654,255.00	$0.00	$654,255.00				$654,255.00	
3	3.3	Staff support for students in special education (FTE only)	Students with Disabilities	No				ongoing	$42,507.00	$0.00	$42,507.00				$42,507.00	
3	3.4	Positive, inclusive, safe learning spaces	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Green Acres, Live Oak Elementary, Del Mar, Shoreline	ongoing	$33,094.00	$0.00	$33,094.00				$33,094.00	
3	3.5	Supports for foster youth	Foster Youth	Yes	School wide	Foster Youth	Specific Schools: Green Acres, Live Oak	ongoing	$0.00	$4,651.00	$4,651.00				$4,651.00	

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
							Elementary, Del Mar, Shoreline									

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
15,550,203	2,868,015	18.444%	0.000%	18.444%	$2,868,015.00	0.000%	18.444 %	**Total:**	$2,868,015.00
								LEA-wide Total:	$2,141,015.00
								Limited Total:	$35,000.00
								Schoolwide Total:	$692,000.00

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 (%)
1	1.1	Family and Community Engagement (FACE) opportunities to create welcoming environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	1.2	Shared leadership and open-dialogue with the community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,000.00	
1	1.3	FACE Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,625.00	
2	2.1	Supportive staff (only FTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,512.00	
2	2.2	MTSS - academic supports (FTE only)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$501,614.00	
2	2.3	Educator supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,264.00	

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 (%)
2	2.4	Multilingual supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	
2	2.5	Supplemental programs and services for unduplicated and other students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
2	2.6	Development of whole-child	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	2.7	Long-term English Learners (LTEL) – new requirement - need action for this	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
3	3.2	MTSS - physical and mental health supports (FTE only)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Green Acres, Live Oak Elementary, Del Mar, Shoreline	$654,255.00	
3	3.4	Positive, inclusive, safe learning spaces	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Green Acres, Live Oak Elementary, Del Mar, Shoreline	$33,094.00	
3	3.5	Supports for foster youth	Yes	Schoolwide	Foster Youth	Specific Schools: Green Acres, Live Oak Elementary, Del Mar, Shoreline	$4,651.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,053,288.00	$3,078,198.00

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	Welcoming environment to promote family engagement (State Priority 3,6)	Yes	$38,000.00	$18,000.00
1	1.2	Effective Communication (State Priority 3)	Yes	$83,400.00	$83,400.00
1	1.3	FACE Resources (State Priority 5,6)	Yes	$423,743.00	$423,743.00
1	1.4	FACE Opportunities (State Priority 6)	Yes	$34,200.00	$34,200.00
1	1.5	Shared responsibility and leadership (Sate Priority 3)	Yes	$10,000.00	$10,000.00
2	2.1	Classroom environment (State Priority 1)	Yes	$6,000.00	$6,000.00
2	2.2	Support staff (State Priority 4,5)	Yes	$1,001,928.00	1,046,838
2	2.3	Positive behavior supports (State Priority 5)	Yes	$9,300.00	$9,300.00
2	2.4	Cultural literacy (State Priority 2)	Yes	$20,000.00	$20,000.00
2	2.5	Student voice (State Priority 1)	Yes	$11,100.00	$11,100.00
2	2.6	New teacher supports (State Priority 1)	Yes	$47,000.00	$47,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Educators resources (State Priority 2)	Yes	$29,500.00	$29,500.00
2	2.8	Supplemental differentiated programs (State Priority 4,5)	Yes	$103,941.00	$103,941.00
2	2.9	Differentiated programs for multilinguals (State Priority 4,5)	Yes	$15,000.00	$15,000.00
2	2.10	Multilingual training for staff (State Priority 4)	Yes	$18,240.00	$18,240.00
2	2.11	Multilingual supports (State Priority 2,4)	Yes	$22,680.00	$22,680.00
2	2.12	Educator platforms to ensure student success (State Priority 4)	Yes	$99,000.00	$99,000.00
2	2.13	Supplemental programs to support students in special education (State Priority 4)	Yes	$1,600.00	$1,600.00
2	2.14	Instructional materials (State Priority 2,5)	No	$12,000.00	$12,000.00
2	2.15	Learning excursions (State Priority 2,5)	Yes	$32,500.00	$32,500.00
2	2.16	Technology supports (State Priority 7)	Yes	$3,500.00	$3,500.00
2	2.17	Social skills supports (State Priority 1)	Yes	$3,400.00	$3,400.00
2	2.18	College and Career Skills			
2	2.19	Life Skills			
3	3.1	Attendance supports (State Priority 5)	Yes	$2,500.00	$2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Relationship building (State Priority 1)	Yes	$3,000.00	$3,000.00
3	3.3	Teacher leads in PBIS (State Priority 1)	Yes	$5,000.00	$5,000.00
3	3.4	Training for teachers in various teaching strategies and practices (State Priority 1)	Yes	$32,000.00	$32,000.00
3	3.5	Student physical wellness (State Priority 1,5)	Yes	$113,000.00	$113,000.00
3	3.6	MTSS supports Mental health clinicians (State Priority 1)	Yes	$284,350.00	$284,350.00
3	3.7	Wellness surveys (Sate Priority 1)	Yes	$6,800.00	$6,800.00
3	3.8	MTSS supports academics (State Priority 1,2)	Yes	$417,559.00	$417,559.00
3	3.9	Staff support for students in special education (State Priority 1,2)	Yes	$157,685.00	$157,685.00
3	3.10	Supports for foster youth (State Priority 1)	Yes	$5,362.00	$5,362.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,048,864	$3,023,954.00	$3,048,864.00	($24,910.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Welcoming environment to promote family engagement (State Priority 3,6)	Yes	$38,000.00	$18,000.00		
1	1.2	Effective Communication (State Priority 3)	Yes	$83,400.00	$83,400.00		
1	1.3	FACE Resources (State Priority 5,6)	Yes	$423,743.00	$423,743.00		
1	1.4	FACE Opportunities (State Priority 6)	Yes	$34,200.00	$34,200.00		
1	1.5	Shared responsibility and leadership (Sate Priority 3)	Yes	$10,000.00	$10,000.00		
2	2.1	Classroom environment (State Priority 1)	Yes	$6,000.00	$6,000.00		
2	2.2	Support staff (State Priority 4,5)	Yes	$1,001,928.00	1,046,838		
2	2.3	Positive behavior supports (State Priority 5)	Yes	$9,300.00	$9,300.00		
2	2.4	Cultural literacy (State Priority 2)	Yes	$20,000.00	$20,000.00		
2	2.5	Student voice (State Priority 1)	Yes	$11,100.00	$11,100.00		
2	2.6	New teacher supports (State Priority 1)	Yes	$47,000.00	$47,000.00		
2	2.7	Educators resources (State Priority 2)	Yes	$29,500.00	$29,500.00		
2	2.8	Supplemental differentiated programs (State Priority 4,5)	Yes	$86,607.00	$86,607.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Differentiated programs for multilinguals (State Priority 4,5)	Yes	$15,000.00	$15,000.00		
2	2.10	Multilingual training for staff (State Priority 4)	Yes	$18,240.00	$18,240.00		
2	2.11	Multilingual supports (State Priority 2,4)	Yes	$22,680.00	$22,680.00		
2	2.12	Educator platforms to ensure student success (State Priority 4)	Yes	$99,000.00	$99,000.00		
2	2.13	Supplemental programs to support students in special education (State Priority 4)	Yes	$1,600.00	$1,600.00		
2	2.15	Learning excursions (State Priority 2,5)	Yes	$32,500.00	$32,500.00		
2	2.16	Technology supports (State Priority 7)	Yes	$3,500.00	$3,500.00		
2	2.17	Social skills supports (State Priority 1)	Yes	$3,400.00	$3,400.00		
3	3.1	Attendance supports (State Priority 5)	Yes	$2,500.00	$2,500.00		
3	3.2	Relationship building (State Priority 1)	Yes	$3,000.00	$3,000.00		
3	3.3	Teacher leads in PBIS (State Priority 1)	Yes	$5,000.00	$5,000.00		
3	3.4	Training for teachers in various teaching strategies and practices (State Priority 1)	Yes	$32,000.00	$32,000.00		
3	3.5	Student physical wellness (State Priority 1,5)	Yes	$113,000.00	$113,000.00		
3	3.6	MTSS supports Mental health clinicians (State Priority 1)	Yes	$284,350.00	$284,350.00		
3	3.7	Wellness surveys (Sate Priority 1)	Yes	$6,800.00	$6,800.00		
3	3.8	MTSS supports academics (State Priority 1,2)	Yes	$417,559.00	$417,559.00		
3	3.9	Staff support for students in special education (State Priority 1,2)	Yes	$157,685.00	$157,685.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Supports for foster youth (State Priority 1)	Yes	$5,362.00	$5,362.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15,999,284	3,048,864	0%	19.056%	$3,048,864.00	0.000%	19.056%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

  o 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.

  o 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).

  o 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.

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

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

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

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

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

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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