

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soquel Union Elementary School District

CDS Code: 446984900000000

School Year: 2024-25

LEA contact information:

Jessica Kiernan and Alison Warner

Assistant Superintendents of Education and Business

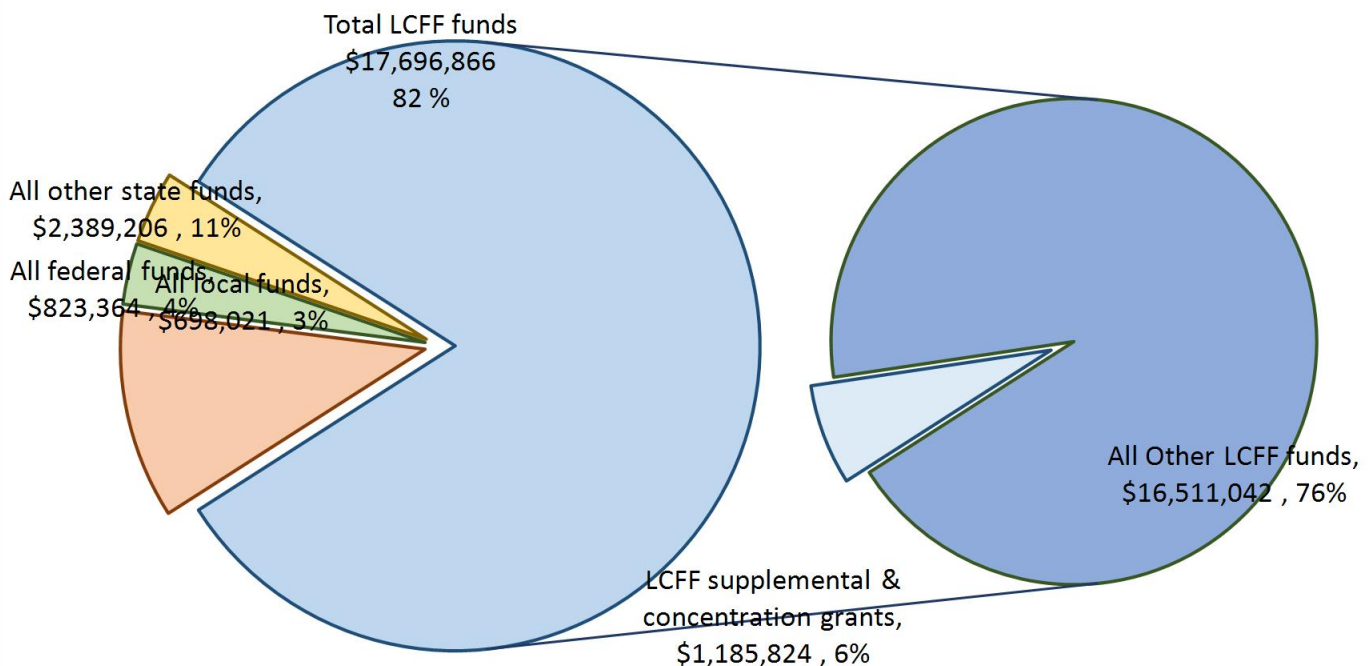
jkiernan@suesd.org and awarner@suesd.org

(831)464-5630

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

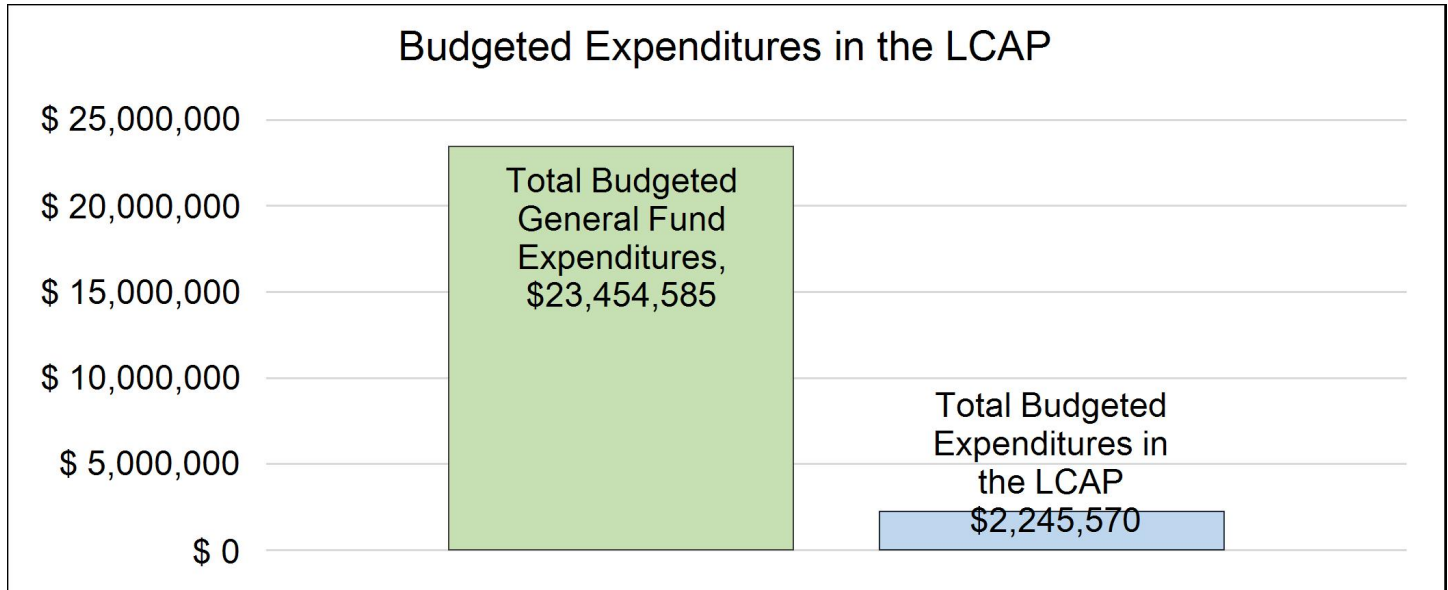


This chart shows the total general purpose revenue Soquel Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soquel Union Elementary School District is \$21,607,457, of which \$17,696,866 is Local Control Funding Formula (LCFF), \$2,389,206 is other state funds, \$698,021 is local funds, and \$823,364 is federal funds. Of the \$17,696,866 in LCFF Funds, \$1,185,824 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Soquel Union 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: Soquel Union Elementary School District plans to spend \$23,454,585.00 for the 2024-25 school year. Of that amount, \$2,245,570.00 is tied to actions/services in the LCAP and \$21,209,015.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

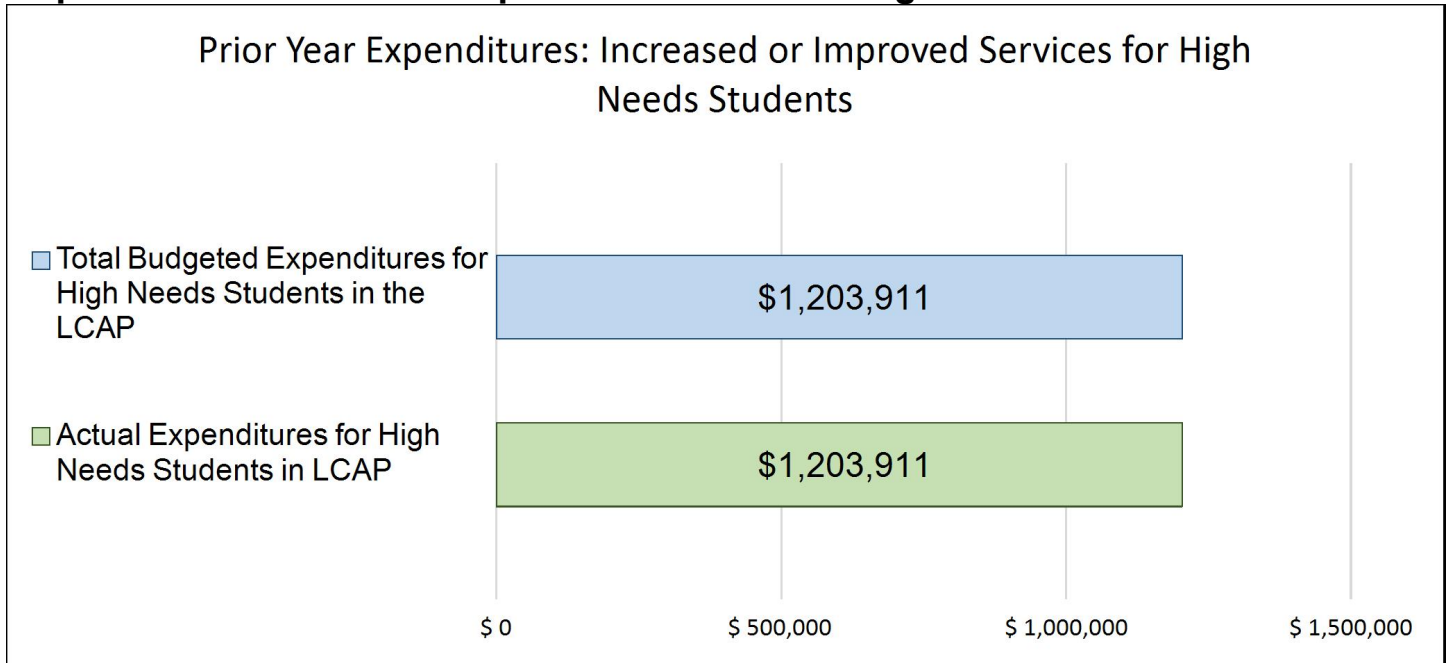
Costs excluded from the LCAP budget include but are not limited to, the following: All Salaries and Benefits, Administrative Costs, Facilities Maintenance, Special Education Contracts for Non Public School, Contracted Services for Legal and the Annual Audit, Supplies for the Business and Administrative Offices.

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

In 2024-25, Soquel Union Elementary School District is projecting it will receive \$1,185,824 based on the enrollment of foster youth, English learner, and low-income students. Soquel Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Soquel Union Elementary School District plans to spend \$1,185,824.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Soquel Union 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 Soquel Union 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, Soquel Union Elementary School District's LCAP budgeted \$1,203,910.52 for planned actions to increase or improve services for high needs students. Soquel Union Elementary School District actually spent \$1,203,910.52 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
Soquel Union Elementary School District	Jessica Kiernan and Alison Warner Assistant Superintendents of Education and Business	jkiernan@suesd.org and awarner@suesd.org (831)464-5630

Goals and Actions

Goal

Goal #	Description
1	All students (specifically including unduplicated) receive equitable, inclusive, culturally responsive, and rigorous high quality classroom instruction with standards-based curriculum that promotes life, college, and/or career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional Materials Purchase Logs	Primary Language Materials have been purchased at the middle school.	All needed primary language materials were purchased and made available to students, staff, and families. Outcome Met	All needed primary language materials were purchased and made available to students, staff, and families. Outcome Met	All needed primary language materials were purchased and made available to students, staff, and families. Outcome Met	Primary Language Materials will be purchased and used for students in all content and grades (as needed).
Instructional Materials and Assessment Usage Reports	Usage reports are not regularly reviewed at this time.	Usage reports for i-Ready reading and math were reviewed monthly. Outcome Met	Usage reports for i-Ready reading and math were reviewed monthly. Outcome Met	Usage reports for i-Ready reading and math were reviewed monthly. 1318 of 1541 students signed onto i-Ready "Personalized Instruction" in math in the 2023-2024 schoolyear, and whose average pass rate was 88%.	Usage reports will be reviewed monthly by site and will be used to inform future use, instruction, and/or intervention to improve student growth achievement at all schools. Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				912 of 1541 students signed onto i-Ready "Personalized Instruction" in reading in the 2023-2024 schoolyear, and whose average pass rate was 86%. Outcome Met	
DLI (Dual Language Immersion) School Student Enrollment Data	No DLI School Enrollment to date.	Spring enrollment for DLI complete for 2022-2023. Outcome Met	Spring enrollment for DLI complete for 2023-2024. Outcome Met	Spring enrollment for DLI for 2024-2025 is in process. Outcome Met	20+ students per year, by rolling up grade, will equal 60+ students by 2024. Outcome Met
NWEA MAP ELA and Math <ul style="list-style-type: none"> > i-Ready Diagnostic Data ELA and Math 	Year-end NWEA MAP ELA 2020-2021 3rd: 63% Average Proficiency or Higher 4th: 62% Average Proficiency or Higher 5th: 65% Average Proficiency or Higher 6th: 64% Average Proficiency or Higher 7th: 73% Average Proficiency or Higher 8th: 82% Average Proficiency or Higher NWEA MAP Math 2020-2021	NWEA MAP was replaced by i-Ready in 2021-2022 and was administered in grades 1-8. Note: This cannot be used to compare against NWEA MAP data from 2020-2021 due to the difference in assessment type. _____	NWEA MAP was replaced by i-Ready in 2021-2022 and was administered in grades 1-8. Note: This cannot be used to compare against NWEA MAP data from 2020-2021 due to the difference in assessment type. _____	NWEA MAP was replaced by i-Ready in 2021-2022 and was administered in grades 1-8. Note: This cannot be used to compare against NWEA MAP data from 2020-2021 due to the difference in assessment type. _____	ELA Proficiency 75% or Higher Math Proficiency 75% or Higher or, as added in 2022-2023, 60% growth in proficiency. Outcome Not Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd: 35% Average Proficiency or Higher 4th: 36% Average Proficiency or Higher 5th: 46% Average Proficiency or Higher 6th: 44% Average Proficiency or Higher 7th: 55% Average Proficiency or Higher 8th: 59% Average Proficiency or Higher	i-Ready Data End-of-Year Overall Grade Level Proficiency % of Growth from Beginning to End of Year in Reading 38% to 58% and in Math 18% to 46% End-of-Year Reading At or Above Grade Level K: 46% 1st: 56% 2nd: 43% 3rd: 42% 4th: 54% 5th: 45% 6th: 42% 7th: 39% 8th: 29% End-of-Year Math At or Above Grade Level K: 46% 1st: 56% 2nd: 43% 3rd: 43% 4th: 54% 5th: 45% 6th: 42%	i-Ready Data End-of-Year Overall Grade Level Proficiency % of Growth from Beginning to End of Year: Reading 39% to 46% Math 22% to 44% The Median for Progress toward Annual Typical Growth is 125% in Reading. The Median for Progress toward Annual Typical Growth is 89% in Math. ——— i-Ready Dta by Grade End-of-Year Reading At or Above Grade Level K: (not assessed) 1st: 54% (-2 annual growth) 2nd: 61% (+5 annual growth)	i-Ready Data End-of-Year Overall Grade Level Proficiency % of Growth from Beginning to End of the Year Remains High. Overall Proficiency for 2023-2024: Reading 46% to 56% Math 44% to 42% The Median for Progress toward Annual Typical Growth is 131% (+6) in Reading, and 37% (+6) of students met their Stretch Growth Goal. The Median for Progress toward Annual Typical Growth is 97% (+8) in Math, and 21% (+1) of students met their Stretch Growth Goal. The average % of students who made growth in proficiency	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th: 39% 8th: 29% <hr/> K-8 i-Ready Diagnostic Year-end Data by Subject and Group Spring 2022 performance data by group in Reading: Socioeconomic Status Low SES 36% At or above grade level Non-SES 57% At or above grade level Gender Female 58% At or above grade level Male 51% At or above grade level (No data this year for gender fluid or non-binary) Hispanic/Latino(x) Are H/L 36% At or above grade level Are not H/L 63% At or above grade level English Learner (EL)	3rd: 66% (+24 annual growth) 4th: 54% (0 annual growth) 5th: 58% (+13 annual growth) 6th: 51% (+9 annual growth) 7th: 52% (+13 annual growth) 8th: 57% (+28 annual growth) End-of-Year Math At or Above Grade Level K: (not assessed) 1st: 43% (-13 annual growth) 2nd: 49% (+6 annual growth) 3rd: 39% (-4 annual growth) 4th: 54% (0 annual growth) 5th: 58% (+13 annual growth) 6th: 45% (+3 annual growth) 7th: 35% (-4 annual growth) 8th: 36% (+7 annual growth) <hr/>	in Reading overall is 52%. The average % of students who made growth in proficiency in Math overall is 55%. <hr/> i-Ready Data by Grade End-of-Year Reading At or Above Grade Level K: (not assessed) 1st: 54% (0 annual growth) 2nd: 60% (-1 annual growth/ +6 cohort growth) 3rd: 60% (-6 annual growth/ 0 cohort growth) 4th: 52% (-2 annual growth/ -6 cohort growth) 5th: 53% (-5 annual growth/ -1 cohort growth) The number below represents trimester 2	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Are EL 29% At or above grade level Are not EL 59% At or above grade level</p> <p>Special Education (Sped) Are Sped 24% At or above grade level Are not Sped 59% At or above grade level</p> <hr/> <p>Spring 2022 performance data by group in math:</p> <p>Socioeconomic Status Low SES 24% At or above grade level Non-SES 46% At or above grade level</p> <p>Gender Female 42% At or above grade level Male 44% At or above grade level (No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 25% At or above grade level</p>	<p>K-8 i-Ready Diagnostic Year-end Data by Subject and Group</p> <p>Year-end performance data by group in Reading:</p> <p>Socioeconomic Status Low SES 38% (+2) At or above grade level Non-SES 60% (+3) At or above grade level</p> <p>Gender Female 57% (-1) At or above grade level Male 55% (+4) At or above grade level (No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 38% (+2) At or above grade level Are not H/L 65% (+2) At or above grade level</p> <hr/> <p>English Learner (EL) Are EL 18% (-11) At or above grade level</p>	<p>data, not the end of the year. 6th: 54% (growth cannot be determined) 7th: 58% (growth cannot be determined) 8th: 53% (growth cannot be determined)</p> <p>End-of-Year Math At or Above Grade Level K: (not assessed) 1st: 29% (-14 annual growth) 2nd: 50% (+1 annual growth/ +7 cohort growth) 3rd: 45% (+6 annual growth/ -4 cohort growth) 4th: 52% (+2 annual growth/ +13 cohort growth) 5th: 60% (+2 annual growth/ +6 cohort growth)</p> <p>The number below represents trimester 2 data, not the end of the year. 6th: 48% (growth cannot be determined) 7th: 33% (growth cannot be determined)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Are not H/L 52% At or above grade level</p> <p>English Learner Are EL 10% At or above grade level Are not EL 47% At or above grade level</p> <p>Special Education Are Sped 16% At or above grade level Are not Sped 47% At or above grade level</p> <p>_____</p> <p>K-8 i-Ready Diagnostic Data Mid-Year 2021-2022</p> <p>Overall Grade Level Proficiency % of Growth from Trimester 1 to Trimester 2 in Reading 36% to 48% and in Math 19% to 31%.</p> <p>Outcome Not Yet Met</p>	<p>Are not EL 42% (-17) At or above grade level</p> <p>*Note: Classified on i-Ready as Not Reported 55%</p> <p>Special Education (Sped) Are Sped 23% (-1) At or above grade level Are not Sped 42% (-17) At or above grade level</p> <p>*Note: Classified on i-Ready as Not Reported 54%</p> <p>_____</p> <p>Year-end performance data by group in math:</p> <p>Socioeconomic Status Low SES 26% (+2) At or above grade level Non-SES 48% (+2) At or above grade level</p> <p>Gender Female 41% (-1) At or above grade level Male 47% (+1) At or above grade level</p>	<p>8th: 35% (growth cannot be determined)</p> <p>_____</p> <p>End-of-Year Reading At or Above Grade Level by Subject and Group</p> <p>Performance data by group in Reading:</p> <p>Socioeconomic Status Low SES 42% (+4) At or above grade level Non-SES 62% (+2) At or above grade level</p> <p>Gender Female 61% (+4) At or above grade level Male 51% (-4) At or above grade level (No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 39% (+1) At or above grade level Are not H/L 65% (+0) At or above grade level</p> <p>English Learner (EL)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>(No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 26% (+1) At or above grade level Are not H/L 54% (+2) At or above grade level</p> <p>English Learner Are EL 12% (+2) At or above grade level Are not EL 49% (+2) At or above grade level *Note: Classified on i-Ready as Not Reported 41%</p> <p>Special Education Are Sped 22% (+6) At or above grade level Are not Sped 49% (+2) At or above grade level *Note: Classified on i-Ready as Not Reported 41%</p> <p>Overall Grade Level Proficiency % of Growth from Beginning to End of Year</p>	<p>Are EL 17% (-1) At or above grade level Are not EL 61% (+19) At or above grade level *Note: Classified on i-Ready as Not Reported 47%</p> <p>Special Education (Sped) Are Sped 30% (+7) At or above grade level Are not Sped 60% (+18) At or above grade level</p> <p>End-of-Year Math At or Above Grade Level by Subject and Group</p> <p>Socioeconomic Status Low SES 28% (+2) At or above grade level Non-SES 49% (+1) At or above grade level</p> <p>Gender Female 41% (+0) At or above grade level Male 43% (-4) At or above grade level (No data this year for gender fluid or non-binary)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>in Reading 39% to 47% and in Math 22% to 45%</p> <p>Outcome Not Yet Met</p>	<p>Hispanic/Latino(x) Are H/L 24% (-2) At or above grade level Are not H/L 52% (+2) At or above grade level</p> <p>English Learner (EL) Are EL 10% (-2) At or above grade level Are not EL 46% (-3) At or above grade level</p> <p>Special Education (Sped) Are Sped 20% (-2) At or above grade level Are not Sped 46% (-3) At or above grade level</p> <hr/> <p>i-Ready Data Mid-Year</p> <p>Mid Year Math K: (not assessed) 1st: 26% 2nd: 26% 3rd: 31% 4th: 30% 5th: 39%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Note: Mid-year data collection is underway. The number below represents trimester 1 data.</p> <p>6th: 34%</p> <p>7th: 25%</p> <p>8th: 17%</p> <p>Mid Year Reading K: (not assessed)</p> <p>1st: 36%</p> <p>2nd: 47%</p> <p>3rd: 65%</p> <p>4th: 42%</p> <p>5th: 52%</p> <p>Note: Mid-year data collection is underway. The number below represents trimester 1 data.</p> <p>6th: 48%</p> <p>7th: 47%</p> <p>8th: 39%</p> <p>Outcome Not Met</p>	
i-Ready Diagnostic Administration	No baseline yet set.	<p>i-Ready Diagnostic Assessment will be administered three times annually.</p> <p>Outcome Met</p>	<p>i-Ready Diagnostic Assessment will be administered three times annually.</p> <p>Outcome Met</p>	<p>i-Ready Diagnostic Assessment will be administered three times annually for elementary school</p>	<p>i-Ready Diagnostic will be administered in K-8.</p> <p>Outcome Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and twice for middle school. Outcome Met	
Fountas and Pinnell (F and P) Literacy Assessment	<p>End of Year F and P Literacy 2020-2021 Baseline Data</p> <p>K: 57% Meeting or Exceeding Standard, 27% Working Toward Standard</p> <p>1st: 54% Meeting or Exceeding Standard, 10% Working Toward Standard</p> <p>2nd: 54% Meeting or Exceeding Standard, 22% Working Toward Standard</p> <p>3rd: 50% Meeting or Exceeding Standard, 21% Working Toward Standard</p> <p>4th: 36% Meeting or Exceeding Standard,</p>	<p>End of Year F and P Literacy 2021-2022</p> <p>K: 60% Meeting or Exceeding Standard Growth of 3%</p> <p>1st: 60% Meeting or Exceeding Standard Growth of 6%</p> <p>2nd: 43% Meeting or Exceeding Standard Growth of -9</p> <p>3rd: 42% Meeting or Exceeding Standard Growth of -8%</p> <p>4th: 54% Meeting or Exceeding Standard Growth of 18%</p> <p>5th: 45% Meeting or Exceeding Standard</p>	<p>End of Year F and P Literacy 2022-2023</p> <p>K: 65% Meeting or Exceeding Growth/Standard Growth of 5%</p> <p>1st: 65% Meeting or Exceeding Growth/Standard Growth of 5%</p> <p>2nd: 55% Meeting or Exceeding Growth/Standard Growth of 12%</p> <p>3rd: 60% Meeting or Exceeding Growth/Standard Growth of 18%</p> <p>4th: 60% Meeting or Exceeding Growth/Standard</p>	<p>End of Year F and P Literacy 2023-2024 (Main Street Data Incomplete)</p> <p>K: 50% Meeting or Exceeding Benchmark</p> <p>1st: 55% Meeting or Exceeding Benchmark</p> <p>2nd: 56% Meeting or Exceeding Benchmark</p> <p>3rd: 60% Meeting or Exceeding Benchmark</p> <p>4th: 60% Meeting or Exceeding Benchmark</p> <p>5th: 60% Meeting or Exceeding Benchmark</p> <p>Outcome on Target.</p>	<p>F and P Literacy Growth Increase by 10% per grade each year.</p> <p>Outcome Partially Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	45% Working Toward Standard 5th: 39% Meeting or Exceeding Standard, 40% Working Toward Standard	Growth of 6% Outcome Not Yet Met	Growth of 6% 5th: 60% Meeting or Exceeding Growth/Standard Growth of 15% Outcome Partially Met		
CAASPP	No baseline set due to no CAASPP administered in 2020 or 2019.	No 2022 CAASPP Data as of time of LCAP submission.	No 2023 CAASPP Data as of time of LCAP submission. Therefore, CAASPP Data reported below is from Spring 2022 (now, one year old). 2022-2023 Data Due to be Received June/July 2023. English Language Arts 47% Met or Exceeded Standards, and 25% Nearly Met Standards Mathematics 34% Met or Exceeded Standards, and 23% Nearly Met Standards Outcome Partially Met	No 2024 CAASPP Data as of this time LCAP, however, 2023 year-end data is noted below. English Language Arts 56% (+ 9) Met or Exceeded Standards, and 23% (+2) Nearly Met Standards Mathematics 43% (+9) Met or Exceeded Standards, and 27% (+4) Nearly Met Standards Outcome Not Met	Among all students assessed, +80% will meet or exceed standard, and 20% will be working toward standard. Outcome Not Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification of English Learners	Baseline: 1 in 5 (20%) ELS Reclassified as English Proficient in 2019-2020	<p>LTEL (Long Term English Learner) Rate: 49/191 (25%)</p> <p>1.5 Year Reclassification Rate: 95/191 (50%)</p> <p>Outcome Met</p>	<p>LTEL Rate (for students who took ELPAC summative in 2022: 30/153 (20%)</p> <p>*Note: Smaller number is better.</p> <p>.5 Year Reclassification Rate: 27/191 (14%)</p> <p>ELPAC Data: 84% of English Learners Maintained or Grew in English Language Proficiency</p> <p>Outcome Partially Met</p>	<p>Districtwide LTEL Rate is 11% of English Learners</p> <p>Overall EL Reclassification Rate: 98/ 278 (35%)</p> <p>Outcome Partially Met</p>	<p>All EL students reclassified within 5 years, and monitored for the following 3.</p> <p>LTEL rate will be reduced by 10% each year.</p> <p>Goal Not Met</p>
EL Individualized Learning Plans	No baseline set due to first administration year set as 2021-2022.	<p>Every Elementary EL was provided a R2R (Road to Reclassification Plan), which mirrors data and informative practice of an ILP.</p> <p>Outcome Met</p>	<p>Every Elementary EL was provided a R2R (Road to Reclassification Plan) during the parent conference periods, which mirrors data and informative practice of an ILP.</p> <p>Outcome Met</p>	<p>Two conferences have been held this year at each school and ILPs were in place at elementary sites, however, middle school student-led conferences replaced ILPs.</p> <p>Outcome Met</p>	<p>All middle school and elementary ELs will have an ILP (R2R), focusing on LTELs first.</p> <p>Goal Met for Elementary</p>

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.

An analysis of how this goal was carried out in the previous year, by action item are as follows:

1.1 Primary Language Instructional Materials- There were no substantive differences in planned actions.

There were no core textbooks ordered in any language other than English this year, except those purchased for the Dual Language Immersion Program (as outlined in action 1.3). Previous years' purchases have satisfied this core textbook need.

1.2 Culturally Responsive Instructional Materials and Resources- There were no substantive differences in planned actions.

For staff, culturally responsive anchor texts ("Culturally Responsive Teaching and the Brain") were purchased. This action was highly successful in that we trained all administrators and staff over the course of the past three years.

1.3 Dual Language Immersion Instructional Materials- There were no substantive differences in planned actions.

Research has shown that dual-language programs are an effective way to educate English-language learners, but they also offer benefits for native English speakers. The top reasons for launching DLI in our district are: Biliteracy is good for the learning brain. Learning a language is easier for young children. English learners succeed while maintaining their culture and native language. Students build strong social connections and cultural awareness. To foster the growth of this program, DLI libraries and core textbooks were purchased for each DLI classroom, which included kindergarten through grade 2 core textbooks, and classroom libraries. The focus on strong instructional materials has yielded strong performance outcomes for grade 1 students in the DLI class whose overall score was 14% higher in reading than their grade level's average reading proficiency percent.

1.4 Language-based Applications/technologies for ELA Instruction- There were no substantive differences in planned actions.

Language-based apps (No Red Ink, Grammarly) were purchased at the middle school level but purchased out of school site funds. These digital supports have helped students express their thoughts effectively and accurately, with prompts and redirection for spelling, grammar, and vocabulary use. This technology has been especially important for multi-lingual students and students with individualized education plans who have writing goals.

1.5 Leveled ELA Instructional Materials- There were no substantive differences in planned actions.

According to the Science of Reading research, delivering explicit, systematic instruction is essential for building foundational skills. Unlike oral language, which comes naturally for neurotypical individuals in a language-rich environment, foundational skills are acquired most effectively through direct instruction. "Explicit" means directly instructing a student rather than allowing them to conclude on their own. "Systematic" means the instruction follows a sequential order. A research-informed scope and sequence will ensure you deliver instruction for every concept, from simple to complex. This gives all children equal access to the skills and knowledge necessary to become readers and writers. Foundational literacy supplements, produced by the University of Florida Literacy Institute (UFLI) were purchased for all transitional kindergarten through second-grade classrooms.

1.6 Instructional Materials Mathematics- There were no substantive differences in planned actions.

Math intervention and supplemental materials were purchased for middle school math classes to help develop missing pre-requisite math skills.

1.7 Personnel for Increased Instruction During the School Day- The differences in planned actions were to increase access from one class to three classes daily.

Zero-period options were effectively added this year to provide increased access to elective courses for students who have ELD or Special Education Services as a period within their school day. The addition of zero period allows students to take courses in art, music, healthy living, and language, providing them a more well-rounded school and life experience.

1.8 Support for Quality Teacher Recruitment- There were no substantive differences in planned actions. New staff onboarding was reduced due to a lack of staff turnover.

1.9 Mentorship for Quality Teacher Recruitment and Retention- There were no substantive differences in planned actions. Since new teacher mentorship lasts for at least two years planned actions remained consistent. All new teaching staff were offered weekly mentorship from a quality classroom teacher within the school district for four hours monthly. This was exceptionally beneficial to our teachers and mentors, in that curriculum guidance, instructional strategies, and basic practical tips were matters of ongoing dialog and planning.

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.

An explanation of material differences between budgeted and estimated actual expenditures and/or planned percentages of improved services and estimated actual improved services, by action item are as follows:

1.1 Primary Language Instructional Materials-

There were material differences since no new materials were needed this year.

1.2 Culturally Responsive Instructional Materials and Resources-

There were material differences since the cost of texts was far greater than anticipated as were the trainers (provided at no cost).

1.3 Dual Language Immersion Instructional Materials-

There were no material differences.

1.4 Language-based Applications/technologies for ELA Instruction-

While there were no material differences in actions, there were material differences in planned and estimated actuals due to the site-based purchase of these learning technologies.

1.5 Leveled ELA Instructional Materials-
There were no material differences.

1.6 Instructional Materials Mathematics-
While there were no material differences in actions, costs came in under budget.

1.7 Personnel for Increased Instruction During the School Day-
An increase in course services/offerings during the zero period resulted in a 200% increase between planned and estimated actuals.

1.8 Support for Quality Teacher Recruitment-
There were material differences in actions, though costs came in under budget due to lower staff turnover.

1.9 Mentorship for Quality Teacher Recruitment and Retention-
There were no material differences.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle, by action item is as follows:

1.1 Primary Language Instructional Materials-
This action was effective toward meeting goal 1, as evidenced by an increase in access to academic materials/textbooks (in upper elementary and middle grades) accessible to multi-lingual students and families over the past three years.

1.2 Culturally Responsive Instructional Materials and Resources- This action was effective toward meeting goal 1, as evidenced by each teacher selecting a focus student to make a connection using the Ready for Rigor Framework from the text and training "Culturally Responsive Teaching and the Brain."

1.3 Dual Language Immersion Instructional Materials-
This action was effective toward meeting goal 1, as evidenced by the use of dual language instructional materials in grades kindergarten through first grade. In addition, data dives mid-year and end-of-year demonstrate higher levels of growth in reading than other classes in the same grade level, as measured by i-Ready.

1.4 Language-based Applications/technologies for ELA Instruction-

This action was effective toward meeting goal 1, as evidenced by a moderate increase in improved placement in reading as measured by i-Ready. While there is not a districtwide writing assessment currently in place due to a re-evaluation of the district's literacy plan, middle school grades indicate an increase in passing grades in writing with the addition of the support provided by No Red Ink and Grammarly.

1.5 Leveled ELA Instructional Materials-

This foundational literacy action was effective toward meeting goal 1, as evidenced by the growth in reading proficiency from grade one last year to grade two this year, from 55% to 60%.

1.6 Instructional Materials Mathematics-

This action was not as effective toward meeting goal 1 as we had hoped across all three middle school years. 45% of all students made proficiency placement progress in 2024-2025.

1.7 Personnel for Increased Instruction During the School Day-

This action was effective in meeting goal 1, as evidenced by a 200% increase in the number of students gaining access to a broader course of study at the middle school level.

1.8 Support for Quality Teacher Recruitment-

This action was effective in meeting goal 1, as evidenced by low staff turnover moving into the 2024-2025 school year.

1.9 Mentorship for Quality Teacher Recruitment and Retention-

This action was effective toward meeting goal 1, as evidenced by higher levels of proficiency in elementary grades reading in 75% of new hires.

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.

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, by action item are as follows:

1.1 Primary Language Instructional Materials- There will be no changes made.

1.2 Culturally Responsive Instructional Materials and Resources- This action is complete and will not continue.

1.3 Dual Language Immersion Instructional Materials- There were no changes made.

1.4 Language-based Applications/technologies for ELA Instruction- There will be no changes made.

1.5 Leveled ELA Instructional Materials- There will be no changes made to planned actions to increase literacy supplemental materials, however, there will be an added focus on grades 3-5. Students who increased in proficiency placement averaged 72%, while the increase in proficiency placement for grades 3-5 was 62%.

1.6 Instructional Materials Mathematics- This action will be discontinued.

1.7 Personnel for Increased Instruction During the School Day- There will be no changes made. Three zero periods will continue at the middle school level to increase access to a broad course of study for ELs, SWD, and Title I.

1.8 Support for Quality Teacher Recruitment- There will be no changes made.

1.9 Mentorship for Quality Teacher Recruitment and Retention- There will be no changes made.

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	Through the use of data, identify researched-based classroom differentiation, professional development, and systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development and Support-Professional Development Calendared Events Related to CRE/I (Culturally Responsive Education/Instruction) and EL	Professional Development Calendared Events Related to CRE/I has been limited to school and district administrators through Principals Leading and Learning Meetings	Each of the monthly principals "leaders of learning" meetings included an hour of CRE training. Outcome Met	Each of the monthly principals "leaders of learning" meetings included an hour of CRE training. Outcome Met	Each of the monthly principals "leaders of learning" meetings included an hour of CRE training. Outcome Met	All staff will have been provided with 6 hours of CRE/I and EL Professional Development. Outcome Met
Professional Development and Support-Professional Development Calendared Events Related to New Adoptions	Professional Development Calendared Events Related to New Adoptions has only included one training for two of the three new adoption and postponed training for one adoption due to conditions related to pandemic and distance learning.	Readers and Writers Workshop training was held for new teachers or teachers who desired a re-fresh. This voluntary training was designed in multiple modules, and held Wednesday afternoons through the winter.	Readers and Writers Workshop training was held for new teachers during the on-boarding pre-service training week during the summer of 2022. FOSS science adoption training was held in fall and winter in 2022.	Readers and Writers Workshop training was held for new teachers during the onboarding pre-service training week during the summer of 2023. For existing TK-2 teachers, literacy trainings with newly added phonics and	All staff receive training and follow-up training each year for their related adopted instructional materials. Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FOSS science adoption training is postponed until fall 2022.	Outcome Met	phonemic awareness materials were held in summer, fall, and winter.	
		Outcome in Process		Outcome Met	
Personnel- TOSA Staff Professional Engagement and Support Logs TOSA Family Support Logs TOSA Leadership Engagement and Support Logs EL Toolkit Rubric	TOSA Staff Support- Variable by site TOSA Family Support- Weekly TOSA Leadership Support- Variable by site.	English Learner TOSA engaged staff districtwide in professional learning in one-to-one sessions, small groups, and full scale school and districtwide. Professional development was designed to improve instructional practices, systemic processes, and engagement methods to improve student outcomes, including: <ul style="list-style-type: none"> Designated & Integrated ELD Program Knowledge of ELD Standards ELD Standards Implementation 	EL TOSA position posted, but unfilled all year, however ELD work continued through school site ELAC and ELD Specialist teams, as well as Districtwide DELAC. Outcome Partially Met	EL TOSA position posted, but unfilled all year, however, ELD work continued through school site ELAC and ELD Specialist teams, as well as Districtwide DELAC. Outcome Partially Met. Part of action (TOSA) discontinued.	All staff, families, and administrators will participate in weekly TOSA support to improve instructional practices, systemic processes, and engagement methods to improve student outcomes, including: <ul style="list-style-type: none"> Designated & Integrated ELD Program Knowledge of ELD Standards ELD Standards Implementation Increased Access to Rigor Coursework Outcome Partially Met (No TOSA hired due to lack of qualified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Cultural and Linguistic Identity <p>Outcome Met</p>			candidates.)
Professional Development and Support- Professional Development Calendared Events Related to Inclusive Practices, including SPED and EL.	Professional Development Calendared Events Related to Inclusive Practices has been limited to school and district student services staff.	<p>Professional learning calendar for early release Fridays was inclusive of:</p> <ul style="list-style-type: none"> Trauma Informed Care SEL Culturally Responsive Education Introduction English Learner Best Practices <p>Outcome Met</p>	<p>Professional learning calendar for early release Fridays was inclusive of:</p> <ul style="list-style-type: none"> Trauma Informed Care SEL Culturally Responsive Education Introduction English Learner, Universal Design for Learning MTSS Somatic Practices <p>Outcome Met</p>	<p>Professional learning calendar for early release Fridays was inclusive of:</p> <ul style="list-style-type: none"> Trauma Informed Care SEL Culturally Responsive Education Introduction English Learner, Universal Design for Learning MTSS Somatic Practices <p>Outcome Met</p>	<p>All staff will have been provided with 6 hours of Inclusive Practices Professional Development.</p> <p>All students will have access to a rigorous course of study.</p> <p>Outcome Met</p>
Assessment and Data Collection- Universal Diagnostic Tool	No Universal Tool in use currently.	All Grade 1 -8 students will have taken diagnostic assessment three times this year.	All Grade 1-8 students will have taken diagnostic assessment three times this year.	All Grade 1-8 students will have taken diagnostic assessment three times this year.	<p>All students will have taken diagnostic assessment with a 3 year record of data.</p> <p>Outcome Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Outcome Met	Outcome Met	Outcome Met	
Assessment and Data Collection-Universal 360 SEL Screener	2021 Pilot Year 1/Spring: K-2 Teacher Administration Rate 92% 3-8 Student Self-Screen Rate 55%	Universal 360 SEL Screener was administered twice in 2021-2022, with a 60% overall participation rate. Outcome Met	Universal 360 SEL Screener was administered at all sites and all grades twice in 2022-2023. Outcome Met	Universal 360 SEL Screener was administered at all sites and all grades twice in 2023-2024. Outcome Met	Screening Rate will be 100% for All Grades Outcome Nearly Met
Assessment and Data Collection-Imagine Learning Intervention (ILE) Reports	2021 ILE Pilot Year 1/Spring: Limited Use- ELs only.	ILE was discontinued, as it was duplicative of i-Ready data. *Action Discontinued	ILE was discontinued in 2022, as it was duplicative of i-Ready data. *Action Discontinued	ILE was discontinued in 2022, as it was duplicative of i-Ready data. *Action Discontinued and Replaced by Lexia	Intervention and Diagnostic Tool Used in K-8 Intervention time, inclusive of before and after school support periods. Action Discontinued
Assessment and Data Collection-Counseling Logs and Universal Practices Districtwide	Counseling Logs are kept at each school site, and District MSW keeps and analyzes district data sets and trends.	A counseling handbook with practices, resources, lessons, and community outreach was available and in use by all school site counselor and interns. Outcome Met	A counseling handbook with practices, resources, lessons, and community outreach was available, in use, and improved upon by all school site counselor and interns. Outcome Met	A counseling handbook with practices, resources, lessons, and community outreach was available, in use, and improved upon by all school site counselor and interns. Outcome Met	Counseling Handbook with Practices, Resources, Lessons, and Community Outreach will be available and in use by and for all intended stakeholders. Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment and Data Collection-Student Shadowing Tool	No data from Shadowing Tool yet collected.	<p>A English Learner Shadow tool was the core of the Multi-lingual Network training this year, hosted by the Santa Cruz County Office of Education and was facilitated by the tool's created Ivannia Soto.</p> <p>This tool was applied in each elementary school districtwide in spring 2022.</p> <p>Outcome in Progress</p>	<p>A English Learner Shadow tool was the core of the Multi-lingual Network training in 2022. This tool was applied in each elementary school districtwide in spring 2022.</p> <p>In the fall of 2022 through spring of 2023 the walk-through tools employed were 1) the equity walk through tool, and 2) the CRE walk through tool.</p> <p>Outcome in Progress</p>	<p>A English Learner Shadow tool was the core of the Multi-lingual Network training in 2022. This tool was applied in each elementary school districtwide in spring 2022.</p> <p>In the fall of 2022 through spring of 2023 the walk-through tools employed were 1) the equity walk through tool, and 2) the CRE walk through tool.</p> <p>Outcome in Progress</p>	<p>Student Shadowing observation tools will be used at all levels and focus specifically on EL, SPED, and Tier II and III.</p> <p>Outcome in Progress</p>

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.

An analysis of how goal this was carried out in the previous year, are detailed by the following actions:

2.1 Professional Development in CRE, SEL, and Language Development- There were no substantive differences in planned actions. Melissa Roberts and Candace McIsaac of the New Teacher Project provided ongoing professional development for certificated and administrative staff using Culturally Responsive Teaching and the Brain as their guiding source. This work continued as we grew our understanding of a focus student walk-through tool, through which we were attending to the student experience, specifically to the domains of the Ready for Rigor Framework. There were no costs associated with this action since trainers were offered free of charge.

2.2 Instructional Materials Training- There were no substantive differences in planned actions.

This has been an effective action. Professional Development in the area of newly acquired pre-reading, phonics, and phonemic awareness instructional materials was highly effective in terms of ensuring all TK through Grade 2 teachers were using evidence-based materials with consistency across the district. In addition, reading proficiency growth for Grade 1 increased by 17%, and in Grade 2 increased by 21% in 2023-2024.

2.3 MTSS TOSA- There were substantive differences in planned actions.
No qualified candidate was found to fill this position.

2.4 Professional Development in Inclusive Practices (MTSS/UDL/SIPP)- There were no substantive differences in planned actions. School Inclusion Specialist, Keven Schaefer trained certificated staff in Inclusion and Universal Design for Learning (UDL), and UDL lesson planning meetings were designated work time in our district's annual professional development plan.

2.5 i-Ready Diagnostic Assessment and Data Collection K-8- There were no substantive differences in planned actions. This is an effective action, as all students (not mandatory in kindergarten) are assessed in reading and math multiple times each year through the use of the i-Ready Diagnostic. In addition, staff use i-Ready to assign targeted skill-based lessons and/or students can engage in i-Ready's build in My Path which will guide students through lessons in their areas for growth. Staff use this data in data talks to help guide shifts to their instruction, at least three times annually as a formal strategy, and more regularly as an informal strategy.

2.6 360 Connect Behavioral and Wellness Universal Screener- There were no substantive differences in planned actions. This is an effective action, all students are assessed twice annually with 360 Connect. This behavior and wellness screener is used to determine whether students are at risk. Data from this screener is used by school site teams to intervene and support students who are most in need.

2.7 Imagine Learning Intervention Materials- Discontinued action due to lack of student engagement.

2.8 Dual Language Immersion Training- There were no substantive differences in planned actions. DLI training has been incredibly effective, with specific training in literacy. As noted in actions associated with Goal 1, DLI Grade 1 students outperform their grade-level peers in reading.

2.9 Increased Personnel: to Serve Unduplicated Students Before and After School- Action was
Since Goal 2.9 and 2.14 were combined and ELOP funded in 2022, the planned actions increased to serve unduplicated students at every school site for 9 hours daily, over 210 days.

2.10 Increased Personnel: Integrated Arts- There were no substantive differences. Integrated Arts as an addition to the core program has been highly successful. Students at each elementary school have access to a combination of visual and performing arts classes each week. Working in the arts helps learners to develop creative problem-solving skills. Teaching through the arts can present difficult concepts visually, making them more easy to understand. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary for presentations of academic work. Integrating art with other

disciplines reaches students who might not otherwise be engaged in classwork. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world. Students surveyed rate Arts, Socializing with Friends, Teacher, PE, and Recess among the highest when asked "What is your favorite part of school?"

2.11 Increased Personnel: Integrated Science- There were no substantive differences.

Integrated Science, with a focus on Life Lab Gardens, has been an effective action associated with differentiation and a systemic, equitable, and inclusive school experience. Children who garden get a close-up look at natural processes and the living organisms that thrive in these environments. By learning to care for a living, breathing ecosystem, children develop skills and an understanding of nature's importance in their lives and the lives of other beings. This fosters a culture of environmental stewardship and inclusion.

2.12 Personnel: English Language Development (ELD) Staff- There were no substantive differences.

The actions of ELD teachers are effective in that they are responsible for supporting students' English academic language development while honoring and leveraging their home languages, differentiating instruction for different language proficiency levels, co-planning or co-teaching with colleagues or grade-level teams for instruction and assessment, developing instructional approaches rooted in best practices of Culturally Responsive Instruction, Culturally Relevant Instruction and Culturally Sustainable Pedagogy, such as welcoming students' cultures and languages within the school setting, and researching, recommending, and providing professional development or guidance for colleagues around language development. At each of our school sites, we have allocated ELD teachers relative to the number of English Learners they serve. One key measure of success is the number of reclassified as fluent English proficient, which is 35% overall in grades TK-8.

2.13 Personnel: Intervention Teachers- There were no substantive differences.

The importance of intervention in the classroom for students who are performing below grade level cannot be overstated. The sooner interventions are put in place, the sooner students can perform at their grade level and collaborate with their peers. Intervention teachers on each elementary school site provide intensive intervention, with a strong focus on reading and pre-reading skills. This addition is effective and has grown in effectiveness since the onset of literacy training and the implementation of UFLI. Intervention teachers are now able to push into classes and co-teach during literacy instruction blocks.

2.15 Language through Discovery for English Learners and Families- This action was discontinued and folded into ELAC and Parent Education.

2.16 Professional Development Middle School Grading for Equity- There were no substantive differences.

Grading for Equity is a book designed to help teachers witness a reduction in student failures while also preventing grade inflation. With Equitable grading practices, students feel more motivated to persevere through challenges and experience decreased stress. Teachers also find themselves grading less busy work, providing more meaningful feedback, and building more collaborative relationships with their students, leading to a renewed sense of fulfillment in their profession. New Brighton Middle School has had a core group of teachers engaging in training and work groups about how to integrate these practices across their school site. This year, specific staff agreements were made, including test re-takes, non-graded homework, and multiple ways to demonstrate understanding. These have reduced failing grades. In the spring this year, only four eighth-graders ended the year with a failing grade.

2.17 Personnel: MTSS Middle School Counselor- There were no substantive differences.

An MTSS academic advisor was an effective action for New Brighton Middle School. Her role was to motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality. It was her goal to respect, engage, and value a culture of safety and promise. This year, she met with every student in the school at least twice to talk about goals and planning for their achievement.

2.18 Personnel: District Social Worker- There were no substantive differences.

The District Social Worker, who oversaw school counseling interns was re-assigned to be a second middle school counselor since all elementary schools are now served by a fully certified school counselor.

2.19 Personnel: Site-based Elementary Counselors- There were no substantive differences in planned actions. Counselors had 4,227 contacts in the 2023-2024 school year.

2.20 AVID Annual Fees- There were no substantive differences.

Approximately 90% of students who participate in AVID programs are accepted into a four-year college. AVID not only focuses on collaborative learning, but it also acknowledges the importance of learning specific skills, such as “Note-taking, studying, and organizing assignments.” These skills need to be “explicitly taught” through “scaffold support.” Teachers give students direct instruction on how to take notes, study, and organize. To do this well, schools and staff are supported with training and liaisons hired by AVID. Fees associated with this support effectively allow the school to serve students with the skills they need to be successful scholars.

2.21 Personnel: Sub-release for Reading Assessments- There were no substantive differences.

Data analysis is critical to informed instruction. Multiple forms of data help to validate and stratify that data. One-to-one reading assessments are one of the most time-consuming assessments to administer, and as such cannot come at a cost to direct instruction. Sub-release time affords our staff to assess, which students have a teacher providing instruction. One-to-one assessments are required to be administered until a student has met or surpassed their grade-level benchmark. These one-to-one assessments are effective in allowing the classroom teacher to hear each student read authentically, and make adjustments to their instruction three times annually.

2.22 Sub-release for Equity Walks- There were no substantive differences.

Equity walks provide an effective and planned space for our district teams to develop our lens and understanding of what equitable practices look like in classrooms and on our school campuses. They also serve as opportunities for district leaders, staff, and site administrators to take a deeper dive into the collection of qualitative as well as quantitative data to inform, adjust, and monitor policies and practices across school sites and the district. The equity walk tools guide the professional learning space for educational leaders and can be used to assess the overall progress toward equity goals. Equity walks support the ongoing monitoring of the implementation of equity practices in our district. Equity walks were held at all four school sites this year. Our goal was to attend to our focus students' experience, but also improve our observation skills. From these walk throughs feedback was limited to positive findings and a deeper dive if requested by the teacher.

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.

An explanation of material differences between budgeted and estimated actual expenditures and/or planned percentages of improved services and estimated actual improved services, by action item are as follows:

2.1 Professional Development in CRE, SEL, and Language Development- There were material differences. All training was at no cost.

2.2 Instructional Materials Training- There were no material differences.

2.3 MTSS TOSA- There were material differences, as no TOSA was hired.

2.4 Professional Development in Inclusive Practices (MTSS/UDL/SIPP)- There were no material differences.

2.5 i-Ready Diagnostic Assessment and Data Collection K-8- There were material differences in expected costs, we under-budgeted for i-Ready.

2.6 360 Connect Behavioral and Wellness Universal Screener- There were no material differences.

2.7 Imagine Learning Intervention Materials- This was a discontinued action, which was replaced by an improved product through Lexia, as such there were differences between planned and actual expenditures.

2.8 Dual Language Immersion Training- There were no material differences.

2.9 Increased Personnel to Serve Unduplicated Students Before and After School- ELOP funded since 2022.

2.10 Increased Personnel Integrated Arts- There were no material differences.

2.11 Increased Personnel Integrated Science- There were material differences, due to salary increases.

2.12 Personnel English Language Development Teachers- There were material differences, due to site-based Title I contribution.

2.13 Personnel Intervention Teachers- There were material differences, due to salary increases.

2.14 Expanded Learning Day- ELOP funded since 2022.

2.15 Language through Discovery for English Learners and Families- There were no material differences.

2.16 Supplemental Counseling- Increase due to salary increases.

2.17 Personnel District Social Worker- Increase due to salary increases.

2.18 Personnel Site-based Elementary Counselors- There were no material differences.

2.19 Aide Support-The were no Material differences.

2.20 AVID Annual Fees- There were no material differences.

2.21 Personnel Sub-release for Reading Assessments- There were material differences, as release time was paid by school sites.

2.22 Sub-release for Equity Walks- There were no material differences.

2.23 Personal DLI Aide Support- Action was added in 2023.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal, "Through the use of data, identify researched-based classroom differentiation, professional development, and systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps.", by action item are below.

2.1 Professional Development in CRE, SEL, and Language Development- This action was effective.

This action was effective in meeting goal 2, as evidenced by family survey data which report that only 11.5% of families do not believe their child's strengths and talents are known and developed. In addition, 85% of students report feeling supported in school. In addition, student survey comments, when asked "The things I love most about school is..." include: "being me", "my life", "my community", "everything", and "being myself".

2.2 Instructional Materials Training- This action was effective.

This action was effective toward meeting goal 2, as evidenced by summer, fall, and winter training in new early literacy materials, and the publishing of our districtwide literacy plan, phase 2.

2.3 MTSS TOSA- This action was ineffective.

This position was posted, but not filled.

2.4 Professional Development in Inclusive Practices (MTSS/UDL/SIPP)- This action was effective.

This action effectively aided in meeting goal 2, as evidenced by School Inclusion Specialist, Keven Schaefer trained certificated staff in Inclusion and Universal Design for Learning (UDL), and UDL lesson planning meetings were designated work time in our district's annual professional development plan.

2.5 i-Ready Diagnostic Assessment and Data Collection K-8- This action was effective.

This action was effective toward meeting goal 2, as evidenced by all students (not mandatory in kindergarten) being assessed in reading and math multiple times each year through the use of the i-Ready Diagnostic. In addition, staff use i-Ready to assign targeted skill-based lessons and/or students can engage in i-Ready's build in My Path which will guide students through lessons in their areas for growth. Staff use this data in data talks to help guide shifts to their instruction, at least three times annually as a formal strategy, and more regularly as an informal strategy. Some i-Ready group data is displayed below.

Performance proficiency data by group in Reading are as follows:

Socioeconomic Status

Low SES 42% (+4) At or above grade level

Non-SES 62% (+2) At or above grade level

Gender

Female 61% (+4) At or above grade level

Male 51% (-4) At or above grade level

(No data this year for gender fluid or non-binary)

Hispanic/Latino(x)

Are H/L 39% (+1) At or above grade level

Are not H/L 65% (+0) At or above grade level

English Learner (EL)

Are EL 17% (-1) At or above grade level

Are not EL 61% (+19) At or above grade level

*Note: Classified on i-Ready as Not Reported 47%

Special Education (Sped)

Are Sped 30% (+7) At or above grade level

Are not Sped 60% (+18) At or above grade level

Performance proficiency data by group in Math are as follows:

Socioeconomic Status

Low SES 28% (+2) At or above grade level
Non-SES 49% (+1) At or above grade level

Gender
Female 41% (+0) At or above grade level
Male 43% (-4) At or above grade level
(No data this year for gender fluid or non-binary)

Hispanic/Latino(x)
Are H/L 24% (-2) At or above grade level
Are not H/L 52% (+2) At or above grade level

English Learner (EL)
Are EL 10% (-2) At or above grade level
Are not EL 46% (-3) At or above grade level

Special Education (Sped)
Are Sped 20% (-2) At or above grade level
Are not Sped 46% (-3) At or above grade level

2.6 360 Connect Behavioral and Wellness Universal Screener- This action was effective.

This action was effective toward meeting goal 2, as evidenced by all students being assessed twice annually with 360 Connect. This behavior and wellness screener is used to determine whether students are at risk. Data from this screener is used by school site teams to intervene and support students who are most in need.

2.7 Imagine Learning Intervention Materials- Discontinued Action

2.8 Dual Language Immersion Training- This action was effective.

This action was effective toward meeting goal 2, as evidenced by both DLI teachers and school administrators trained, as well as family retention in DLI at nearly 100%.

2.9 Increased Personnel to Serve Unduplicated Students Before and After School- This was effective.

Since Goal 2.9 and 2.14 were combined and ELOP funded in 2022, the planned actions increased to serve unduplicated students at every school site for 9 hours daily, over 210 days.

2.10 Increased Personnel Integrated Arts- This action was effective.

This action was effective in meeting goal 2, as evidenced by the Integrated Arts as an addition to the core program. Students at each elementary school have access to a combination of visual and performing arts classes each week. Working in the arts helps learners to develop creative problem-solving skills. Teaching through the arts can present difficult concepts visually, making them more easy to

understand. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary for presentations of academic work. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world. Students surveyed rate Arts, Socializing with Friends, Teacher, PE, and Recess among the highest when asked "What is your favorite part of school?"

2.11 Increased Personnel Integrated Science- This action was effective.

This action was effective in meeting goal 2, as evidenced by the integration of science, with a focus on Life Lab Gardens, which has been an effective action associated with differentiation and a systemic, equitable, and inclusive school experience. Children who garden get a close-up look at natural processes and the living organisms that thrive in these environments. By learning to care for a living, breathing ecosystem, children develop skills and an understanding of nature's importance in their lives and the lives of other beings. This fosters a culture of environmental stewardship and inclusion.

2.12 Personnel English Language Development Teachers- This action was effective.

This action was effective toward meeting goal 2, as evidenced by ELD teachers supporting students' English academic language development while honoring and leveraging their home languages, differentiating instruction for different language proficiency levels, co-planning or co-teaching with colleagues or grade-level teams for instruction and assessment, developing instructional approaches rooted in best practices of Culturally Responsive Instruction, Culturally Relevant Instruction and Culturally Sustainable Pedagogy, such as welcoming students' cultures and languages within the school setting, and researching, recommending, and providing professional development or guidance for colleagues around language development. At each of our school sites, we have allocated ELD teachers relative to the number of English Learners they serve. One key measure of success is the number of reclassified as fluent English proficient, which is 35% overall in grades TK-8.

2.13 Personnel Intervention Teachers- This action was effective.

This action was effective toward meeting goal 2, as evidenced by intervention in and out of the classroom for elementary students who performed below grade level. The sooner interventions are put in place, the sooner students can perform at their grade level and collaborate with their peers. Intervention teachers on each elementary school site provide intensive intervention, with a strong focus on reading and pre-reading skills. This addition is effective and has grown in effectiveness since the onset of primary grades literacy training and the implementation of UFLI. Intervention teachers are now able to push into classes and co-teach during literacy instruction blocks. Reading assessments through i-Ready indicate the percentage of students in the below-grade level bands shifted from the beginning to end-of-year.

Grade 1: from 25% one grade level below to 4%
Grade 2: from 24% one grade level below to 6%
Grade 3: from 30% one grade level below to 15%
Grade 4: from 31% one grade level below to 15%
Grade 5: from 38% one grade level below to 23%

2.14 Moved to ELOP.

2.15 Grading for Equity - This action was effective.

This action was effective in meeting goal 2, as evidenced by the introduction of equitable grading practice. Students feel more motivated to persevere through challenges and experience decreased stress. Teachers also find themselves grading less busy work, providing more meaningful feedback, and building more collaborative relationships with their students, leading to a renewed sense of fulfillment in their profession. New Brighton Middle School has had a core group of teachers engaging in training and work groups about how to integrate these practices across their school site. This year, specific staff agreements were made, including test re-takes, non-graded homework, and multiple ways to demonstrate understanding. These have reduced failing grades. In the spring of this year, only four eighth-graders ended the year with a failing grade.

2.16 Personnel MTSS Middle School Counselor- This action was effective.

This action was effective in meeting goal 2, as evidenced by the addition of the MTSS academic advisor at New Brighton Middle School. Her role has been to motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality. It was her goal to respect, engage, and value a culture of safety and promise. This year, she met with every student in the school at least twice to talk about goals and planning for their achievement.

2.17 Personnel District Social Worker- This action was effective.

This action was effective toward meeting goal 2, as evidenced by a shift in focus. The District Social Worker, who oversaw school counseling interns was re-assigned to be a second middle school counselor since all elementary schools are now served by a fully certified school counselor.

2.18 Personnel Site-based Elementary Counselors- This action was effective.

This action was effective toward meeting goal 2, as evidenced by counselor contact logs. There were 4,227 contacts logged districtwide over the 2023-2024 school year.

2.19 Personnel Aide Support ELD- This action was effective in allowing ELD support to push into classrooms.

2.20 AVID Annual Fees- This action was effective.

This action was effective in meeting goal 2, as evidenced by data related to college readiness. Approximately 90% of students who participate in AVID programs are accepted into a four-year college. AVID not only focuses on collaborative learning, but it also acknowledges the importance of learning specific skills, such as “Note-taking, studying, and organizing assignments.” These skills need to be “explicitly taught” through “scaffold support.” Teachers give students direct instruction on how to take notes, study, and organize. To do this well, schools and staff are supported with training and liaisons hired by AVID. Fees associated with this support effectively allow the school to serve students with the skills they need to be successful scholars.

2.21 Personnel Sub-release for Reading Assessments- This action was effective.

This action was effective toward meeting goal 2, as evidenced by data collection and analysis which has been critical to inform instruction. Multiple forms of data helped us to validate and stratify that data. One-to-one reading assessments are one of the most time-consuming assessments to administer, and as such cannot come at a cost to direct instruction. Sub-release time affords our grade 1 staff to assess,

which students have a teacher providing instruction. One-to-one assessments are required to be administered until a student has met or surpassed their grade-level benchmark. These one-to-one assessments are effective in allowing the classroom teacher to hear each student read authentically, and make adjustments to their instruction three times annually. As noted above, grade 1 data illustrates growth in reading.

2.22 Sub-release for Equity Walks- This action was effective.

This action was effective in meeting goal 2, as evidenced by Equity Walks, which provided an effective and planned space for our district teams to develop our lens and understanding of what equitable practices look like in classrooms and on our school campuses. They also serve as opportunities for district leaders, staff, and site administrators to take a deeper dive into the collection of qualitative as well as quantitative data to inform, adjust, and monitor policies and practices across school sites and the district. The equity walk tools guide the professional learning space for educational leaders and can be used to assess the overall progress toward equity goals. Equity walks support the ongoing monitoring of the implementation of equity practices in our district. Equity walks were held at all four school sites this year. Our goal was to attend to our focus students' experience, but also improve our observation skills. From these walkthroughs, feedback was limited to positive findings and a deeper dive if requested by the teacher.

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.

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, by action item is as follows:

2.1 Professional Development in CRE, SEL, and Language Development- There were no changes made.

2.2 Instructional Materials Training- There were no changes made.

2.3 Dual Language Immersion Instructional Materials- There were no changes made.

2.4 Professional Development in Inclusive Practices (MTSS/UDL/SIPP)- There were no changes made.

2.5 i-Ready Diagnostic Assessment and Data Collection K-8- There were no changes made.

2.6 360 Connect Behavioral and Wellness Universal Screener- There were no changes made.

2.7 Imagine Learning Intervention Materials- This was a discontinued action, which was replaced by an improved product through Lexia, as such there were differences between planned and actual expenditures.

2.8 Dual Language Immersion Training- There were no changes made.

2.9 Increased Personnel to Serve Unduplicated Students Before and After School was combined with action 2.14 and were both ELOP funded since 2022.

2.10 Increased Personnel Integrated Arts- There were no changes made.

2.11 Increased Personnel Integrated Science- There were no changes made.

2.12 Personnel English Language Development Teachers- There were no changes made.

2.13 Personnel Intervention Teachers- There were no changes made.

2.15 Professional Development in Equity Practices- There were no changes made.

2.16 Professional Development Middle School Grading for Equity- There were no changes made.

2.17 Personnel MTSS Middle School Counselor- There were no changes made.

2.18 Personnel District Social Worker- There were no changes made.

2.19 Personnel Site-based Elementary Counselors- There were no changes made.

2.20 AVID Annual Fees- There were no changes made.

2.21 Personnel Sub-release for Reading Assessments- There were no changes made.

2.22 Sub-release for Equity Walks- There were no changes made.

2.23 Personnel Aide Support for DLI- Action was added in 2023.

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	All schools will be safe, equitable, inclusive, culturally responsive, and welcoming environments that engage the entire community of staff, students and families, in strengths-oriented partnerships that support learning for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Event Logs Translations Logs EL Toolkit Rubric	High Family Engagement as Measured by Translations and Event Participation of Community Liaison Systemic "Weak" Evidence of EL Support as Measured by "EL Toolkit Rubric"	Community events have included School Site Council, Book Studies, ELAC, DELAC, and home and school club events throughout the year. Translations have been oral and in writing. EL Toolkit Rubric has been introduced, but not fully implemented. Action in Progress	Community events have included School Site Council, ELAC, DELAC, and home and school club events throughout the year. (12 across district monthly) Town hall meetings were held. (annually) Open House and Back to School Nights were held. (2 per school per year) Vaping and other Substance Use Family nights were held. (2 times annually) Translations for all in place for all community events.	Community events have included School Site Council, ELAC, DELAC, and home and school club events throughout the year. A town hall meetings was held. Back to School Nights were held. (2 per school per year) Vaping and other Substance Use Family nights were held. Translations for all in place for all community events. Outcomes Partially Met	Community Events 2 Times Monthly Translation (written or oral) EL Toolkit Rubric Measurement rating of "Strong" Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			EL Toolkit Rubric in process. Outcomes Partially Met		
Latino Family Literacy Night and Book Club Logs	2020-2021 Weekly Family Engagement, including book clubs included 20+ members.	Book Clubs held, but not Latino Family Literacy Night Action in Progress	Parent Nights held, but not Latino Family Literacy Night Action in Progress	No Latino Family Literacy Nights Action Discontinued	Latino Family Literacy Nights will serve 30 families annually. Outcome Not Met (action discontinued)
English Learner-Multi-lingual Family Workshop (EL/MLFW) Logs	No formal (EL/MLFW) held.	Multi-family workshops were held and in tandem with ELAC meetings. Action Met	Multi-family workshops were held and in tandem with ELAC meetings. Action Met	Multi-family workshops were held and in tandem with ELAC meetings at each school site. Outcome Met	EL/MLEW will engage 10-15 families annually. Outcome Met
DELAC/ELAC Engagement	2-12 Families Per Meeting	ELAC and DELAC Meetings were held, however 10-15 families per school were not consistently present. Action in Progress	ELAC and DELAC Meetings were held, however 10-15 families per school were not consistently present. Action in Progress	ELAC and DELAC Meetings were held at each school site and at the district office. 10-15 families were not present at each. Outcome Not Met	10-15 families per meeting per school will attend ELAC and DELAC. Outcome Not Met
CAC Engagement	6 Families Per Meeting	CAC active, however six families have not attended all meetings.	CAC active, however six families have not attended all meetings.	CAC active, parent representatives for the	10-15 families per meeting will attend CAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Action in Progress	Action in Progress	district attend county SELPA meetings. CAC has representation from each district at COE-hosted meetings. Outcome Not Met	Outcome Not Met
Family Engagement Survey	<p>2020-2021 Family Stakeholder Engagement Baseline Data</p> <p>Family Respondents:</p> <p>English Learner Families: 29.5%</p> <p>Families Students with Struggles: 29.2%</p> <p>Families of Students that Perform at High Levels: 36.6%</p> <p>Families of Students Who Are Challenged, but Successful: 51.6%</p> <p>Families of Students Who Have an Individualized Education Plan: 13.3%</p> <p>Families of Students Who Have Additional/Other</p>	<p>Engagement Surveys complete with a rate over 65% with a high satisfaction rating in every category.</p> <p>Action Met</p>	<p>Engagement Surveys complete with a rate over 65% with a high satisfaction rating in every category.</p> <hr/> <p>Family/Caregiver Respondents:</p> <p>English Learner Families: 35%</p> <p>Families Students with Struggles: 23%</p> <p>Families of Students that Perform at High Levels: 32%</p> <p>Families of Students Who Are Challenged, but Successful: 55%</p> <p>Families of Students Who Have an Individualized Education Plan: 15%</p> <p>Families of Students Who Have</p>	<p>A family and staff engagement survey was administered in January 2024 and is still open for comment.</p> <p>A community forum was held districtwide in February 2024.</p> <hr/> <p>Family/Caregiver Respondents</p> <p>English Learner Families: 24%</p> <p>Families Students with Struggles: 24%</p> <p>Families of Students that Perform at High Levels: 36%</p> <p>Families of Students Who Are Challenged, but Successful: 57%</p>	<p>Family Respondents will be greater than 65% of all families.</p> <p>Overall Satisfaction Rating higher than 2020-2021.</p> <p>Outcome Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Needs: 13.6%</p> <hr/> <p>Overall reported and affirming stakeholder feedback:</p> <p>High-Quality Instruction: 82.3%</p> <p>Access to Standards-based Materials: 92.9%</p> <p>Student Engaged and Encouraged to Think: 88.2%</p> <p>Adequate Support to Help My Child in School: 83.5%</p> <p>Student Attends School in a Clean, Safe, Inclusive, and Welcoming Environment: 95%</p> <p>Feel Welcome and Respected: 94.7%</p> <p>My Child's Talents and Strengths are Known and Developed: 73%</p> <p>Receive Effective Level of Communication Regarding School and District News: 98.3%</p>		<p>Additional/Other Needs: 15%</p> <hr/> <p>Family/Caregiver Survey Responses</p> <p>High-Quality Instruction: 91.8% from 82.3% last year</p> <p>Access to Standards-based Materials: 97.4% from 92.9%</p> <p>Student Engaged and Encouraged to Think: 93.3% from 88.2%</p> <p>Adequate Support to Help My Child in School: 85.4% from 83.5%</p> <p>Student Attends School in a Clean, Safe, Inclusive, and Welcoming Environment: 95% from 95%</p> <p>Feel Welcome and Respected: 96% from 94.7%</p>	<p>Families of Students Who Have an Individualized Education Plan: 16%</p> <p>Families of Students Who Have Additional/Other Needs: 22%</p> <hr/> <p>Family/Caregiver Survey Responses</p> <p>I feel welcomed and respected when I interact with my child's school or staff: 92%</p> <p>I receive an effective level of communication: 91%</p> <p>I have opportunities to share my thoughts and opinions: 80%</p> <p>I believe my child's strengths and talents are known and developed: 59% (29% don't know)</p> <p>My student has meaningful access to standard-based materials, activities, and resources: 86%</p> <p>My student receives high quality and needs-responsive</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Have Opportunities to Share My Thoughts and Opinions: 98%</p> <ul style="list-style-type: none"> ----- <p>English Learner Family Feedback Themes:</p> <p>Continue Support through District Community Liaison</p> <p>Continue Support through ELD Specialists at Each School</p> <p>Continue Latino Family Literacy Night and EL Parent Book Club</p> <p>Add Parent Workshop Series about Hot to Navigate School (Reading reports, interpreting scores, standards, reclassification, etc.)</p> <p>Add Academic Oral Language Practice After School Club</p> <p>Use of One Translation APP for Universal Use in Staff/Family Communications</p>		<p>My Child's Talents and Strengths are Known and Developed: 85.7% from 73%</p> <p>Receive Effective Level of Communication Regarding School and District News: 96% is from 98.3%</p> <p>Have Opportunities to Share My Thoughts and Opinions: 97% from 98%</p> <p>Feedback Themes:</p> <p>Continue Expanded Learning Opportunities</p> <p>Communicate Difficult Issues in a Timely Way</p> <p>More Family Support for Student Learning</p> <p>Action Met</p>	<p>instruction: 71% (21% don't know)</p> <hr/> <p>Family Feedback Themes:</p> <p>Help families with homework</p> <p>Assessment Support</p> <p>Additional Academic Support</p> <p>Outcome Met</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Families with a student with an IEP Themes:</p> <p>Closer Connections (in-person relationship) with Student Services Department</p> <p>Reading Diagnostic Information and Support</p> <p>Better Understanding of Service Time</p> <p>Virtual Experience</p> <p>Has Been Difficult</p>				
360 Connect Universal Screener	<p>360 Connect Universal Screener measures students' risk status.</p> <p>Below are results from 2020-2021:</p> <p>Level 1 (100-85) = BERI Risk- Extremely High</p> <p>Level 2 (84-75) = BERI Risk- High/Normal</p> <p>Level 3 (74-65) = BERI- Normal</p>	<p>360 Connect Universal Screener measures students' risk status.</p> <p>All schools administered 360 Connect Universal Screener this year.</p> <p>Below are numbers of students at Level 3 (extremely elevated) risk results by school and grade for September 2021:</p> <p>Main Street</p>	<p>360 Connect Universal Screener measures students' risk status.</p> <p>All schools administered 360 Connect Universal Screener this year.</p> <p>Students rated at the highest risk have increased and were/are being actively identified and mitigated through Coordinated Services Teams (COST) work</p>	<p>All schools administered 360 Connect Universal Screener at the onset of this year.</p> <p>All schools administered 360 Connect Universal Screener this year.</p> <p>Students rated at the highest risk have increased and were/are being actively identified and mitigated through Coordinated Services</p>	<p>360 Connect will be administered, and a process for risk response will be viably in use districtwide.</p> <p>Students rated at the highest risk will be mitigated, by a reduction of 20%.</p> <p>Outcome Met</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Jan 2021 Grade 2 and below (27 of 497) 5% Unscreened by Teachers (470) 95% Screened</p> <p>100-85 Level 1 45 (Main 14) (Soq 14) (SCG 17)</p> <p>84-75 Level 2 31 (Main 14) (Soq 10) (SCG 7)</p> <p>74-65 Level 3 43 (Main 15) (Soq 15) (SCG 13)</p> <p>May 2021 Grade 2 and below (43 of 509) 8% Unscreened by Teachers (466) 92% Screened</p> <p>100-85 Level 1 64 (Main 24) (Soq 24) (SCG 16)</p> <p>84-75 Level 2 39 (Main 10), (Soq 19), (SCG 10)</p> <p>74-65 Level 3 36 (Main 16), (Soq 13), (SCG 7)</p> <p>Jan 2021 Grade 2 and below (344 of 497) 69% Unscreened by</p>	<p>Grade 2 and Below: 2 (5%) Grades 3-5: 2 (1%)</p> <p>Soquel Elementary Grade 2 and Below: 4 (7%) Grades 3-5: 5 (3%)</p> <p>Santa Cruz Gardens Grade 2 and Below: 1 (8%) Grades 3-5: 7 (8%)</p> <p>New Brighton Grades 6-8: 28 (5%)</p> <p>Action Met</p>	<p>over the course of the 2022-2023 school year.</p> <p>Below are numbers of students at Level 3 (extremely elevated) risk results by school and grade for May 2023:</p> <p>Main Street Grade 2 and Below: 13 (7%) Grades 3-5: 11 (6%)</p> <p>Soquel Elementary Grade 2 and Below: 30 (17%) Grades 3-6: 6 (3%)</p> <p>Santa Cruz Gardens Grade 2 and Below: 11 (9%) Grades 3-6: 10 (10%)</p> <p>New Brighton Grades 6-8: 37 (7%)</p> <p>Outcome Partially Met</p>	<p>Teams (COST) work over the course of the 2023-2024 school year.</p> <p>Below are percent of students at Level 3 (extremely elevated) risk results by school and grade for May 2024:</p> <p>Main Street: 6% Soquel Elementary: 10% Santa Cruz Gardens: 8% New Brighton: 4% Opal Cliffs: 0%</p> <p>Risk Distribution</p> <p>K: 9% 1: 6% 2: 8% 3: 4% 4: 10% 5: 9% 6: 5% 7: 3% 8: 5%</p> <p>Outcome Met</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Parents (153) 31% Screened</p> <p>100-85 Level 1 23 Students (Main 6), (Soq 6), (SCG 9) (Opal 2)</p> <p>84-75 Level 2 14 Students (Main 5) (Soq 5), (SCG 4)</p> <p>74-65 Level 3 20 Student (Main 3) (Soq 6) (SCG 10) (Opal 1)</p> <p>May 2021 Grade 2 & below (396 of 509) 78% Unscreened by Parents (113) 22% Screened</p> <p>100-85 Level 1 8 Students (Main 2), (Soq 3), (SCG 3)</p> <p>84-75 Level 2 9 Students (Main 3), (Soq 2), (SCG 3) (Opal 1)</p> <p>74-65 Level 3 17 Students (Main 8), (Soq 4), (SCG 4) (Opal 1)</p>				
Family Interviews	No formal family Interviews have been conducted yet.	No formal interview were conducted in 2021-2022.	No formal interviews were conducted in 2022-2023, however	Interview panels were held twice this year.	Families of students with an ILP at all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Action Not Met	interview modeling with the district's administrative counsel was done. Action in Progress	Outcome Met	levels will be interviewed. Outcome Partially Met
Dual Capacity Framework (DCF)	No formal framework for family engagement has been introduced yet.	Dual Capacity Framework has only been investigated at the TOSA and Admin levels, however family engagement has increased by over 100% with implementation of EL Parent Leadership Team work. Action in Progress	Dual Capacity Framework has only been formally investigated at the Ed Services and Site Admin levels, though at the informal levels elements have been employed, including process conditions and organizational conditions. EL Parent Leadership Team work was paused in 2022-2023 with the increase of engagement at ELAC and DELAC meetings throughout the year. Action in Progress	No DCF implementation processes are in place, however, family engagement survey results indicate a high level of voice and efficacy within the district with the use of community liaison. Action Discontinued	Use of (DCF) will be employed, and engagement will increase by 100%. Outcome Not Met (Action Discontinued)
Distributed Leadership Team (DLT) Meets 3 Times Annually	3 Meetings Annually Scheduled	3 meetings annually were scheduled, as well as sub-committees.	To maximized focused work products, full DLT Meetings were replaced with multiple DLT sub-committees,	DLT, now titled Stewardship, has met three times and has had ongoing sub-committee work.	DLT will meet 3 times annually. Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Action Met	including literacy, textbook adoptions, report cards, LCAP, training. (Held 16 times this year.) Action Met	Outcome Met	
Increase Campus Supervision	No recess coaches.	Recess coaches added to each elementary site. Action Met	Recess coach allocations continued over the course of the year, though filling them was difficult.) Action in Progress	All schools have recess coaches. Outcome Met	School Campuses will be fully staffed with campus supervision. Outcome Met
Suspension Data	No Baseline due to COVID.	2021-2022 Suspension Rate: >1%	2022-2023 Suspension Rate/ Numbers: 1%/20 Main Street: 0 Soquel El: 1 SCG: 3 NBMS: 16 Some basic disaggregated breakdowns indicate the following: 2 (of 20) suspended students were SPED	Suspension Rates: The actual number is too small to report (decreased by 30%) Outcome Met	Suspension Numbers/Rates will be less than state and county averages. Outcome Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			9 (of 20) suspended students were Hispanic 3 (of 2) suspended students were English Learners Outcome Met		
Attendance Data	No Baseline due to COVID.	No accurate Baseline data due to COVID absence protocols.	91% (preliminary) and within statewide average. Outcome Not Yet Met	Attendance Rates: 93.6% (an increase of 1.9%) Chronic Absenteeism: 21% (decrease of 10%) Outcome Met	Attendance Rates increase to 94% by 2024. Outcome Met
California Healthy Kids Survey Data	No Baseline due to COVID.	Metric added for 2022-2023	2022-2023 California Healthy Kids Survey (CHKS) Results: % Feel Connected to School Grade 5: 75% Grade 7: 63% % Have a Caring Adult at School Grade 5: 66% Grade 7: 59% % Feel Safe at School Grade 5: 91%	No CHKS survey data at this time.	The CHKS Data will show an increased feeling of connectedness and safety at both the middle and elementary school levels each year. No CHKS Data for 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 7: 86% Outcome Met		

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.

An analysis of how this goal was carried out in the previous year, by action item are as follows:

3.1 Personnel Community Liaison- There were no substantive differences.

3.2 Engagement/ Communication Tool- There were no substantive differences in actions.
The current student information system was used as the primary communication tool.

3.3 Engagement for Multi-lingual Learner Families- There were no substantive differences.

3.4 Engagement through Family Latino Literacy Nights- There were substantive differences.
No Latino Family Literacy Nights were held.

3.5 Engagement through District Leadership Team- There were no substantive differences.

3.6 Personnel Increased Campus Supervision- There were no substantive differences.

3.7 Technology Specialist- There were no substantive differences.

3.8 United Way Cradle to Career- There were no substantive differences.

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.

An explanation of material differences between budgeted and estimated actual expenditures and/or planned percentages of improved services and estimated actual improved services, by action item are as follows:

3.1 Personnel Community Liaison- There were no material differences.

3.2 Engagement/ Communication Tool- There were material differences in expenditures. No additional app was need as the primary communication tool.

3.3 Engagement for Multi-lingual Learner Families- There were no material differences.

3.4 Engagement through Family Latino Literacy Nights- The was a difference.
The action was discontinued. There were no courses offered.

3.5 Engagement through District Leadership Team- There were no material differences.

3.6 Personnel Increased Campus Supervision- There were no material differences.

3.7 Technology Specialist- There were no material differences.

3.8 United Way Cradle to Career- There were no material differences.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle, by action item is as follows:

3.1 Personnel Community Liaison- This action was effective in meeting goal 3, as evidenced by the number of contacts this year. This year our community liaison had 1,100 contacts or events where she translated, partnered with, or consulted with district families.

3.2 Engagement/ Communication Tool- This action was not effective toward meeting goal 3, and will no longer be needed. The student information system (Infinite Campus) is used with fidelity and is effective. In addition, over 90% of families feel welcomed and respected, and just more than that feel that their level of communication is high.

3.3 Engagement for Multi-lingual Learner Families- This action was effective toward meeting goal 3, as evidenced by 84% of families reporting that they have the opportunity to share their thoughts and feelings.

- 3.4 Engagement through Family Latino Literacy Nights- This action was not effective toward meeting goal 3, as there were no Family Latino Literacy Nights this year.
- 3.5 Engagement through District Leadership Team- This action was effective toward meeting goal 3, as evidenced by the group's transition to sub-committees who created the district early literacy plan, the Multi-lingual Master Plan, and the Social Studies Bridge Plan. In the winter of the 2023-2024 school year, the DLT reinvented itself as the Stewardship Team, which is responsible for the co-guidance of the teaching and learning direction for our district. This guidance has impacted staff most profoundly to this point, in that communication about what we are doing is coherent and shared transparently through a single known pathway.
- 3.6 Personnel Increased Campus Supervision- This action was effective in meeting goal 3, as evidenced by a reduction in both suspensions and referrals.
- 3.7 Technology Specialist- This action was added to increase family engagement in 2023.
- 3.8 United Way Cradle to Career- This action was added to increase family engagement in 2023.

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.

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, by action item is as follows:

- 3.1 Personnel Community Liaison- There were no changes made.
- 3.2 Engagement/ Communication Tool- This action will be eliminated.
- 3.3 Engagement for Multi-lingual Learner Families- There were no changes made.
- 3.4 Engagement through Family Latino Literacy Nights- The changes made were to eliminate this as an action.
- 3.5 Engagement through District Leadership Team- There were no changes made.
- 3.6 Personnel Increased Campus Supervision- Campus supervision is provided under a general fund and with an already contracted employee. This will continue.

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
Soquel Union Elementary School District	Jessica Kiernan and Alison Warner Assistant Superintendents of Education and Business	jkiernan@suesd.org and awarner@suesd.org (831)464-5630

Plan Summary [2024-25]

General Information

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

Our district's home is located in the city of Capitola, and the county of Santa Cruz. The quaint seaside village of Capitola began as a humble tent camp along the shore of Monterey Bay. Camp Capitola, as it was known, welcomed its first guests in 1874 making it the first beach resort in California. A few years later, it premiered a magnificent wood-frame Victorian hotel — Hotel Capitola — that echoed grand contemporaries like the Hotel Del Coronado in San Diego and San Francisco’s original Cliff House. The hotel succumbed to fire in 1929, but the romance of the original beach resort still exists in the colorful, seaside shops and restaurants tucked into a hillside along Soquel Creek. Santa Cruz County is located 75 miles south of San Francisco on the northern end of Monterey Bay. The terrain ranges from redwood forested mountains to seashore to open farmland. The climate is temperate year-round.

The county of Santa Cruz offers many of the amenities of a larger city with less of the accompanying congestion. Within Santa Cruz County are nine state parks and a year-round small craft harbor. Our community enjoys the benefit of the campus of the University of California and a well-recognized community college.

The Soquel Union Elementary School District is among the ten fine districts in Santa Cruz County. The Soquel Union Elementary School District is fortunate to have a long-standing tradition of community partnerships that, together, create meaningful programs for all students. During the past few years, we have strengthened our academic programs in the areas of Art, Music, Dual Language Immersion, Life Lab Garden Sciences, and Home-based Learning models, and Project-Based Learning (PBL), with a focus on language, identity, and culture. We are passionate about providing every child with the opportunity to reach their highest learning potential.

Our district's mission:
"Staff, students, parents, and the community help ensure that each child develops the skills and character necessary for lifelong achievement and responsible citizenship in a diverse world."

Our district's commitments:

"As a community, we commit to every student by

- providing equitable, inclusive, and responsive teaching and learning experiences,
- understanding, embracing, and supporting different learning styles,
- celebrating and valuing their personal, linguistic, and cultural assets,
- nurturing their social-emotional, intellectual, and creative skills,
- building empathy, confidence, and resilience, and
- ensuring all have the essential character to make a positive contribution to the world."

Our amazing and unique district serves 1,566 students. Among the student population in the Soquel Union Elementary School District, we serve 35% "unduplicated population", inclusive of 11.4% English Language Learners (ELs), 34% Low Socioeconomic Status (SES), 0.1% Foster Youth (FY), 0.1% Homeless Youth. In addition, 13% of Students are those with Disabilities (SWD). Our schools serve families in the communities of Capitola, Soquel, and Santa Cruz, California in five exemplary schools, New Brighton Middle School, Main Street Elementary, Soquel Elementary, Santa Cruz Gardens, and Opal Cliffs.

Reflections: Annual Performance

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. This Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

California Schools Dashboard Data includes data related to school attendance, student suspension rates, English Learner progress, and academic performance in English Language Arts and mathematics, as well as five local indicators, which include qualified staff and materials, academic standards implementation, family engagement, climate surveys, and access to a broad course of study. Each of these areas is either measured as a standard met or by a gauge ranging from red (lowest rating) to blue (highest rating).

On our district's 2023 Dashboard, the following measures were published in terms of Local Indicators:

Teachers, Materials, and Facilities- Standard Met
Implementation of Academic Standards- Standard Met
Parent and Family Engagement- Standard Met
Local Climate Survey- Standard Met
Access to Broad Course of Study- Standard Met

As noted in Data Quest (most recent data 2021), our district is comprised of 76.5 fully qualified teachers.

The Local Indicators for 2024 are (though yet not published, and are a plan presented to the board with the LCAP) :

Teachers, Materials, and Facilities- Standard Met
Implementation of Academic Standards- Standard Met
Parent and Family Engagement- Standard Met
Local Climate Survey- Standard Met
Access to Broad Course of Study- Standard Met

On our district's 2023 Dashboard, the following measures were published in terms of Academic Performance and Academic Engagement:

English Language Arts Performance- Green
Mathematics Performance- Yellow
Suspension Rate- Green
English Learner Progress- Orange
Chronic Absenteeism- Red

Some of the successes we see in the Dashboard overall district data are:

- Overall English Language Arts performance remains high at 10 points over the standard.
- Overall math performance is on the rise at an increase of 7.2 points.
- Students who identify as Two or More Races have the highest level of academic performance in English Language Arts and Math at 53 and 14 points above standard respectively.
- English Learners and Students with Disabilities increased their performance in Math.
- Recently Reclassified English Learners maintained proficiency performance in Math.

Successes we see in school Dashboard data are:

- Main Street Elementary School English Language Arts and Math performance are high (both in green).
- New Brighton Middle School's English Language and Suspension rates are both in green.
- Soquel Elementary School's Math performance is in green and increased by 12.7 points in English Language Arts.

In distilling the overall district Dashboard data, we recognize that we have a few challenges that remain:

- English Learners and Students with disabilities remain in the lowest performance levels in English Language Arts and Math.
- The percentage of English Learner Progress dropped by 12%, with the most notable category "ELs Who Decreased by at Least One Level" went up by 8%.
- Students who classify as "Socio-economically Disadvantaged" have the highest suspension rate.
- Chronic absenteeism is highest among students who classify as "White", "Hispanic", or "Two or More Races".

Challenges we recognize in school Dashboard data are:

- Soquel Elementary, New Brighton, and Main Street all have shown high levels of chronic absenteeism in the 2022-2023 year (but have been mitigated in 2023-2024).
- New Brighton Math performance dropped by 2.4 points.
- Santa Cruz Gardens English Language Arts performance dropped by 6 points.

In addition to Dashboard Data, California Assessment of Student Performance and Progress (CAASPP) and Districtwide Local Assessment Data are used to guide decision-making.

2022-2023 CAASPP Results (2023-2024 results are not yet available):

English Language Arts

- 55.8% Met or Exceeded Standards, and
- 22.6% Nearly Met Standards

Mathematics

- 42.56% Met or Exceeded Standards, and
- 26.59% Nearly Met Standards

Science

- 45.81% Met or Exceeded Standards, and
- 45.32% Nearly Met Standards

Successes noted are:

- English Language Arts proficiency is above the county and state average.
- Math proficiency is above the county and state average.
- Science proficiency is above the county and state average.

Challenges noted are:

- 55% of students tested at Santa Cruz Gardens and Soquel Elementary in grades 3-5 had not yet met proficiency in English Language Arts.
 - Between 45-55% of students tested in grades 3-5 did not meet proficiency in Math.
-

i-Ready Data End-of-Year

Overall grade level proficiency and % of growth from the beginning to the end of the year remain high.

Overall Proficiency for 2023-2024:

- Reading 46% to 56%
- Math 44% to 42%

Median Progress:

- The Median for Progress toward Annual Typical Growth is 131% (+6) in Reading, and 37% (+6) of students met their Stretch Growth Goal.
- The Median for Progress toward Annual Typical Growth is 97% (+8) in Math, and 21% (+1) of students met their Stretch Growth Goal.

Met Growth Target

- The average % of students who made growth in proficiency in Reading overall is 52%.
- The average % of students who made growth in proficiency in Math overall is 55%.

i-Ready Data by Grade

End-of-Year Reading At or Above Grade Level

K: (not assessed)

1st: 54% (0 annual growth)

2nd: 60% (-1 annual growth/ +6 cohort growth)

3rd: 60% (-6 annual growth/ 0 cohort growth)

4th: 52% (-2 annual growth/ -6 cohort growth)

5th: 53% (-5 annual growth/ -1 cohort growth)

End-of-Year Math At or Above Grade Level

K: (not assessed)

1st: 29% (-14 annual growth)

2nd: 50% (+1 annual growth/ +7 cohort growth)

3rd: 45% (+6 annual growth/ -4 cohort growth)

4th: 52% (+2 annual growth/ +13 cohort growth)

5th: 60% (+2 annual growth/ +6 cohort growth)

End-of-Year Reading At or Above Grade Level by Subject and Group

Performance data by group in Reading:

Socioeconomic Status

Low SES 42% (+4) At or above grade level

Non-SES 62% (+2) At or above grade level

Gender

Female 61% (+4) At or above grade level

Male 51% (-4) At or above grade level
(No data this year for gender fluid or non-binary)

Hispanic/Latino(x)
Are H/L 39% (+1) At or above grade level
Are not H/L 65% (+0) At or above grade level

English Learner (EL)
Are EL 17% (-1) At or above grade level
Are not EL 61% (+19) At or above grade level
*Note: Classified on i-Ready as Not Reported 47%

Special Education (Sped)
Are Sped 30% (+7) At or above grade level
Are not Sped 60% (+18) At or above grade level

End-of-Year Math At or Above Grade Level by Subject and Group

Socioeconomic Status
Low SES 28% (+2) At or above grade level
Non-SES 49% (+1) At or above grade level

Gender
Female 41% (+0) At or above grade level
Male 43% (-4) At or above grade level
(No data this year for gender fluid or non-binary)

Hispanic/Latino(x)
Are H/L 24% (-2) At or above grade level
Are not H/L 52% (+2) At or above grade level

English Learner (EL)
Are EL 10% (-2) At or above grade level
Are not EL 46% (-3) At or above grade level

Special Education (Sped)
Are Sped 20% (-2) At or above grade level
Are not Sped 46% (-3) At or above grade level

Success noted are:

- Math growth was consistent, except for grade 1.
- Low SES, female, Hispanic/Latinx, and SWD students improved in reading.

Challenges noted are:

- English Learner achievement is not showing academic growth on the i-Ready diagnostic assessment.
-

Local Measures include community feedback, inclusive of families, staff, and students.

Family Survey Data:

I feel welcomed and respected when I interact with my child's school or staff: 92%

I receive an effective level of communication: 91%

I have opportunities to share my thoughts and opinions: 80%

I believe my child's strengths and talents are known and developed: 59% (29% don't know)

My student has meaningful access to standard-based materials, activities, and resources: 86%

My student receives high quality and needs-responsive instruction: 71% (21% don't know)

Success:

- Levels of engagement and communication appear high.

Challenges:

- What is known about classroom instruction and materials needs further development

Staff Survey Data:

Highest response areas to: "In order for all students to receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness, what improved actions or services do you believe would make the largest impact for students who are currently experiencing lower levels of success in school?"

Expanded Learning Time: 51%

Supplemental Materials in Math: 42%

Supplemental Materials in ELA: 38%

Parent Participation: 34%

Language Intervention: 33%

Highest Response areas to: "Through the use of data, identify researched-based classroom differentiation, professional development, and

systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps. What improved actions or services do you believe would make the largest impact on closing achievement gaps for our students?"

Grade Level Planning: 56%
Classroom Differentiation Strategies/ PD: 40%/ 32%
Subject Matter Planning: 39%
Coaching/ Mentoring: 30%
Collaborative Data Cycles: 29%
Systematic COST (coordinated service teams): 26%
Best Practices Research: 26%

Highest Response areas to: "All schools will be safe, equitable, inclusive, culturally responsive, and welcoming environments that engage the entire community of staff, students, and families, in strengths-oriented partnerships that support learning for all. What improved actions or services do you believe would make the largest impact?"

Counseling: 67%
Family Education: 56%
Family Connection Strategies: 55%
Inclusive Clubs and Activities: 50%
Linkage: 43%

Success:

- There appears to be a strong interest in ongoing development of family engagement, and instructional best practices.
- Collaboration appears to be of a continued high interest.

Challenges:

- Ensuring Data Cycles and Collaboration Time are supported by Research-based Practices.

Student Survey Data:

Demographics and identity were self-reported to "I see myself as..." and included:

White: 21%
Latinx: 14%
Multiple Races: 4%
African American: 3%
Asian: 3%
Mexican: 2.5%
Mexican American: 1%
Pacific Islander: 1%

Native American: 1%
Human: 1%
American 2%
Don't Know: 15%
Prefer Not to Say: 14%

When asked ...

What do you like most about school?

Socializing and friends: 79%
Physical Education: 77%
Recess/ Lunch: 74%
Teacher: 51%
Reading 46%
Creating: 40%
Learning New things: 39%

Low items were, and are our challenges moving into the year ahead

Time for Self-reflection: 4%
Writing: 1%

I have materials/books I need for my classes at school: 83% and (14% are not sure)

At school, I mostly feel...(students could choose more than one)

Tired: 72%
Happy: 66%
Smart: 43%
Respected: 41%
Silly: 40%
Excited: 36%
Bored 36%
Understood: 26%
Capable: 21%
Sad: 14%
Lonley: 14%
Worried 8%

Challenges:

- Tired, sad, lonely, and worried students.

Strengths:

- Happy, smart, capable, and respected are all affirming.

Additional local data:

Attendance Rates: 93.6% (increase of 1.9%)

Chronic Absenteeism: 21% (decrease of 10%)

Suspension Rates: The actual number too small to report (decreased by 30%)

To address the challenges that have emerged in the analysis of the data, we have:

Drafted goal language specific to narrowing the achievement gap for unduplicated students- "Through the use of data, identify researched-based classroom differentiated instructional strategies, professional development, and systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students."

We have incorporated action and aligned resources into this 2024 plan, these include, but are not limited to:

- Increase Collaboration among staff
- Increase Professional Development in areas of best practices
- Continued counseling
- Parent Education Series
- Purchase of additional curriculum
- Continue Data Collection for Data Cycles

Reflections: Technical Assistance

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

While we have no schools in differentiated assistance, we do have a Compliance and Improvement Monitoring (CIM) Process Plan through the California Department of Education, Special Education Division. This plan includes a team of CIM Members, an Overall Problem of Practice with Prioritized Root Causes, High Leverage Strategies, expected Measurable Outcomes, Standards for Success, and Methods of Measurement.

Overall Problem of Practice:

The current Special Education service model we have for 3-5 SWDs is providing services outside of the general education classroom. There are not currently any district-run preschool centers in the district. This results in missed instruction and missed opportunities for parallel

learning with their age-similar non-disabled peers. The goal of this plan is to identify opportunities, strategies, and structures whereby SAI can be provided through a combination of push-in and pull-out time for SWDs attending our preschool special day class.

Root Causes:

No District Run Preschool Available - limited->no access to nondisabled peers in the preschool SDC setting
Clerical Errors in IEP Paperwork causing our compliance numbers to be incorrect
Not able to mainstream into CKC general education preschool on the same campus

Associated Data Summary Statements:

SWDs attending Preschool SDC classes in the district are not readily able to access non-disabled peers or receive services in an inclusive environment due to no district preschool being available.

14 Total Preschool Age SWDS

4 Students with "Separate Class" program setting

6 Students with "Regular Early Childhood Program Setting"

1 Student with "Service Provider Location"

1 Student with a "Home" program setting

Multiple program settings were entered incorrectly in IEP paperwork (3 out of 14 eligible students had incorrect program settings). The main source (3 out of 3) of leftover program setting fields were from IFSPs and 1 incorrect program setting for TK student(s) yet to turn 5)

Due to a lack of structured planning, COVID-related lingering staffing, and structure challenges, SWDs who attend the preschool SDC are not currently mainstreaming into the CKC preschool class

Currently, 0% of students push into CKC for any period of time.

High Leverage Strategy 1:

Systematic Support - Coordinate with the CKC director, preschool special day class, related service providers, and site administrator to coordinate mainstream and reverse mainstream opportunities so that preschool SWDs are able to learn alongside their non-disabled peers.

Expected Measurable Outcome(s):

Through coordination and collaboration, Preschool SWDs will spend more time with their non-disabled peers.

Preschool SWDs who attend the special day class will be exposed to and spend extended time in the general education environment or with typically developing peers pushing into their environment

Gen ed preschool staff will be supported by SDC preschool teacher in order to increase knowledge of evidence-based strategies to be used in supporting SWDs

Applicable Root Cause(s): Not able to mainstream into CKC gen ed preschool on the same campus. Target Population: Preschool SWDs

Associated Activities:

Activity 1.1

Modeling, additional adult support, co-teaching, collaboration time, thoughtful scheduling

Activity 1.2

Collaboration Meeting with CKC Staff (mainstream and reverse mainstream)

Activity 1.3

Meet with related service providers regarding push-in services

High Leverage Strategy 2:

Systematic Support - Provide related services providers with training regarding how to record/report the LRE on IEP documentation and regularly conduct compliance reviews (and when necessary, hold correction amendments) in order to ensure that services, program settings, etc are being entered and reported correctly.

Expected Measurable Outcome(s):

IEP Paperwork will be completed correctly and be free from errors related to program setting, location of services provided, etc (Ed Setting Page)

Applicable Root Cause(s): Clerical Errors in IEP Paperwork causing our compliance numbers to be incorrect

Activity 2.1

Training by Data Analyst and Program Specialist

Activity 2.2

Process development for students who turn 5 mid-year

Activity 2.3

Process flowchart development to support the transition from preschool to TK/K

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.

The are no CSI Schools.

Support for Identified Schools

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

There are no CSI Schools.

Monitoring and Evaluating Effectiveness

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

There are no CSI Schools.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Families	Surveys by school and district are in the fall and spring. Community Forum held in February. School Board Meetings include an LCAP Update Section and Public Comment twice monthly. District English Language Advisory Counsel once each quarter. English Language Advisory Counsel once monthly at each school site. Community Advisory Counsel in fall, winter, and spring. School Site Council meetings and discussions are monthly. Home and School Club meetings and discussions are held monthly.
Staff	Surveys in fall, winter, and spring. Classified Bargaining Unit Members Certificated Bargaining Unit Members School Site Visits specific to LCAP goals are in March and April. Sub-committee Input is collected following each meeting once a quarter. Administrative Counsel once monthly.
Students	Surveys once in spring. Interviews during site visits monthly. Universal 360 in fall, winter, and spring. Student Shadowing once monthly.

Educational Partner(s)	Process for Engagement
County Office of Education	LCAP Writing and Feedback Sessions three times in winter and spring. Business Information Group (BIG) monthly meetings. SELPA monthly meetings.
Community Partners	Meetings with the City of Capitola in winter and spring. Meetings with Campus Kids Connection in winter and spring. Meetings with Your Future is Our Business in winter and spring. Meetings with Cradle to Career on-site weekly.

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

Educational Partners have a significant influence on the LCAP development process, and are as follows:

Goal 1: All students receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness.

Action 1.1: Social Studies Instructional Materials

This action was added due to staff surveys and sub-committee input.

Action 1.2: Dual Language Instructional Materials

This action was continued as a result of school site visits and parent feedback.

Action 1.3: Universal Academic Diagnostic Assessment

This action was continued due to requests to use diagnostic data to inform instructional practices.

Action 1.4: Literacy Supplementary Materials for Grades 3-5

This action was added due to the need expressed by staff through surveys and sub-committee input.

Action 1.5: Zero Period

This action was continued due to staff surveys, site visits, parent feedback, and sub-committee input.

Action 1.6: New Teacher Mentorship

This action was continued due to staff visit feedback.

Action 1.7: Release Time for Equity Walks

This action was influenced by gaps in data for unduplicated student groups, including 20%+ gaps in EL and Low SES reading and math data as measured by i-Ready.

Action 1.8: Leveled Literacy Equity Libraries

This action was influenced by

Action 1.9: Supplemental Math Materials

This action was influenced by staff surveys and sub-committee input.

Action 1.10 Transitional Kindergarten Instructional Materials

This action was added due to staff surveys and sub-committee input.

Action 1.11 Added FTE for VAPA Personnel

This action was added due to staff and students' survey feedback.

Goal 2: Through the use of data, identify researched-based classroom differentiated instructional strategies, professional development, and systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students.

Action 2.1: Writing Calibration

This action was added due to staff surveys and sub-committee input indicating a need to improve processes to teach and assess more equitably.

Action 2.2: EL Specialists

This action was continued as a result of staff surveys, site visits, parent feedback, and sub-committee input.

Action 2.3: Intervention Teachers

This action was influenced by staff surveys, site visits, parent feedback, and sub-committee input.

Action 2.4: Professional Development in Instructional Materials

This action was continued due to staff surveys and sub-committee input.

Action 2.5: Professional Development in Instructional Practices

This action was shifted due to staff surveys and sub-committee input.

Action 2.6: Professional Development in New Supplemental Materials

This action was influenced by staff surveys and sub-committee input.

Action 2.7: Professional Development for Dual Language Personnel

This action was influenced by staff surveys, site visits, parent feedback, and sub-committee input.

Action 2.8: Universe 360 Behavior Risk Screener

This action was continued due to feedback from student services teams.

Action 2.9: ELD and Intervention Curriculum

This action was influenced by ELD staff feedback, as well as a slowed growth in EL progress.

Action 2.10: District Stewardship Lead Team Release Time

This action was continued through Stewardship sub-committee feedback.

Action 2.11: Professional Development Off-Site

This action was added to as a result of staff surveys and sub-committee input.

Action 2.12: Vertical Articulation for Transitions between Schools Release Time

This action was influenced by staff feedback and requests to follow students from one school to the next successfully.

Action 2.13: Expanded Learning Opportunity Program Teachers at Each School Site Daily

This action was influenced by staff surveys, site visits, parent feedback, and sub-committee input.

Action 2.14: Expanded Learning Opportunity Program Materials

This action was appreciated and will continue due to staff surveys, site visits, parent feedback, and sub-committee input.

Action 2.15: Increased Access to Career and Technical Education

This action was influenced by community members and the board of trustees.

Goal 3: All schools will be safe, culturally responsive, and welcoming environments that foster equity and inclusion.

Action 3.1: Moved Community Liaison to 4.2

Action 3.2: Campus Supervision

This action was added as a result of administrative team feedback, parent feedback, and staff feedback.

Action 3.3: Moved Cradle to Career Action 4.3

Action: 3.4 Counseling

This action was continued and highly influenced by staff surveys, site visits, parent feedback, and sub-committee input, in addition to risk screener data.

Action 3.5: Technology Support Specialist

This action was influenced by parent feedback related to school-to-home communication.

Goal 4: All schools will engage the entire community of staff, students, and families, in strengths-oriented partnerships that support learning for all.

Action 4.1: Parent Education Series

This action was added due to a high level of interest expressed through staff and parent survey data.

Action 4.2: Community Liaison

This action was influenced by staff surveys, site visits, parent feedback, and sub-committee input.

Action 4.3: Partnership with Cradle to Career

This action was added to the LCAP as a result of parent feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is a maintenance goal. While students made academic progress, and data indicates that proficiency levels are above county and state averages, continued focus is required specifically in Tier I and Tier II systems and practices, with specific attention to unduplicated and marginalized populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Walk-throughs Tool Data	No baseline.			Walk-through Tool Data will show focus students access to equitable CRT practices improve from beginning of year to end by 75%.	
1.6	CAASPP	CAASPP 2023 (CAASPP 2024 not yet available).			Increase overall proficiency rates by 5% each year, and narrow the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Overall</p> <ul style="list-style-type: none"> • ELA proficiency 56% • Mathematics proficiency 43% <p>English Learners</p> <ul style="list-style-type: none"> • ELA 14% • Math 13% 			achievement gap for English Learners by 5% each year.	
1.7	i-Ready	<p>i-Ready</p> <p>Overall</p> <ul style="list-style-type: none"> • ELA proficiency range 58-72% • Mathematics proficiency range 38-52% <p>English Learners</p> <ul style="list-style-type: none"> • ELA proficiency 11-25% • Math proficiency 11-25% 			Increase overall proficiency rates by 5% each year, and narrow the achievement gap for English Learners by 5% each year.	
1.8	Social Studies adoption process, which includes using rubrics to ensure inclusionary and equity-centered variables in valuation.	While our district has a strong elementary social studies bridge plan, now new textbooks have been purchased in this content area in more than 10 years.			All students will have access to inclusive and relevant social studies curricula.	

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	Instructional Materials- Social Studies	Employ processes associated with a high-quality social studies curriculum adoption TK-5, with a focus on historical equity and inclusion.	\$100,000.00	No
1.2	Instructional Materials- Dual Language Immersion	Employ processes associated with a high-quality Dual Language Immersion instructional materials additions for grade 3.	\$30,000.00	No
1.3	Assessment- Universal Diagnostic (i-Ready)	Continue i-Ready annual contract and associated PD in data analysis	\$50,000.00	No
1.4	Instructional Materials - Literacy Supplements for grades 3-5	Increased supplemental materials for grammar, mechanics, and comprehension with remaining Learning Loss Recovery Funds	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Personnel - Extra Period	Zero Period x 3 sections daily	\$70,987.00	Yes
1.6	Quality Teacher Recruitment and Mentorship	New Teacher Mentorship 4 teachers x 4 hours monthly x 10 months with use of Educator Effectiveness Funds Grant	\$2,193.00	No
1.7	Release Time for Equitable Classroom Instructional Practices	Employ use of Classroom Walk-through Tools (Equity Tool, Multi-Lingual Learner Shadowing Tool, and Ready for Rigor Tool)	\$9,866.00	Yes
1.8	Instructional Materials- Leveled Literacy	Leveled books for out-of-grade level access, as well as language identity access.	\$10,000.00	Yes
1.9	Instructional Materials - Supplemental Math Fluency and Math Thinking Classrooms	Create a math fluency guide by grade to include supplemental math materials	\$5,000.00	No
1.10	Instructional Materials- Transitional Kindergarten Standards-based Curricula	Employ processes associated with a quality TK Curricula	\$5,000.00	No
1.12	Personnel- VAPA Teachers	Discretionary Block Grant .2 FTE	\$31,533.00	No
1.13	Personnel- Garden Teacher	Discretionary Block Grant .2 FTE	\$18,125.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Through the use of data, identify researched-based classroom differentiated instructional strategies, professional development, and systemic equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is a maintenance goal. While students made academic progress, and data indicates that proficiency levels are above county and state averages, continued focus is required specifically in Tier I and Tier II training, equity walks, data collection, mentorship, and differentiation, with specific attention to unduplicated and marginalized populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Professional Development - On Boarding and Refresh for Standards-Aligned Adopted Curricula	Prior to the start of the school year, new hires attend training in district HR, Busienss, and Curriculum Processes for two days.			Hold two-day onboarding sessions for new staff each year.	
2.2	Professional Development - New Teacher Mentorship	All new staff are trained in an on-boarding process, and each new teacher is provided an in-district mentor.			Provide each new teacher a in-district mentor for two years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Professional Development - Instructional Rounds, Walkthrough Tools, Shadowing	Walk-Throughs are in training process.			Perform at least two walk-throughs at each school each year (fall and spring).	
2.4	Professional Development - Equity Instructional Strategies	Professional Development Days are held three full days annually and focus on equity and inclusion.			Provide 3 days annually of research-based strategies each year.	
2.5	Assessment- Diagnostic Assessment Administration in Reading and Mathematics	<p>i-Ready Data End-of-Year</p> <p>Overall Grade Level Proficiency % of Growth from Beginning to End of the Year Remains High. Overall Proficiency for 2023-2024:</p> <p>Reading 46% to 56% Math 44% to 42%</p> <p>The Median for Progress toward Annual Typical Growth is 131% (+6) in Reading, and 37% (+6) of students met their Stretch Growth Goal.</p> <p>The Median for Progress toward Annual Typical Growth is 97% (+8) in Math, and 21% (+1) of students met</p>			Increase overall reading and math achievement by 5% and close the achievement gaps by 5% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>their Stretch Growth Goal.</p> <p>The average % of students who made growth in proficiency in Reading overall is 52%.</p> <p>The average % of students who made growth in proficiency in Math overall is 55%.</p> <hr/> <p>i-Ready Data by Grade</p> <p>End-of-Year Reading At or Above Grade Level</p> <p>K: (not assessed) 1st: 54% (0 annual growth) 2nd: 60% (-1 annual growth/ +6 cohort growth) 3rd: 60% (-6 annual growth/ 0 cohort growth) 4th: 52% (-2 annual growth/ -6 cohort growth) 5th: 53% (-5 annual growth/ -1 cohort growth)</p> <p>The number below represents trimester 2</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>data, not the end of the year. 6th: 54% (growth cannot be determined) 7th: 58% (growth cannot be determined) 8th: 53% (growth cannot be determined)</p> <p>End-of-Year Math At or Above Grade Level K: (not assessed) 1st: 29% (-14 annual growth) 2nd: 50% (+1 annual growth/ +7 cohort growth) 3rd: 45% (+6 annual growth/ -4 cohort growth) 4th: 52% (+2 annual growth/ +13 cohort growth) 5th: 60% (+2 annual growth/ +6 cohort growth)</p> <p>The number below represents trimester 2 data, not the end of the year). 6th: 48% (growth cannot be determined) 7th: 33% (growth cannot be determined) 8th: 35% (growth cannot be determined)</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>_____</p> <p>End-of-Year Reading At or Above Grade Level by Subject and Group</p> <p>Performance data by group in Reading:</p> <p>Socioeconomic Status Low SES 42% (+4) At or above grade level Non-SES 62% (+2) At or above grade level</p> <p>Gender Female 61% (+4) At or above grade level Male 51% (-4) At or above grade level (No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 39% (+1) At or above grade level Are not H/L 65% (+0) At or above grade level</p> <p>English Learner (EL) Are EL 17% (-1) At or above grade level Are not EL 61% (+19) At or above grade level</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*Note: Classified on i-Ready as Not Reported 47%</p> <p>Special Education (Sped) Are Sped 30% (+7) At or above grade level Are not Sped 60% (+18) At or above grade level</p> <p>End-of-Year Math At or Above Grade Level by Subject and Group</p> <p>Socioeconomic Status Low SES 28% (+2) At or above grade level Non-SES 49% (+1) At or above grade level</p> <p>Gender Female 41% (+0) At or above grade level Male 43% (-4) At or above grade level (No data this year for gender fluid or non-binary)</p> <p>Hispanic/Latino(x) Are H/L 24% (-2) At or above grade level Are not H/L 52% (+2) At or above grade level</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learner (EL) Are EL 10% (-2) At or above grade level Are not EL 46% (-3) At or above grade level</p> <p>Special Education (Sped) Are Sped 20% (-2) At or above grade level Are not Sped 46% (-3) At or above grade level</p> <p>_____</p>				
2.6	Assessment-Foundational Reading Skills	<p>K: 50% Meeting or Exceeding Benchmark</p> <p>1st: 55% Meeting or Exceeding Benchmark</p> <p>2nd: 56% Meeting or Exceeding Benchmark</p> <p>3rd: 60% Meeting or Exceeding Benchmark</p> <p>4th: 60% Meeting or Exceeding Benchmark</p> <p>5th:</p>			Increase reading proficiency by 5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% Meeting or Exceeding Benchmark				
2.7	Assessment- Writing	No Districtwide (calibrated) data.			Administer a districtwide writing assessment 2X annually.	
2.8	Assessment- Reading Difficulties Screener	No Districtwide (calibrated) data.			Administer Reading Screener to those students who are flagged in i-Ready annually.	
2.9	Assessment- English Language Development	Districtwide LTEL Rate is 11% of English Learners Overall EL Reclassification Rate: 98/ 278 (35%)			Decrease LTEL by 5%.	
2.10	ELPAC	16.5% Proficiency			Increase proficiency by 10%	

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	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Release Time for collaboration for grade-level Tier I and Tier II instructional practices	\$3,289.00	Yes
2.2	Personnel - EL Specialists (4 FTE)	One ELD Specialist per school site	\$439,214.00	Yes
2.3	Personnel- Intervention Teachers	Intervention Teachers at all elementary schools	\$229,880.00	Yes
2.4	Professional Development- Instructional Materials	Instructional materials reboot sessions and materials in CGI, Thinking Classrooms, etc	\$8,400.00	No
2.5	Professional Development - Improved Instructional Practices	High Leverage Practices (HLP) PD to serve under performing students (EL, Low SES)	\$10,000.00	Yes
2.6	Professional Development - New Supplemental Materials	Writing Mechanics and Vocabulary Development	\$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Professional Development - DLI	Development in Spanish and English Literacy	\$12,000.00	Yes
2.8	Assessment- Universe 360 Behavior Risk Screener	Administer screener 3X annually	\$2,500.00	No
2.9	Intervention and ELD Curriculum	Continue use of Lexia	\$4,500.00	Yes
2.10	Personnel / Sub-release Stewardship Lead Team Collaboration	15 members x and 4 half days annually	\$4,276.00	No
2.11	Professional Development-Conferences	(example: CUE, PBL Works, MTSS, Career Trees)	\$25,000.00	No
2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	10 Teachers x 1 annually x half day to discuss Individualized Learning Plans (ILPs)	\$713.00	Yes
2.13	Personnel Hourly (ELOP rate) Expanded Learning Opportunities	Grant-based site allocations Based on Unduplicated Students	\$300,000.00	No
2.14	Instructional Materials- ELOP	Preserve Site-based Expanded Learning Opportunities for Unduplicated Students at each school site.	\$35,000.00	Yes
2.15	Increased Access to Career and Technical Education	Build onto the partnership with "Your Future Is Our Business" and Career Trees	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will be safe, culturally responsive, and welcoming environments that foster equity and inclusion.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was part of goal 3 carried over from the previous LCAP. It was divided into two separate goals so we could more acutely focus on school safety and school climate. The reason to continue is to ensure that students and staff are and feel safe in school and school campuses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CHKS	2022-2023 California Healthy Kids Survey (CHKS) Results: % Feel Connected to School Grade 5: 75% Grade 7: 63% % Have a Caring Adult at School Grade 5: 66% Grade 7: 59% % Feel Safe at School Grade 5: 91%			Increase in each of the first 2 baseline areas by 5%, and maintenance of baseline area 3.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 86%				
3.2	Site School Climate Surveys	No current Universal School Climate Survey this year.			Student will report school "belongingness" of 80%.	
3.3	Universe 360 Risk Screener	<p>Students rated at the highest risk have increased and were/are being actively identified and mitigated through Coordinated Services Teams (COST) work over the course of the 2023-2024 school year.</p> <p>Below are percent of students at Level 3 (extremely elevated) risk results by school and grade for May 2024:</p> <p>Main Street: 6% Soquel Elementary: 10% Santa Cruz Gardens: 8% New Brighton: 4% Opal Cliffs: 0%</p> <p>Risk Distribution</p> <p>K: 9% 1: 6% 2: 8% 3: 4% 4: 10%</p>			Risk distribution rate will be 4%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5: 9% 6: 5% 7: 3% 8: 5%				
3.4	Attendance	2023-2024 Attendance Rates: 93.6% (an increase of 1.9%)			Increase attendance by 2% of 95.6%.	
3.5	Suspensions	Suspension Rates: 1% (decreased by 30% in 2024)			Suspension rate of 1% or less.	
3.6	Facilities Report (FIT)	Good Standing			Maintain Good Standing	
3.7	Chronic Absenteeism	Chronic Absenteeism: 21% (decrease of 10%)			Decrease Chronic Absenteeism to 15%.	

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	Outdoor Education	Scholarship for Unduplicated Students	\$56,345.00	Yes
3.2	Personnel - Campus Supervisor	Additional campus supervision at each school site to increase student supervision, support, and safety for students at-risk	\$158,347.00	Yes
3.4	Personnel-Counseling	5 FTE (2 FTE LCFF at Middle School and 3 FTE LLR Elementary Schools)	\$509,799.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All schools will engage the entire community of staff, students, and families, in strengths-oriented partnerships that support learning for all.	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.

This goal was part of goal 3 carried over from the previous LCAP. It was divided into two separate goals so we could more acutely focus on family and community. The reason to continue is to ensure that all educational partners are known, heard, and valued among schools, decision-making processes, and celebrations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Family Survey Results	2023-2024 Family/Caregiver Survey Responses I feel welcomed and respected when I interact with my child's school or staff: 92% I receive an effective level of communication: 91% I have opportunities to share my thoughts and opinions: 80%			Increase satisfaction by 5 percentage points in sharing thoughts and opinions, students strengths and talents are known, and needs responsive instruction.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>I believe my child's strengths and talents are known and developed: 59% (29% don't know)</p> <p>My student has meaningful access to standard-based materials, activities, and resources: 86%</p> <p>My student receives high quality and needs-responsive instruction: 71% (21% don't know)</p>				
4.2	Attendance at Townhall Meetings	12 Attendees			Increase Attendance by 25 percentage points.	
4.3	Site-level Participation in ELAC	Average: 6			Increase Attendance by 25 percentage points.	
4.4	District-level Participation in DELAC	Average: 10			Increase Attendance by 25 percentage points.	
4.5	School Site Council Attendance	Average: 6			Increase Attendance by 25 percentage points.	
4.6	Community Panel and Interviews	No Baseline			Hold Panels 2X Annually	
4.7	Community Liaison Contact	1,100 Contacts			Maintain Contacts and include Family Education Series, as well as Family Interview Panels	
4.8	Cradle to Career Contacts	4,227 Contacts			Log unduplicated contacts.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Education Series (Materials and Hourly)	13 Sessions of Family Education Nights on Topics of Interest (CAASPP and ELPAC Reports, Digital Citizenship/Social Media, Conflict Resolution, Risky Behaviors) Including Translation Services	\$2,500.00	No
4.2	Personnel - Community Liaison (.8 FTE)	4 Days Weekly of Family Translation Services and Support	\$39,603.00	Yes
4.3	Cradle to Career	Cradle to Career contract includes personnel assigned to the school of highest unduplicated students.	\$35,000.00	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
\$1,185,824	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.289%	0.000%	\$0.00	7.289%

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
1.5	<p>Action: Personnel - Extra Period</p> <p>Need: All SWD and ELs will have access to rigorous and broad course of of study.</p> <p>Scope: Schoolwide</p>	The addition of one period a day to allow students to access both their RSP and ELD classes and elective courses.	100% enrollment as measures by school rosters.

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
1.7	<p>Action: Release Time for Equitable Classroom Instructional Practices</p> <p>Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%.</p> <p>Scope: LEA-wide</p>	Improved Instructional Practice	Gaps will be decreased by 5 percentage point as measure by i-Ready.
1.8	<p>Action: Instructional Materials- Leveled Literacy</p> <p>Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%.</p> <p>Scope: LEA-wide</p>	Need for additional affinity identity and multiple genre, multiple leveled, literature.	Gaps will be decreased by 5 percentage point as measure by i-Ready.
2.1	<p>Action: Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration</p> <p>Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready.</p>	Create calibrated ELD practices and assessments with in Tier I and II	The gaps between EL and non-ELs will decrease by 5%.

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		
2.2	Action: Personnel - EL Specialists (4 FTE) Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Scope: LEA-wide	Designated ELD Support and Assessment	The gaps between EL and non-ELs will decrease by 5%.
2.3	Action: Personnel- Intervention Teachers Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%. Scope: LEA-wide	Designated Intervention in Reading and Math	The gaps between EL and non-ELs will decrease by 5% as measured by i-Ready. The gaps between Low SES and non-low SES will decrease by 5% as measured by i-Ready.
2.5	Action: Professional Development - Improved Instructional Practices Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%.	Increase instructional strategies	The gaps between EL and non-ELs will decrease by 5% as measured by i-Ready. The gaps between Low SES and non-low SES will decrease by 5% as measured by i-Ready.

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		
2.7	Action: Professional Development - DLI Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Scope: Schoolwide	DLI Program	The gaps between EL and non-ELs will decrease by 5%.
2.9	Action: Intervention and ELD Curriculum Need: Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Scope: LEA-wide	Support English Language Achievement	The gaps between EL and non-ELs will decrease by 5%.
2.12	Action: Personnel/ Sub-release Vertical Articulation for Transition between Schools Need: LTEL rate is 11%. Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready.	Middle School staff and elementary staff will collaborate prior to the start of the next year.	LTEL rate will decrease by 3%. The gaps between EL and non-ELs will decrease by 5%.

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		
2.14	Action: Instructional Materials- ELOP Need: Scope: LEA-wide		
3.2	Action: Personnel - Campus Supervisor Need: Identified need for behavior and intervention support for ELs, Hispanic youth, and Low SES due to behavior referral data indicating these groups are referred at a higher rate than their peers. Scope: LEA-wide	Additional supporting staff to ensure out of classroom time is safe and supportive for all students and to ensure that behaviors are mitigated and mediated closing the referral gap.	Behavior and referral logs will show no gap between groups being referred.
3.4	Action: Personnel- Counseling Need: 360 Universe Risk Screener Data - Intervention Needed the students at Highest Risk: Main Street 6%, Soquel EI 10%, Santa Cruz Gardens 8%, and New Brighton 4%.	Response and Intervention through Counseling Services to increase attendance/engagement and Reduce Risk	Counsel Contact Logs will show high risk students have been served, and there will be a decrease of risk by 2%, and reduce chronic absenteeism by 5%, each year over 3 years.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Chronic Absenteeism as a district is at the lowest performance level (worst).</p> <p>Scope: LEA-wide</p>		
4.2	<p>Action: Personnel - Community Liaison (.8 FTE)</p> <p>Need: Primary Language Support and Services for Families</p> <p>Scope: LEA-wide</p>	Oral and Written Translation (documents, IEP Team Meetings, Conferences, etc)	Increase in Contacts through Contact Logs by 10%
4.3	<p>Action: Cradle to Career</p> <p>Need: EL, Low SES, and Foster Youth need access to advocacy and linkage services.</p> <p>Scope: Schoolwide</p>	Community Engagement through United Way Partnership	Increase in Contacts through Contact Logs by 10%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.14	<p>Action: Instructional Materials- ELOP</p> <p>Need: Additional Books and supplies needed for Expanded Learning Opportunity Program requirement to provide 9 hours, 210 days annually to unduplicated students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Offer a program at each school site.	All school will offer a program 9 hours daily for 180 days and 30 days the district will provide additional academic and enrichment offerings as measured by attendance logs.
3.1	<p>Action: Outdoor Education</p> <p>Need: 30% of students demonstrate Science proficiency as measured by CAST, while only 19% of unduplicated students demonstrate proficiency. Outdoor education experience has been prohibitive to 5th-grade low SES due to undue concern for cost.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Ensure unduplicated students have access to hands-on science experiences comparable to their peers.</p> <p>Eliminate barriers and ensure full access for all unduplicated students.</p>	Decrease gap as measure by CAST by 5%. 100% Unduplicated Student Attendance.

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

Additional Concentration Grant Funding

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

N/A

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

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	\$16,268,170	1,185,824	7.289%	0.000%	7.289%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,185,824.00	\$847,278.00		\$212,468.00	\$2,245,570.00	\$1,839,825.00	\$405,745.00

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	Instructional Materials-Social Studies	All	No				1 Year	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	
1	1.2	Instructional Materials-Dual Language Immersion	All ELD Option - DLI	No			Specific Schools: Soquel Elementary K-5	First Year of Three	\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
1	1.3	Assessment- Universal Diagnostic (i-Ready)	All	No			All Schools Grades 1-8	1 Year	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
1	1.4	Instructional Materials - Literacy Supplements for grades 3-5	All	No			Specific Schools: Soquel, Main Street, Santa Cruz Cruz Gardens Grades 3-5	1 Year	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
1	1.5	Personnel - Extra Period	English Learners	Yes	School wide	English Learners	Specific Schools: New Brighton Grades 6-8		\$70,987.00	\$0.00	\$70,987.00				\$70,987.00	
1	1.6	Quality Teacher Recruitment and Mentorship	All	No			All Schools		\$2,193.00	\$0.00		\$2,193.00			\$2,193.00	
1	1.7	Release Time for Equitable Classroom Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$9,866.00	\$0.00	\$9,866.00				\$9,866.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Instructional Materials- Leveled Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.9	Instructional Materials - Supplemental Math Fluency and Math Thinking Classrooms	All	No			All Schools		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.10	Instructional Materials- Transitional Kindergarten Standards-based Curricula	All	No			Specific Schools: Soquel Elementary, Santa Cruz Gardens, Main Street		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
1	1.12	Personnel- VAPA Teachers	All	No					\$31,533.00	\$0.00		\$31,533.00			\$31,533.00	
1	1.13	Personnel- Garden Teacher	All	No			Specific Schools: Santa Cruz Gardens All		\$18,125.00	\$0.00		\$18,125.00			\$18,125.00	
2	2.1	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	English Learners	Yes	LEA-wide	English Learners	All Schools		\$3,289.00	\$0.00	\$3,289.00				\$3,289.00	
2	2.2	Personnel - EL Specialists (4 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools		\$439,214.00	\$0.00	\$343,417.00			\$95,797.00	\$439,214.00	
2	2.3	Personnel- Intervention Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$229,880.00	\$0.00	\$149,985.00			\$79,895.00	\$229,880.00	
2	2.4	Professional Development- Instructional Materials	All	No					\$0.00	\$8,400.00		\$8,400.00			\$8,400.00	
2	2.5	Professional Development - Improved Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.6	Professional Development - New Supplemental Materials	All	No			All Schools		\$0.00	\$6,500.00		\$6,500.00			\$6,500.00	
2	2.7	Professional Development - DLI	English Learners	Yes	School wide	English Learners	Specific Schools: Soquel Elementa		\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	

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
							ry									
2	2.8	Assessment- Universe 360 Behavior Risk Screener	All	No					\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
2	2.9	Intervention and ELD Curriculum	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	
2	2.10	Personnel / Sub-release Stewardship Lead Team Collaboration	All	No					\$4,276.00	\$0.00				\$4,276.00	\$4,276.00	
2	2.11	Professional Development-Conferences	All	No					\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
2	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	English Learners	Yes	LEA-wide	English Learners	All Schools		\$713.00	\$0.00	\$713.00				\$713.00	
2	2.13	Personnel Hourly (ELOP rate) Expanded Learning Opportunities	All Unduplicated students served first.	No					\$300,000.00	\$0.00		\$300,000.00			\$300,000.00	
2	2.14	Instructional Materials-ELOP	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
2	2.15	Increased Access to Career and Technical Education	All	No					\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
3	3.1	Outdoor Education	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All elementary schools 5th		\$0.00	\$56,345.00	\$56,345.00				\$56,345.00	
3	3.2	Personnel - Campus Supervisor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$158,347.00	\$0.00	\$158,347.00				\$158,347.00	
3	3.4	Personnel- Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$509,799.00	\$0.00	\$281,772.00	\$228,027.00			\$509,799.00	

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
4	4.1	Parent Education Series (Materials and Hourly)	All	No			All Schools		\$0.00	\$2,500.00				\$2,500.00	\$2,500.00	
4	4.2	Personnel - Community Liaison (.8 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools		\$39,603.00	\$0.00	\$39,603.00				\$39,603.00	
4	4.3	Cradle to Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Soquel Elementary School		\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$16,268,170	1,185,824	7.289%	0.000%	7.289%	\$1,185,824.00	0.000%	7.289 %	Total:	\$1,185,824.00
								LEA-wide Total:	\$1,011,492.00
								Limited Total:	\$56,345.00
								Schoolwide Total:	\$117,987.00

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	1.5	Personnel - Extra Period	Yes	Schoolwide	English Learners	Specific Schools: New Brighton Grades 6-8	\$70,987.00	
1	1.7	Release Time for Equitable Classroom Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	\$9,866.00	
1	1.8	Instructional Materials-Levelled Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
2	2.1	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Yes	LEA-wide	English Learners	All Schools	\$3,289.00	
2	2.2	Personnel - EL Specialists (4 FTE)	Yes	LEA-wide	English Learners	All Schools	\$343,417.00	
2	2.3	Personnel- Intervention Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$149,985.00	
2	2.5	Professional Development - Improved Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	

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 (%)
2	2.7	Professional Development - DLI	Yes	Schoolwide	English Learners	Specific Schools: Soquel Elementary	\$12,000.00	
2	2.9	Intervention and ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	\$4,500.00	
2	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	Yes	LEA-wide	English Learners	All Schools	\$713.00	
2	2.14	Instructional Materials- ELOP	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.1	Outdoor Education	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All elementary schools 5th	\$56,345.00	
3	3.2	Personnel - Campus Supervisor	Yes	LEA-wide	English Learners Low Income	All Schools	\$158,347.00	
3	3.4	Personnel- Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,772.00	
4	4.2	Personnel - Community Liaison (.8 FTE)	Yes	LEA-wide	English Learners	All Schools	\$39,603.00	
4	4.3	Cradle to Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Soquel Elementary School	\$35,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,909,699.00	\$2,684,101.06

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	Instructional Materials- Primary Language Materials	Yes	\$2,000.00	0
1	1.2	Instructional Materials- Culturally Responsive Education (CRE)/ Instructional Classroom Texts and Resources	Yes	\$24,000.00	\$3,462.06
1	1.3	Instructional Materials- Dual Language Immersion (DLI) Curricula	Yes	\$20,000.00	\$15,334.16
1	1.4	Instructional Materials- Language-based Apps for ELA Instruction	Yes	\$50,000.00	\$4,304.31
1	1.5	Instructional Materials- Leveled and Foundational Literacy Support	Yes	\$40,000.00	\$30,741.30
1	1.6	Instructional Materials- Mathematics	Yes	\$30,000.00	\$16,685.31
1	1.7	Personnel (Increased instruction) - Extra Period	No Yes	\$30,000.00	\$99,628.41
1	1.8	Quality Teacher Recruitment Support	Yes	\$8,790.00	\$862.90
1	1.9	Teacher Quality Recruitment Mentorship	Yes	\$22,680.00	\$18,731.17
2	2.1	Professional Development and Support- CRE and EL	Yes	\$5,000.00	

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	2.2	Professional Development Support-Instructional Materials	No Yes	\$8,400.00	\$6,500.00
2	2.3	Personnel- Teacher on Special Assignment	Yes	\$109,155.00	0
2	2.4	Professional Development and Support- SIP (EL and SPED Focus)	No Yes	\$7,500.00	0
2	2.5	Assessment and Data Collection-Universal Tool	No	\$120,000.00	\$157,325.28
2	2.6	Assessment and Data Collection-Universal SEL Screener	No Yes	\$2,000.00	\$2,020.20
2	2.7	Instructional Materials- Intervention	Yes	0	0
2	2.8	Professional Development and Support- DLI	Yes	\$8,560.00	\$7,570.25
2	2.9	Personnel (increased Instruction/Increased Access Tutorial) -Expanded Learning Opportunities (Combining Goal 2.9 and 2.14) - Not LCFF. Expanded learning funds	Yes	\$656,000.00	\$625,748.84
2	2.10	Personnel (Increased instruction)-Integrated Arts Specialist	No Yes	\$228,705.00	\$231,219.34

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	2.11	Personnel (Increased instruction)- Elementary Science Integration Specialist	No	\$108,566.00	\$152,123.47
			Yes		
2	2.12	Personnel- English Learner (EL) Development Staff	Yes	\$395,048.00	\$347,815.18
2	2.13	Personnel- Intervention Specialist	Yes	\$288,346.00	148,611.17
2	2.14	Instruction- Expanded Learning Opportunities	Yes	0	0
2	2.15	Professional Development and Support- Equity Practices	Yes	\$6,048.00	\$5,144.48
2	2.16	Personnel- Supplemental Counseling	Yes	\$88,978.00	\$93,023.56
2	2.17	Personnel- Social Worker	No	\$124,840.00	\$130,537.06
			Yes		
2	2.18	Personnel- School Counseling and/or School Counseling Interns	Yes	\$271,240.00	\$276,646.66
2	2.19	Personnel- Aide Support	Yes	\$25,416.00	\$26,395.42
2	2.20	Instructional Materials- AVID	Yes	\$5,000.00	\$5,009.00
2	2.21	Personnel- Sub Release Assessment Support for Grade 1	No	\$43,336.00	\$3,662.75
			Yes		
2	2.22	Personnel- Sub Release for Equity Walks	Yes	\$3,744.00	\$2,368.21

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	2.23	Personnel- DLI classified		0	49,194.43
3	3.1	Personnel- Community Liaison	Yes	\$37,170.00	\$39,022.56
3	3.2	Stakeholder Engagement- Communication Tool	Yes	\$500.00	0
3	3.3	Stakeholder Engagement- EL/ML Family Workshops/Education	Yes	\$3,270.00	0
3	3.4	Stakeholder Engagement- Latino Family Literacy Night	Yes	\$3,270.00	0
3	3.5	Stakeholder Engagement- District Leadership Teams	No Yes	\$12,096.00	\$875.88
3	3.6	Personnel- Campus Supervision	Yes	\$120,041	\$126,528
3	3.7	Personnel- 1/2 year Technology Specialist	Yes	0	\$22,009.70
3	3.8	Stakeholder Engagement- United Way Cradle to Career	Yes	0	\$35,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,140,820	\$1,203,910.52	\$1,203,910.52	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials- Primary Language Materials	Yes	0	0		
1	1.2	Instructional Materials- Culturally Responsive Education (CRE)/ Instructional Classroom Texts and Resources	Yes	\$24,000.00	\$3,462.06		
1	1.3	Instructional Materials- Dual Language Immersion (DLI) Curricula	Yes	0	0		
1	1.4	Instructional Materials- Language-based Apps for ELA Instruction	Yes	\$50,000.00	\$4,304.31		
1	1.5	Instructional Materials- Leveled and Foundational Literacy Support	Yes	\$40,000.00	\$30,741.30		
1	1.6	Instructional Materials- Mathematics	Yes	\$30,000.00	\$16,685.31		
1	1.7	Personnel (Increased instruction) - Extra Period	Yes	\$30,000.00	\$140,604.89		
1	1.8	Quality Teacher Recruitment Support	Yes	0	0		
1	1.9	Teacher Quality Recruitment Mentorship	Yes	0	0		
2	2.1	Professional Development and Support- CRE and EL	Yes	0	0		

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	2.2	Professional Development Support- Instructional Materials	Yes	0	0		
2	2.3	Personnel- Teacher on Special Assignment	Yes	\$109,155.00	0		
2	2.4	Professional Development and Support- SIP (EL and SPED Focus)	Yes	0	0		
2	2.6	Assessment and Data Collection- Universal SEL Screener	Yes	0	0		
2	2.7	Instructional Materials- Intervention	Yes	0	0		0%
2	2.8	Professional Development and Support- DLI	Yes	0	0		
2	2.9	Personnel (increased Instruction/Increased Access Tutorial) -Expanded Learning Opportunities (Combining Goal 2.9 and 2.14) - Not LCFF. Expanded learning funds	Yes	\$100,000	0		
2	2.10	Personnel (Increased instruction)- Integrated Arts Specialist	Yes	0	0		
2	2.11	Personnel (Increased instruction)- Elementary Science Integration Specialist	Yes	0	0		
2	2.12	Personnel- English Learner (EL) Development Staff	Yes	\$344,044.52	\$347,815.18		
2	2.13	Personnel- Intervention Specialist	Yes	\$186,127	\$148,611.17		
2	2.14	Instruction- Expanded Learning Opportunities	Yes	0	0		
2	2.15	Professional Development and Support- Equity Practices	Yes	0	0		
2	2.16	Personnel- Supplemental Counseling	Yes	\$88,978.00	\$93,023.56		
2	2.17	Personnel- Social Worker	Yes	\$124,840.00	\$97,931.22		

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	2.18	Personnel- School Counseling and/or School Counseling Interns	Yes	\$22,000	\$190,954.78		
2	2.19	Personnel- Aide Support	Yes	0	\$49,869.30		
2	2.20	Instructional Materials- AVID	Yes	\$5,000.00	\$5,009.00		
2	2.21	Personnel- Sub Release Assessment Support for Grade 1	Yes	0	0		
2	2.22	Personnel- Sub Release for Equity Walks	Yes	0	0		
3	3.1	Personnel- Community Liaison	Yes	\$37,170.00	\$39,022.56		
3	3.2	Stakeholder Engagement-Communication Tool	Yes	\$500.00	0		
3	3.3	Stakeholder Engagement-EL/ML Family Workshops/Education	Yes	0	0		
3	3.4	Stakeholder Engagement-Latino Family Literacy Night	Yes	0	0		
3	3.5	Stakeholder Engagement-District Leadership Teams	Yes	\$12,096.00	\$875.88		
3	3.6	Personnel- Campus Supervision	Yes	0	0		
3	3.7	Personnel- 1/2 year Technology Specialist	Yes	0	0		
3	3.8	Stakeholder Engagement-United Way Cradle to Career	Yes	0	\$35,000		

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)
\$ 16,594,892	\$1,140,820	0	0.000%	\$1,203,910.52	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

**SOQUEL UNION ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING**

June 26, 2024

Topic: Consider Approving Updates on the California School Dashboard Local Indicator Self-Reflection Tool

Presented By: Dr. Jessica Glantz Kiernan, Assistant Superintendent, Educational Services

Type of Item: Action

BACKGROUND

The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on state and local indicators that are included in California's school accountability system. Built on the foundations of the Local Control Funding Formula state law, the Dashboard is one of several significant shifts that have occurred in California's K–12 education system within the past decade, which includes the establishment of a new testing system, raising the bar for student learning, and promoting equity for all students. The Dashboard was created to give parents and the public a complete picture of what is happening in our schools and districts and to identify districts and schools that need extra support. The Dashboard is a component of the Local Control Funding Formula law passed in 2013 that significantly changed how California provides funding to public schools and holds local educational agencies accountable for student performance. The same law also required the State Board of Education to adopt a new accountability tool that reflects performance in different priority areas, which are now known as the state and local indicators reported on the Dashboard. The Dashboard is made up of easy-to-use, searchable reports that show a local educational agency's or school's performance. Once the Local Indicator Self-Reflection is approved, those data points will be uploaded to the California Dashboard system.

STATUS

Dr. Jessica Glantz Kiernan, Assistant Superintendent of Educational Services will discuss the Local Indicator Report.

FISCAL IMPACT

None

RECOMMENDED ACTION

Approve Updates on the California School Dashboard Local Indicator Self-Reflection Tool.

The Board considers the Superintendent's recommendation in addition to input from the community when taking action.

Attachment: Local Indicator Self-Reflection Report

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Soquel Union Elementary School District	Jessica Kiernan and Alison Warner Assistant Superintendents of Education and Business	jkiernan@suesd.org and awarner@suesd.org (831)464-5630

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	88.3	88.3						

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Our district'd next pilot for textbook adoption will be Social studies.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

- Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

A strength of district partnerships between staff and families:

SUESD intentionally builds and sustains respectful and trusting relationships between staff, educators, and families by creating and sustaining a welcoming and inclusive environment at all schools. 96% of families surveyed said, they "feel welcomed and respected when I interact with my student(s)'s school, staff, teacher, or district office."

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area to grow in partnerships between staff and families:

It is always the goal of SUESD to provide families with adequate training/ support to help their children in school, however, only 83% of families surveyed felt they had enough training to do so. As such, this will be a continued area of focus in 2023-2024.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of data related to the relationships between staff and families, SUESD will hold a family education series district wide throughout the school year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

A strength of district partnerships for student outcomes:

SUESD ensures all parents and families of preschool through grade 8 students are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making. Educators within the LEA have the capacity to offer such opportunities to parents and families. Parents and families utilize these opportunities to learn about their children's schools and to participate meaningfully.

SUESD provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities. SUESD also includes parents, students, and families in developing LEA and school site strategies to improve academic achievement and all students social, emotional, and physical well-being.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area to grow district partnerships for student outcomes:

While SUESD provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities through School Site Councils, ELAC, and DELAC, SUESD would like to to a greater extent, include more parents, students, and families in developing LEA and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of data related to the partnerships for student outcomes, and in concert with feedback related to relationships between staff and families, SUESD will hold education nights/ days district wide throughout the school year that specifically target academic support and instructional practices including reciprocal reading, modeling, questioning, research-based literacy strategies, math-talks, CAASPP results, etc.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

A strength of the district in seeking input for decision-making:

SUESD has a high level of commitment to the engagement of educational partners.

Family Survey Data:

I feel welcomed and respected when I interact with my child's school or staff: 92%

I receive an effective level of communication: 91%

I have opportunities to share my thoughts and opinions: 80%

I believe my child's strengths and talents are known and developed: 59% (29% don't know)

My student has meaningful access to standard-based materials, activities, and resources: 86%

My student receives high quality and needs-responsive instruction: 71% (21% don't know)

Success:

- Levels of engagement and communication appear high.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

An area of growth in seeking regular feedback about access to materials, as seen in the above data.

Challenges:

- What is known about classroom instruction and materials needs further development in terms of providing meaningful two-way communication.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of data related to input for decision-making, SUESD will continue to bolster professional learning for all staff in eliciting community input in decision-making process. This professional learning can be used at multiple site levels, including School, Site Council, English Learner Advisory Council, Home and School Club/Associations, Associated Students Councils, etc.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Local climate survey data, including available data disaggregated by student groups, are used to inform our district processes and policies.

Using surveys that provide an overall score, such as the California Healthy Kids Survey, provides some limitations in data, as such we report the overall score for all students as well as available student group scores.

When asked ...

What do you like most about school?

Socializing and friends: 79%

Physical Education: 77%

Recess/ Lunch: 74%

Teacher: 51%

Reading 46%

Creating: 40%

Learning New things: 39%

Low items were, and are our challenges moving into the year ahead

Time for Self-reflection: 4%

Writing: 1%

At school, I mostly feel...(students could choose more than one)

Tired: 72%

Happy: 66%

Smart: 43%

Respected: 41%

Silly: 40%

Excited: 36%

Bored 36%

Understood: 26%

Capable: 21%

Sad: 14%

Lonley: 14%

Worried 8%

The were no student's even in open comment who commented that school safety was a concern to them.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key learnings, including identified needs and areas of strength determined through the analysis of data are as follows:

- When need a focus on students on students who feel tired, sad, lonely, and/or worried.
- Safety was not reported as a concern.
- Half of students reported that one of their favorite things at school was their teacher.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Changes to existing plans, policies, or procedures that the LEA determines necessary to address areas of need identified through the analysis of local data and the identification of key learnings.

- Involve staff, including counselors, in data and planning for the deeper implementation of SEL.
- Use COST (coordinated services teams) as a means to intervene with students who lack the sense of belonging I school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

While a Broad Course of Study is more visible for Unified and High School Districts, Elementary School Districts serve to create the foundational pathways.

In SUESD, the pathway to a Broad Course of Study is evidenced in a full liberal arts foundation through integrated arts instruction at each elementary school, including art, music, science and garden. Within the district, dual language and multi-lingual education is an additional and viable pathway for students on out community. At the middle school level, language, arts, wood-working, healthy living, advanced and support level courses are available to all students, and include the option of an additional period to ensure students' access.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All elementary schools have arts and science integration classes. All elementary schools have additional support programs before and after school to ensure students interests and needs are considered and subsequently provided for. These options are available to unduplicated students first, then to the student body at large, and include, yoga, book studies, weight-training, chorus, engineering, coding, soccer- adding courses every grading term.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No barriers exist at this time.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

No revision needed at this time.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					