



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
Cambrian School District	Michael Kretsch Principal	kretschm@cambriansd.com 408-377-3882

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments (ELA, Math, and Science) for all students, including significant student groups - 3% increase annually	<p>2019 SBAC Data-ELA</p> <ul style="list-style-type: none"> • SED: 19.4 points below standard • SWD: 19.4 points below standard <p>Math</p> <ul style="list-style-type: none"> • SED: 18.4 points below standard • SWD: 16.8 points below standard • H/L: 5.9 points below standard 	<p>Ratings based on California School Dashboard</p> <p>2022 SBAC ELA: High-All Students 36.9 points above standard (205 Students)</p> <p>Medium-English Learners & Hispanic</p> <p>2022 SBAC Math: High-All Students 27.4 points above standard (205 Students)</p> <p>Medium-English Learners & Hispanic</p>	<p>Ratings based on California School Dashboard</p> <p>2023 SBAC ELA:</p> <ul style="list-style-type: none"> • All Students 36.5 points above standard (208 Students) • English Learners & Hispanic 54.4 points below standard (52 Students) <p>2023 SBAC Math:</p> <ul style="list-style-type: none"> • All Students 38.1 points above standard (208 Students) 	TBD-when available in the Fall (23-24 SBAC Results)	Majority of SED and SWD will perform in green or better band on California School Dashboard in Spring 2022, 2023, and 2024 administrations of the ELA & Math SBAC assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> English Learners & Hispanic 40.9 points below standard (52 Students) 		
Fall 2022, Winter 2023, and Spring 2023 Administrations of CSD Local Fastbridge Assessments (Early Reading, Early Math, aReading, aMath, and TK appropriate assessments) - 10% annual reduction of students in identified groups testing as high risk or some risk	<p>Fall 2021 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 31%, SED- 50%, H/L- 52%, SWD- 59% <p>Fall 2021 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 28%, SED- 40%, H/L- 40%, SWD- 50% <p>Fall 2021 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby 	<p>Spring 2022 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 47%, SED- 59%, H/L- 69%, SWD- 66% <p>Spring 2022 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 28%, SED- 42%, H/L- 42.0%, SWD-40% <p>Spring 2022 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby 	<p>Spring 2023 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 40%, SED- 63%, H/L- 61%, SWD- 25% <p>Spring 2023 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 21%, SED- 48%, H/L- 46%, SWD- 25% <p>Spring 2023 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby 	<p>Spring 2024 Early Reading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 24%, SED- 62%, H/L- 39%, SWD- 33% <p>Spring 2024 Early Math (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby Students- 19%, SED- 31%, H/L- 25%, SWD- 14% <p>Spring 2024 aReading (identified high/some risk):</p> <ul style="list-style-type: none"> All assessed Bagby 	Elimination of students in significant subgroups identified by local CSD assessments as "high risk."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students- 21%, SED- 44%, H/L- 57%, SWD- 67% Fall 2021 aMath (identified high/some risk): <ul style="list-style-type: none"> All assessed Bagby Students assessed- 20%, SED- 41%, H/L- 46%, SWD- 42% 	Students- 19%, SED- 31%, H/L- 42%, SWD- 60% Spring 2022 aMath (identified high/some risk): <ul style="list-style-type: none"> All assessed Bagby Students- 20%, SED- 34%, H/L- 43%, SWD- 38% 	Students- 17%, SED- 33%, H/L- 37%, SWD- 40% Spring 2023 aMath (identified high/some risk): <ul style="list-style-type: none"> All assessed Bagby Students- 15.6%, SED- 24%, H/L- 36.7%, SWD-33% 	Students- 20%, SED- 39%, H/L- 42%, SWD- 49% Spring 2024 aMath (identified high/some risk): <ul style="list-style-type: none"> All assessed Bagby Students- 15%, SED- 39%, H/L- 33%, SWD- 35% 	
Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.	Annual SARC - All students have access to state-aligned instructional materials.
English Learner Reclassification Rate	English Learner Reclassification Rate 2020-2021 was	English Learner Reclassification Rate 2021-2022 14.3%	English Learner Progress Rate 2022-2023- 60.7%	English Learner Progress Rate 2023-2024- TBD	English Learner Progress Rate 23-24: 70%

Goal Analysis

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

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

A lot of progress took place in increasing outcomes across all student groups (particularly in SED, SWD, and Hispanic/Latino) in the Early Reading and Early Math assessments between Spring 22/23 and Spring 23/24 (kindergarten and first grade students). However, in aReading (2nd-5th) and aMath (2nd-5th) students across all demographics decreased in performance scores with students identified as SED

decreasing substantially from 24% in Spring 2023 to 39% in Spring 2024. However, in comparing local FastBridge data since Fall 2021, student performance has improved by 5% or more across all subgroups.

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.

Action 1.6-Enrichment Opportunities: \$11,750.00 allocated and not expended due to ELOP funds being utilized to pay for after school opportunities.

Action 1.7-ELA Tier II Interventions: Daily (M-F) Interventions taught by 4 Intervention Support Specialists servicing 68 students during 23/24 school year.

Action 1.8-Daily ELD Academy after school daily taught by 2 Intervention Support Specialists servicing 20 students during 23/24 school year.

Action 1.9-\$4,500 allocated but not expended. Progress monitoring of significant subgroups part of job description of Bagby's Instructional Specialist.

Action 1.15-Instructional Subscriptions: \$10,000.00 allocated but not fully expended. Focus placed on adopted curriculum resource implementation and use.

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

Action 1.1-Curriculum Implementation: All Bagby instructional staff implement Benchmark Advance and Eureka Math, utilizing most of Tier 1 curriculum components. Additional work needs to focus aligning curriculum components and curriculum based assessments.

Action 1.2-Access to adopted curriculum: All students will have access to adopted state standards instructional materials in ELA/literacy, Math, and Science.

Action 1.3-Implementation of designated and integrated ELD: District, site professional development and Instructional Specialist support provided to staff to maximized utilization and implementation of designated and integrated ELD to support all English Learners. Over multi-year period EL progress rate has increased and numerous students have been reclassified as RFEP.

Action 1.4-Universal Tier 1 Interventions and Supports: Through district PD, site based PLC release time and collaboration, data analysis of FastBridge assessments and data-driven intervention practices have increased student progress in english language arts across sub-groups. Guidance and support of Instructional Specialist has been highly impactful support at Bagby to facilitate staff meeting professional development, PLC leadership, and in class instructional support for teachers.

Action 1.5-Formative, Interim, and Summative Assessments: Staff have effectively developed and implemented collaborative structures (PLCs) to evaluate and discuss student data to determine tier 1 instructional focus areas and strategic in class interventions. Student data from Spring 2021 to Spring 2024 shows significant progress across multiple grade levels and assessments.

Early Reading (K/1)-Spring 2021 50% Low Risk, Spring 2024 75% Low Risk

Early Math (K/1)-Spring 2021 71% Low Risk , Spring 2024 87% Low Risk

aReading (2nd-5th)-Spring 2021 79% Low Risk/On/Above Grade Level , Spring 2024 81% Low Risk/On/Above Grade Level

aMath (2nd-5th)-Spring 2021 80% Low Risk/On/Above Grade Level, Spring 2024 86% Low Risk/On/Above Grade Level

Action 1.6-Enrichment Opportunities: Funds not expended due to availability of ELOP funds.

Action 1.7-ELA Tier II Interventions-Phonics & Leveled Literacy Intervention: Daily (M-F) Interventions taught by 4 Intervention Support Specialists servicing 68 students during 23/24 school year.

Action 1.8-After School Tier II ELD Program: Daily after school ELD Academy, taught by 2 intervention support specialists, supported 20 students grades Kindergarten through fifth.

Action 1.9-Progress monitoring of significant subgroups: allocated funds not expended. Progress monitoring of significant subgroups and focal scholars part of Instructional Specialist job responsibilities.

Action 1.12-General Supplies, Equipment, and Licensing: \$43,070.00 allocated in 23/24 however increase recommended for 24/25 due to increase in material costs/inflation over past years.

Action 1.13-Testing Coordinator Stipend: Stipend to support state mandated assessments for 3rd-5th grade students-\$750.00. Recommend no change.

Action 1.14-Classroom Aides-3x instructional aides supporting K/combo classes. Staff input: aide support is critical and ratios/time allocated should be maintained if not increased.

Action 1.15-Instructional Subscriptions: \$10,000.00 allocated and not all funds expended due to cancelled subscriptions and Home and School Club financial supports for those in place. Moving into 24/25 even further cuts to subscriptions will take place as emphasis will be on implementation of adopted curriculums and resources.

Action 1.16-Extended day enrichment and support activities: Provide after school support for targeted students in the form of a homework/enrichment center-\$15,000.00. Funds not expended due to 1) ELOP funds supporting CSD Extended Learning Program 2) Challenge in identifying and hiring staff to support program.

Action 1.17-Substitute Supported Assessment Release: Substitute release to complete progress monitoring assessments (FastBridge, etc.). Substitute release supported kinder (2x/year) and first grade (3x/year) in completing district assessments which informed critical

collaborative, strategic conversations in grade level meetings and PLCs aimed at meeting identified students needs through strategic in class and tier II pull out interventions.

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.

Action 1.6-Enrichment Opportunities: \$11,750.00 will not be allocated during 24/25 due to availability of ELOP funds to support after school programs. The funds will be applied to increasing capacity in after school ELD Tier II program to support 2 teachers for 1.5 hours per day/5 days a week.

Action 1.9-Progress Monitoring Significant Subgroups: \$4,500.00 will not be allocated during 24/25. Progress monitoring significant subgroups is part of Instructional Specialist/Principal professional responsibilities.

Action 1.15-Instructional Subscriptions: \$10,000.00 will be reduced significantly during 24/25 as priority will be placed on implementation of CSD adopted curricula and their components.

Action 1.16-Extended day enrichment: \$15,000.00 will not be allocated during 24/25 due to availability of ELOP funds to support after school programs.

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	Effective Leadership, Teaching and Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	Baseline to be established in 2021-2022	85% of teachers implementing best Tier 1 instructional practices consistently.	85% of teachers implementing best Tier 1 instructional practices consistently.	90% of teachers implementing best Tier 1 instructional practices consistently.	100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teachers appropriately assigned	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	Bagby/CSD will maintain highly effective process for teacher recruitment, selection, and support.
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	Baseline to be established in 2021-2022	80% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	85% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.

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.

Goal 2 implementation mirrored planned actions. Teaching assignments, professional development, and Instructional practices reflected desired actions.

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

Action 2.9-Professional Development: Project Based Learning-\$1,000.00 allocated but not expended during 23/24. Professional development and instructional foci placed on other areas of greater need based assessment data.

Action 2.11-Professional Development: Teacher Learning Labs-\$3,000.00 allocated but not expended during 23/24. 1/2 day sub release associated with CSD LCAP meetings utilized to provide teachers opportunities to participate in learning labs instead.

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

Focus on Tier 1 instruction, designated and integrated ELD, and GLAD strategies appear to be highly effective based on local assessments and student growth data. However, additional analysis will be required once 23/24 CA ELPAC scores and 23/24 CAASPP data become available.

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.

During 24/25 Professional Learning Communities (PLCs) will be expanded to include Special Day class teachers (SDC) and Transitional Kindergarten (TK) team in 3-5, 1.5 hour progress monitoring and conversations. Resource specialist and Intervention Support Specialists (ISS) will continue be included in grade level PLC conversations and collaborations around student progress data and interventions. Learning Lab opportunities will be expanded to occur beyond 1/2 day sub release provided through CSD LCAP sub release meetings. Goal is to have grade levels participate in multiple learning labs each throughout 24/25. Additionally, Restorative Justice training will continue through 24/25 with additional whole staff trainings and leadership consultation to ensure widespread adoption of restorative practices across variety of settings at Bagby and empower all staff to focus on relationship building and having effective restorative conversations with students, families, and peers.

Additionally, CSD and FOSS publisher supported PD will occur at multiple junctures throughout 24/25 school year to ensure effective implementation of adopted science curriculum across all grade levels and classes.

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	Positive School Environment, Climate and Culture

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	74% of students responded that they always/often "feel like I do well in school."	76% of students responded that they always/often "feel like I do well in school."	93.3% of students responded that they always/often "try my best to do well in school."	96% of students responded that they always/often "try my best to do well in school."	90% of students will respond that they always/often "feel like I do well in school," as reported in the School Climate Survey.
SWIS Major Office Referrals	Less than 1% of students received a Major Office referrals in 2020-2021	7.6 % of students received a major office referral in 2021-2022.	1.4 % of students received a major office referral to date in 2022-2023.	7.0% of students received a major office referral to date in 2023-2024.	Maintain less than 1% of students receive a major office referral by 2023-2024.
Suspension/Expulsion Rate	0 students suspended/0 students expelled in 2020-2021	0 students expelled during 2021-2022.	4 students suspended (8 total suspensions) during 22-23.	7 students suspended (8 total suspensions) during 23-24.	Maintain less than 1% of students to be suspended or expelled by 2023-2024
Chronic Absenteeism Rate	3.4% 2019 CaSchoolDashboard Report	14% students were chronically absent during 2021-2022 according to A2A data.	8% of students have been chronically absent during 2022-2023 school year according to A2A Data.	6.9% of students have been chronically absent during 2023-2024 school year according to A2A data.	Less than 1% of students will be chronically absent by 2023-2024

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.

Action 3.3-Maintain or increase attendance rates: chronic absenteeism rate decreased from 8% to 6.9%. While attendance rates improved, a small group of students represent high number of absences. Bagby partnered with CSD student services and in some cases representatives from District Attorney's office to meet with families and provide additional supports for on-time daily attendance.

Action 3.5-Social Emotional Learning: \$2,000.00 allocated and expended to support PBIS messaging around campus through design, purchase, and hanging of new PBIS expectations banners.

Action 3.6-Lunchtime Support: \$10,000.00 allocated and expended to support facilitated lunch recess sports coaching and supervision. 24/25 LCAP will include expansion of similar services to include support for TK/K grade levels at lunch as well.

Action 3.7-Visual Arts: \$12,000.00 allocated and not expended due to Prop 28 (state funding), CSD financial support, and HSC donation to CSD in support of art programing and resource purchases.

Action 3.8-Performing Arts: Starting Arts Performing Arts-\$10,000.00 allocated not expended during 23/24 due to ELOP funds being applied to support the after school programming.

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.

See above itemized action items, differences between budgeted expenditures and actual expenditures, and corresponding explanations.

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

During 23/24 the number of students referred to office and/or suspended increased. The majority of the referrals and suspensions were tied to the fifth grade class (promoted 6/6/24). Positive behavior expectations were revised in 23/24 and reward system is being revamped for 24/25 school year in order to better recognize positive student behaviors.

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.

Action 3.5- PBIS schoolwide system revamped during 23/24. Student recognition and rewards system being revamped and implemented during 24/25 based on staff input and 2024 student climate survey data.

Action 3.6-expansion planned to support additional daily TK/K facilitated lunch recess sports coaching and supervision while maintaining support for 1st-5th grade lunch recess.

Action 3.9-Supervision Staff: Due to increasing student population to estimated ~550, additional supervision staff will be required to support safe arrival, dismissal, and daily lunch recess.

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

Goals and Actions

Goal

Goal #	Description
4	Strong Family and Community Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD's Family LCAP Survey: Families' prioritization of support for parent focus groups and parent organizations.	Baseline to be established in 2021-22.	Families' prioritization of support for parent focus groups and parent organizations is 55% in district's Parent LCAP Survey.	CSD Community LCAP Input Survey questions changed-no corresponding question in Spring 23 survey.	Bagby community survey revised Spring 2024-no corresponding questions in present survey.	Increase prioritization of support for parent focus groups and parent organizations to over 75% positive response rate in district's Parent LCAP Survey.
CSD's Family LCAP Survey: Community feels there is a need for school support (translators, school/home liaison).	Baseline to be established in 2021-22.	49% of community feels there is a need for school support (translators, school/home liaison)	CSD Community LCAP Input Survey questions changed-no corresponding question in Spring 23 survey.	Spring 2024 Family Engagement survey contained responses that emphasized need for continued CSD support for multilingual translation and for school/home liaison staff.	Increase percentage of families who feel that school communication and information is easy to understand and provided in a language that families can understand from baseline of 88% of respondents (who agreed) in Family engagement survey.
Bagby Family Engagement Survey: School communication and information is easy to	90.7% of responding families stated that school communication and information is easy to understand	97% of responding families stated that school communication and information is easy to understand	88.7% of families responding shared that communication is effective.	89% of families responding shared that they are very satisfied/satisfied with	99% of responding families state that school communication and information is easy to understand

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
understand and provided in a language families can understand.	and provided in a language families can understand.	and provided in a language families can understand.		communication from Bagby and CSD.	and provided in a language families can understand.
Bagby Family Engagement Survey: Families state feeling welcomed and valued when visiting school.	98% of responding families state feeling welcomed and valued when visiting school.	95% of responding families state feeling welcomed and valued when visiting school.	90.0% of families feel welcome coming onto campus.	Questions shifted for Spring 2024 Family Engagement Survey.	100% of responding families state that they feel welcomed and valued when visiting campus

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.

Action 4.2-Provide Family Education: \$10,000.00 allocated to provide a variety of parent education/classes. Translated ELPAC informational meeting held in December 2023. All families of EL's taking summative ELPAC were invited to translated Zoom meeting. 24 families were in attendance. Additional allocated funds were not expended as additional parent education classes on a variety of topics were hosted by CSD through Education and Student Services support.

Action 4.4-Increase Community Participation: \$2,000.00 allocated to provide opportunities to increase student, staff, parent and community partner participation in school and district events/activities, advisory committees and tasks forces. Funds not expended as goal was too broad. For 24/25 goal targeting live translation to facilitate increased family engagement will be developed.

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.

Action 4.2-Provide Family Education: \$10,000.00 allocated to provide a variety of parent education/classes. Translated ELPAC informational meeting held in December 2023. All families of EL's taking summative ELPAC were invited to translated Zoom meeting. 24 families were in attendance. Additional allocated funds were not expended as additional parent education classes on a variety of topics were hosted by CSD through Education and Student Services support.

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

Action 4.2-Provide Family Education: \$10,000.00 allocated to provide a variety of parent education/classes. Translated ELPAC informational meeting held in December 2023. All families of EL's taking summative ELPAC were invited to translated Zoom meeting. 24 families were in attendance. Additional allocated funds were not expended as additional parent education classes on a variety of topics were hosted by CSD through Education and Student Services support.

Action 4.4-Increase Community Participation: \$2,000.00 allocated to provide opportunities to increase student, staff, parent and community partner participation in school and district events/activities, advisory committees and tasks forces. Funds not expended as goal was too broad. For 24/25 goal targeting live translation to facilitate increased family engagement will be developed.

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.

24/25 goal targeting live translation to facilitate increased family engagement will be developed.

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
Cambrian School District	Michael Kretsch Principal	kretschm@cambriansd.com 408-377-3882

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.

School Description & Mission:

Bagby Elementary School is a California Distinguished School that values educating the whole child. The staff and community believe in the importance of an education that encompasses 21st Century Skills (Creativity, Collaboration, Critical Thinking, Communication), the Arts, CCSS in English/Language Arts and Math, inquiry driven Science exploration, Physical Education, and Social/Emotional Learning. Bagby School serves approximately 506 (~550 anticipated for 24/25 school year) students in grades TK - 5. Approximately 10.7% of Bagby's students are English Learners. The rate of students who are economically disadvantaged is approximately 14%. Bagby is located in West San Jose. Its attendance area includes San Jose and parts of Campbell. Our safe, warm learning environment is evident as one enters the beautifully landscaped and verdant campus. We enjoy being the home for both General Education and Special Day Classes. We embrace the whole child by celebrating diversity, instilling not only the joy of learning but also allowing the exploration of talents through art and music. Our students are encouraged to "Choose Kind" and are given opportunities to be responsible citizens. 21st-century skills drive our instructional practices to provide opportunities for students to grow and become critical thinkers, collaborative workers, and creative problem solvers. It is our goal to not only produce students ready for their academic future but also to prepare them to be cooperative and caring members of society. Bagby Staff is committed to conflict resolution, restorative justice, and strives to help students develop empathy and the

ability to work together to solve social issues. Through the use of technology and high device ratios, Bagby is working to provide increased blended learning opportunities for all students.

Facilities, School Climate and Safety:

The school campus has approximately 30 classrooms along with a cafeteria, school office, and the multi-purpose room is affectionately known as "The Barracuda Tank." The School Safety Plan is updated annually. Staff and students practice responses to a variety of situations through monthly drills. Staff is trained in the Incident Command System so that they are able to respond to disasters during the school day. Bagby underwent a fencing project, so the campus is fully secured during the instructional day. There is a large field that is a hub for the local softball league. Our grounds also house two solar canopy arrays. There are three playground areas for student use during recess. In partnership with the Home and School Club, Bagby was able to update a portion of the large playground in 2015 with a more modern play structure including a climbing wall. Additionally, in summer of 2024 due to district and supplemental Home & School Club support, a large portion of the playground will be updated to be more inclusive for all students and community members following multiple rounds of community, staff, and student design input.

Bagby participates in Positive Behavior Interventions and Supports (PBIS) to foster a positive school climate. The PBIS team meets every month to review referral data and make informed decisions about possible responses and train the staff on ways to increase PBIS and reduce referrals. Students are recognized for following the "Bagby Bs-Be Safe, Be Respectful, Be Responsible, Choose Kind" through Bagby Bravos which are announced to the school weekly. Through PBIS, students in Tier 2 behavior intervention called Check-In/Check-Out with another school staff member to encourage and reinforce positive behavior. Bagby's staff values creating an environment that is emotionally, academically, and physically safe. We support the development of Social/Emotional Learning through the implementation of the Second Step curriculum, Zones of Regulation, our Project Cornerstone partnerships, and collaboration with students, teachers, the principal, and parents. Bagby's goal is to reduce unkind and unsafe behavior of all types (physical, relational, cyber) through restorative practices and reflective conversations with students, staff, and families.

Opportunities for Parent Involvement:

Bagby families volunteer to meet a variety of needs. The Home and School Club donations provide for assemblies, field trip experiences, and enrichment opportunities. Volunteers help out in the classroom, library, and through programs like Project Cornerstone and Maker Space. Families provide stakeholder input through opportunities like School Site Council, English Learner Advisory Committee (ELAC), Home and School Club meetings, and Principal Coffees. The Home & School Club brings parents, students, and our community together for a variety of fun and educational activities including Halloween Fun Night, Family Movie Nights, Casino Royale, Kindness Week, Art Shows, Fun Run, Activity Day, Variety/Talent Show, and Field Day. Parents help in our classes as Project Cornerstone volunteers, Maker Space guides, and with small groups in academics. Students are able to participate in the Mileage Club, run by parent volunteers, weekly and participate in supervised sports activities hosted daily at lunch recess by Valley Sports Camp. Parents also participate in special events like Back to School Night, Fall Conferences, Music concerts, Open House, along with special classroom or grade-level specific events.

Reflections: Annual Performance

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

The 2023 Dashboard is a comprehensive tool that includes the following State Indicators: Academic Indicators for English Language Arts/Literacy & Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, and Suspension Rate Indicator. It's important to understand that the district, schools, and student groups are assigned performance colors on the Dashboard (Blue, Green, Yellow, Orange, and Red). These colors indicate the performance level, with Blue representing the highest performance and Red the lowest. The performance colors are determined by a combination of Status (current year performance) and Change (current year performance compared with prior year performance).

The 2023 Dashboard also included Local Indicators: Basic Services, Implementation of Academic Standards, Parent and Family Engagement, Local School Climate, and Access to a Broad Course of Study. The local indicators assess the district's and school's performance in meeting the standard by designating the following criteria: met, not met, or not met for two or More Years. Based on a review of performance on the state and local indicators measured by the California School Dashboard and a review of input from our educational partners, Below are some key highlights of the district's performance for 2023-24.

1. Academic Indicator - English Language Arts & Math (Goal 1)

The Academic Indicator is based on student performance on the Smarter Balanced Assessments and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics, administered each spring to students in grades three through eight. Based on the 2023 CA School Dashboard, the following performance levels were achieved by Bagby in the Overall Academic Performance Indicator for ELA and Math (Priority 1 & Priority 2): - Bagby Elementary School: ELA - "Green"; Math - "Blue." The 2023 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance at Bagby. Performance levels are determined by the combination of current year performance and changes from the previous year, with color-coded indicators ranging from Blue (highest performance) to Red (lowest performance). Overall, the district demonstrates robust academic performance, with Bagby achieving "Green" or "Blue" levels, indicating high or improving performance in both ELA and Math. This consistent academic achievement across the district highlights the effectiveness of instructional strategies and the commitment to student success.

Since Fall 2019, the Bagby staff has worked strategically to identify underperforming student groups through data analysis and to tailor Tier I (provided to all students) and Tier II (intervention services provided to some students) supports to support those with specifically identified areas of need. This progress was due first to strategic, high-quality instruction taking place in the classroom through adopted curricula (Benchmark Advance and Eureka Math). Additionally, the gains are reflective of consistent progress monitoring of students' progression in their acquisition of grade-level standards. Students below grade level are identified through such monitoring and are referred to Tier II services (Leveled Literacy Intervention and/or Phonics Intervention) for intensive cycles of intervention. Tier II supports assisted many students in making significant progress in reading. During 22-23 71 students participated with 38 meeting graduation criteria (57% graduation rate-increase from 24% during 21-22 school year).

2. 2023 CA School Dashboard English Learner (EL) Progress Indicator by school site (Goal 1)

The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level toward English language proficiency or maintaining the highest performance level in the English Language.

Proficiency Assessments for California (ELPAC). The 2023 CA Dashboard English Learner Progress Indicator strong progress for Bagby. Below are the ELPI results from Bagby Elementary School: 60.7% of ELs are progressing toward English language proficiency, an increase of 13.8% from 2022.

During 23/24 the instructional focus was supporting language acquisition and development in our english learner demographic (presently 58 students). As a result the implementation of tier 1 best instructional practices, including designated and integrated ELD, as well as implementation of GLAD strategies in all classrooms, we anticipate continued english learner progress across all grade levels. During 23/24 60% of ELs made progress and we anticipate that number to increase for 23/24 (data outstanding) due to strategic focus and appropriate in class interventions and Tier II interventions including an after school ELD Academy to support english language acquisition for newcomer students. Over twenty students participated in this daily after school program. ELA and Math local and state (2024 CAASPP results still pending) assessments show high percentage rates of students at or above grade level. Bagby's staff will continue efforts at routinely monitoring student progress data and making collaborative strategic instructional decisions aimed at those at risk of not meeting grade level standards.

To support continued progress based on the 2023 CA Dashboard English Learner Progress Indicator results, Bagby & the Cambrian School District can implement targeted professional development for teachers, enhance family and community engagement, and utilize data-driven interventions and support programs. Providing teachers with ongoing, targeted professional development on effective instructional strategies for English Learners (ELs) equips them with the tools and knowledge to better support ELs in progressing toward English language proficiency. Regularly analyzing assessment data to track EL progress and developing targeted interventions based on this data, such as tutoring and extended day language support programs, can address specific areas where ELs are struggling. By focusing on these strategies, the district can enhance the progress of English Learners and address the areas of decline identified in the 2023 CA Dashboard.

3. 2023 CSD Reclassification Rate (Goal 1)

Reclassification is reclassifying a student from English learner (EL) status to Fluent English Proficient (RFEP) status. It can occur during the academic year, immediately upon the student meeting all the criteria. For 2023-24, 67 English learners (throughout CSD) met the criteria for reclassification to English proficient. EL students who achieved level 4 on the ELPAC and met additional local criteria for reclassification to English proficient were recognized for their achievements.

The district's reclassification rate for 2023-24 was 21%, which surpassed the annual target by 6%. This success reflects the effectiveness of the district's English Learner Program in supporting students to attain the necessary English language proficiency. EL students who achieved level 4 on the English Language Proficiency Assessments for California (ELPAC) and met additional local reclassification criteria were recognized for their accomplishments. This positive outcome demonstrates the district's commitment to enhancing the language skills of its EL students and ensuring they are equipped for academic success in an English-speaking environment. The higher-than-target reclassification rate signifies the district's effective instructional strategies and support systems for EL students, contributing to our overall academic progress and integration into the broader educational curriculum. Continued focus on tailored support and rigorous criteria will ensure sustained improvement in the district's English Learner Program.

4. Professional Learning Provided by the District This School Year (Goal 2)

The feedback from staff surveys indicates a generally positive response to the district's professional learning (PL), with varying levels of satisfaction across different opportunities the district provides throughout the year. The district's professional learning sessions received generally positive feedback, particularly for the relevance to improving instruction, with an overall average of 83% of respondents indicating "Agree" or "Strongly Agree" across all sessions. The professional learning provided as an effective use of time, the average response from staff indicating "Agree" or "Strongly Agree" was 77.1%.

5. 2024-27 Staff Professional Learning Needs Assessment Survey (Goal 2)

The staff expressed a need for professional growth in various areas over the next three years. Key areas of interest include student achievement and assessment, particularly in math and science. There is a strong interest in restorative justice and continued emphasis on strong staff/student/family relationships and community building within classrooms. Other areas of interest include data-driven instruction, project-based learning, classroom management, integrating technology into teaching, dealing with challenging behaviors, and promoting mental health awareness among students.

The following is a list of areas staff indicated that they would want to prioritize for professional learning in for the next three years:

1. Restorative Justice: Staff wish to fully implement or deepen their use of Restorative Justice, viewing it as valuable for building classroom community and addressing behavior.
2. FOSS Pathways Science: Implementation and robust instruction in recently adopted science curriculum.
3. GLAD Strategies: Staff expressed a strong interest in GLAD strategies, desiring certification and skill extension. They perceive GLAD as an effective teaching tool given the diversification of our school community.
4. Project-Based Learning (PBL): Staff aims to incorporate more PBL and learn effective implementation strategies, recognizing PBL as a way to enhance student engagement and learning.
5. Science of Reading: Several staff members want to understand the Science of Reading and its connection to the new Benchmark phonics system to improve reading instruction.
6. Social-emotional learning (SEL): There is a desire to support student's social/emotional needs and promote mental health awareness, recognizing SEL's importance for student well-being.
7. Data-Driven Instruction: Staff want to learn how to use data to inform and drive instruction, seeing it as crucial for effective teaching and student success.
8. Learning Labs: Staff want to expand on learning lab model from 23/24 to allow peers to observe one another, debrief, and to expand instructional toolboxes.

6. Chronic Absenteeism (Goal 3)

Chronic absenteeism is the percentage of students missing at least 10% of school days - Bagby's rate was 14.1% in 2022 but improved to 9.7% in 2023. Bagby and CSD continue to see high chronic absenteeism rates among SED, SWD, and EL students. This persistent issue underscores the need for targeted interventions and support tailored to the specific needs of these vulnerable student groups.

7. Suspension Rate (Goal 3)

The Suspension Rate Indicator is one of several state indicators the California Department of Education (CDE) reports on the California School Dashboard. It represents the percentage of students suspended for an aggregate total of one full day at a time during the school year - Bagby Elementary's rate was 0.8% (Yellow).

Over the past three years, Bagby has also seen an increase in the number of major student behavior referrals and an increase in suspensions during the 2022-2024 school years. The vast majority of the referrals and suspensions are tied to a very small number of students with high degree of behavior challenges. Families, school, district staff, and outside agencies are working collaboratively to provide wrap around supports and services including counseling, behavioral services, transportation, amongst others in hopes of supporting the small number of children's positive participation and progress in the school environment.

Positive Behavioral Interventions and Supports implemented school-wide, in addition to the Second Step Curriculum (SEL) and Zones of Regulation being taught in every classroom, as well as a long-standing partnership with Project Cornerstone has resulted in a positive school environment. 88% of surveyed students reported that they most of the time or always "like school." Additionally, 89% of the Bagby 2023-2024 School Climate Survey student respondents reported "feeling safe" most of the time or always. The priority of the school community placed on SEL in our students' return to campus following the Spring 2020-Spring 2021 COVID pandemic, proved successful in creating a learning environment that nurtures student academic and SEL development, while also being a space that students enjoy coming on a daily basis. During 22/23, staff revised PBIS expectations and new campus wide messaging of expectations was installed for 23/24 school year. Based on student survey input, staff will focus on recognizing and rewarding positive behavior in more strategic and transparent systems during 24/25 and beyond.

Local Performance Data:

Chronic Absenteeism at Bagby- (Goal 3)

Bagby and CSD will address the high rates of chronic absenteeism among Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learner (EL) students through a comprehensive approach. We will prioritize early identification and intervention, using data to promptly identify at-risk SED, SWD, and EL students, allowing timely support. Enhancing communication with families about the importance of attendance and its impact on academic achievement is crucial, often involving regular updates, workshops, and parent-teacher meetings tailored to these specific groups. Providing support services such as counseling, social work, and mental health resources helps address barriers to attendance, including transportation, health issues, or family challenges. Bagby and CSD will establish systems to regularly monitor attendance data and hold schools accountable for reducing chronic absenteeism among these student groups, setting clear goals and benchmarks within the LCAP and reviewing progress regularly. By integrating these strategies, the district aims to reduce chronic absenteeism and support the overall success and well-being of our SED, SWD, and EL students.

Student School Climate Survey - Spring 2024 (Goal 3)

Our school site embraced, utilized, and implemented social-emotional learning with fidelity throughout the school year. Our community values and believes that students must have a choice and voice in their learning. We believe that when students are empowered, they will be deeply engaged in learning. Bagby's School Climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to our students in grades 2-5, provides insights into

the effectiveness of Bagby's Social-Emotional Learning (SEL) programs and other school climate initiatives. All survey results were very positive indicating that our students like school, feel safe at school, and have a trusted adult on campus.

ThoughtExchange (Goal 4)

This year, the district sought feedback from our staff, parents, and community members through the ThoughtExchange communication platform. This approach aimed to provide a more dynamic and engaging method for our educational partners to offer feedback on the current LCAP plan and contribute to developing the new Strategic Plan/LCAP. We asked participants to "share your feedback on the 2024-2027 CSD Strategic Plan/LCAP Priorities and Goals. Based on your experience, what ideas would you like to see continue and/or start that would support these priorities and goals?"

Despite having 255 participants, they provided 204 thoughts and rated these thoughts 4,696 times. While the number of participants was lower than expected, the volume of thoughts and ratings demonstrated that ThoughtExchange enhances the feedback process by making it more engaging, inclusive, and efficient, leading to better-informed decisions that reflect the community's true needs and preferences. The responses were varied and detailed. Many educational partners appreciated the initiative to increase parent involvement in school activities and wanted this to continue. Suggestions included introducing basic Spanish lessons for English-speaking elementary students and eliminating Chromebooks due to their complexity. Concerns about high screen time and behavioral issues were raised during the extended day program. Participants also recommended introducing more challenging classes to keep students engaged and providing more opportunities for project-based learning. There were calls for better support for students with IEPs and stricter discipline for disruptive students. The importance of community connection was highlighted, along with the need to attract and retain top-quality teachers. Other suggestions included proactive partnerships with staff on 504 accommodations, sections on progress reports to address areas of weakness, and the introduction of arts programs.

In response, the district acknowledges the importance of differentiated instruction and will strive to ensure that all students are challenged at their current level and encouraged to progress further. This aligns with our commitment to fostering an inclusive and equitable learning environment. We have noted concerns about disruptive behavior in classrooms. We will review our current intervention strategies and explore more rigorous measures to address this issue, ensuring minimal disruption to the learning environment. We will continue to expand onsite mental health counseling, particularly for middle school students, recognizing the importance of mental health resources and working towards enhancing these services. We appreciate the positive feedback on the Starting Arts theater programs and agree that these programs contribute significantly to students' personal development. We will endeavor to maintain them across all schools through our Expanded Learning Opportunity Program. Finally, we recognize the importance of highly effective teachers. We will continue to prioritize competitive salaries for qualified teachers and additional programs for students, as these are crucial for our success.

Family Engagement Survey (Goal 4)

This year, Bagby and CSD sought feedback from our family community regarding engagement opportunities. We identified four key questions to gather information on the effectiveness of our current parent engagement strategies and areas for improvement. It was also essential to include the perspectives of our English learner parents and parents of students with an IEP or 504 plan. The following survey results summarize the responses from parents based on these questions:

1. Do you feel informed about Cambrian's and the school's procedures, policies, and decision-making processes?
2. As a Cambrian family, do you have opportunities to contribute to the decision-making process at school sites and the District?

3. If given the opportunity, how likely would you be to participate in district/school decision-making processes or family advisory committees?
4. How well do you feel the school engages parents from diverse backgrounds?

All Family (34 Responses)

Across all groups, most parents feel informed and see opportunities for involvement in decision-making. To improve overall parent engagement, Bagby and the district will consider targeted strategies to address each group's specific needs and concerns, ensuring all parents feel equally informed, involved, and valued in decision-making.

English Learner Parent Survey - March 2024

The district sought feedback from our English Learner parent community this year through the ThoughtExchange communication platform. We asked parents, "How do you think we could improve our English language learning programs for students?" 46 EL parents responded, offering 24 ideas and rating these thoughts 255 times. Based on their input, several key improvements were suggested for our English language learning programs:

1. Increased Communication: Parents requested better communication about their child's progress and focus areas.
2. Homework for Practice: There was a desire for homework to continue language practice at home.
3. In-Class Translators: Parents suggested using translators or facilitators in the classroom.
4. Program Understanding: Some parents were unclear about the program and asked for more detailed information.
5. Summer Resources: Parents wanted access to learning resources during summer breaks.
6. Vocabulary Practice*: More practice with new vocabulary words was recommended.
7. Group Activities with Native Speakers: Including native English speakers in group activities for immersive learning was suggested.

In response, Bagby and the district recognizes the need for increased communication. CSD will implement a system to regularly update parents on the content being taught and ways to support their child's learning at home. We will work with staff to assign appropriate homework to reinforce classroom learning. We will explore incorporating translators or facilitators in the classroom to address the need for in-class translation. We will improve our communication regarding the specifics of our program, clarifying the differences between native and nonnative English speakers and how language development is addressed. Additionally, we will seek opportunities for group activities that promote interaction and cultural immersion.

Final Reflection Summary:

Bagby, based on state and local metrics, is progressing in the right direction in providing comprehensive supports for students and their families. The results also show that we have work to do to support the success of all students equitably. We are proud of our work addressing the academic, social-emotional, mental, and physical health needs of students, staff, families, and the community over the last two years. We recognize that there still needs to be ongoing work as we continue to welcome students and families back on campus and reimagine teaching and learning at the same time while ensuring safety for everyone. The district and Bagby will continue to invest in and support all teacher staff by aligning instructional resources, professional development, and assessment tools focused on high-quality best instructional practices. We will continue to focus our efforts, and available resources to provide all students access to high-quality curriculum and instruction aligned with the state standards. These essential programs and services provide intensive targeted instruction for our most at-risk students. Bagby and CSD will continue to allocate additional resources to provide supplemental and extended learning time for students with the largest learning gaps.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Bagby is not eligible for comprehensive support and improvement for 24/25.

Support for Identified Schools

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

Bagby is not eligible for comprehensive support and improvement for 24/25.

Monitoring and Evaluating Effectiveness

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

Bagby is not eligible for comprehensive support and improvement for 24/25.

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
<p>Bagby School Site Council & English Learner Acquisition Committee</p>	<p>The Bagby School Site Council and English Language Advisory Council comprises of site administrator, teachers, classified staff, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Bagby LCAP each year. The meeting agendas and minutes can be accessed at the Bagby website: https://bagby.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee. Bagby used various methods of engagement and communication to incorporate the input of our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year.</p>
<p>Instructional Leadership Committee</p>	<p>The Cambrian School District's Instructional Leadership Council (ILC) is a collaborative body of site administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's</p>

Educational Partner(s)	Process for Engagement
	<p>instructional programs and initiatives. The ILC ensures alignment of instructional practices with district goals, state standards, and student needs. It oversees curriculum development and implementation, coordinates professional development, and uses data-driven decision making to inform instructional strategies and interventions. Additionally, the ILC promotes instructional innovation, advises on resource allocation, and assists in developing policies and procedures related to instruction. The committee also engages with educational partners, including parents, teachers, and community members, to gather input and feedback. By integrating diverse perspectives and expertise, the ILC drives continuous improvement and excellence in education within the district. The ILC met two times per month throughout the 23/24 school year.</p>
<p>CSD Strategic Plan/Local Control Accountability Plan Advisory Committee</p>	<p>The District LCAP Advisory Committee comprises district and site administrators, teachers, classified staff, special ed teachers, the CDTA president, the CSEA president, and parent leader representatives, including each school site's parent representatives from SSC and ELAC. This committee reviews, provides input, and advises the district on the LCAP annual updates and the development of the new district LCAP each year. The meeting agendas and minutes can be accessed at the district website: https://www.cambriansd.org/Page/1753. CSD used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below is the list of dates the District LCAP Advisory Committee convened in 2023-24. All meetings were conducted in person.</p>

Educational Partner(s)	Process for Engagement
CSD Governing School Board and LCAP Public Review	<p>The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to:</p> <ul style="list-style-type: none"> - Provide direction for the district - Establish District policies and procedures - Ensures accountability - Provide community leadership on behalf of the district and public education <p>The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-oftrustees</p>

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

- The Bagby School Site Council (SSC) and English Learner Advisory Committee (ELAC) were involved in developing the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with our School Site Council and ELAC over annual meetings, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees merged and met to enrich discussions. Reviewed community survey results with both teams and discussed their feedback.
 - Staff reviewed LCAP goals and provided feedback via an online survey for each goal. Staff also participated in a district-wide professional learning survey.
 - Positive Behavior Intervention Support (PBIS) SWIS data was reviewed with staff in December and March 2024 at our year-end Leadership/MTSS team meeting. We will review target areas for support on campus and student referrals to date and use this data to plan our focus for next year.
 - A community survey was developed and issued to parents in Spring 2024. Multiple emails and written reminders were sent out and the link was provided via QR code at Open House 2024. A total of 34 families responded.
 - Students in grades 2-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for the 2024-2025 year. Results were shared with staff and SSC/ELAC.
 - Home and School Club meetings were held on the first Tuesday of each month, adjusting to accommodate events and holidays.
- 2024-27 CSD LCAP Development Influenced by Educational Partners
- Throughout the 2023-24 school year, Bagby and the CSD district engaged with our educational partners through surveys, input, and consultation meetings with districtwide and site committees. These engagements provided valuable insights for developing the 2024-27 CSD Local Control Accountability Plan (LCAP). Recurring themes from these interactions shaped the goals, actions, services, and expected measurable outcomes in the LCAP. The district refined its goals, annual measurable outcomes, proposed actions, services, and expenditures to align with these priorities. Input from our educational partners has been instrumental in guiding the district's focus and ensuring the LCAP meets the needs of our students and community. The Strategic Plan/LCAP Advisory Committee proposed a list of strategies derived from the input and needs of parents, staff, and community members. The four LCAP goals, initially created with input from

our educational partners, were reaffirmed by our educational partner's input and feedback, confirming that our efforts are on the right track.

Key aspects of the 2024-27 LCAP, influenced by the above input from our educational partners, are highlighted below:

Goal 1: High Student Achievement The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 1

- *Classrooms should prioritize collaborative projects over solitary screen time to balance technology with students' diverse needs.
- *Use technology to reinforce learning and facilitate meaningful projects. *Correct misperceptions about the 1:1 device ratio to ensure clarity.
- *Limit technology strictly to instructional purposes and prioritize student talk time to enhance communication skills.
- *Review technology usage to ensure it serves its intended purpose.
- *Consider alternatives to heavy binders and textbooks, using technology to lighten physical loads while managing screen time.
- *Continue using classroom tools to promote equity and ensure all students have the necessary resources to succeed.
- *Employ equity-focused strategies like GLAD to tailor teaching methods based on students' backgrounds and stories.
- *Incorporate application tasks within tools like Imagine Math to foster critical thinking and problem-solving skills.
- *Implement methodologies that develop thinking classrooms, engaging students in inquiry and reflection.
- *Roll out PLTW programs focused on STEM curricula to provide hands-on, real-world challenges.
- *Aim for at least one PBL activity per grade annually, ensuring all students participate in meaningful, challenge-based learning projects.
- *Implement Full Option Science System (FOSS) programs to enrich science education with hands-on, research-based learning.
- *Create overarching topics or questions for project-based learning activities, making them integral to the curriculum.
- *Offer Spanish as an optional subject, similar to band or choir, making it an enrichment activity.
- *Utilize the Expanded Learning Opportunities Program to introduce basic Spanish, potentially as an after school program. *Increase cultural competencies by teaching basic concepts in Spanish alongside other languages.

Goal 2: Educator Effectiveness The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 2:

- *Offer training and support for teachers to understand and implement educational rigor, critical thinking, and differentiation.
- *Provide training on UDL to enhance classroom inclusivity and meet diverse needs with different teaching strategies.
- *Provide ongoing training and support for educators to implement high academic rigor, critical thinking, and differentiation.
- *Focus on professional development to help educators meet high expectations and offer diverse learning experiences.
- *Improve proactive partnerships with Special Education (SpEd) staff and integrate them into grade-level planning sessions to ensure cohesive strategies across educational needs.
- *Coordinate the Resource Specialist Program (RSP) schedule with grade-level activities to better support SpEd students within the general education framework.
- *Arrange team teaching opportunities for regular subjects to promote inclusion and leverage the strengths of both General Education (GenEd) and SpEd staff.
- *Have GenEd and SpEd staff attend site collaboration meetings to foster better understanding and cooperation.
- *Continue professional development sessions, including presentations and training led by SpEd staff, to share insights and strategies. *Use a push-in model in Professional Learning Communities (PLCs) to enhance support and integration of SpEd strategies within the general classroom setting.

Goal 3: Positive School Environment The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 3:

- *Provide training in restorative practices to focus on repairing relationships and building community.
- *Rework and implement PBIS strategies to improve school climate and reduce behavioral issues.
- *Incorporate mindfulness strategies into daily activities and use behavior technicians for counseling in extreme cases.
- *Strengthen relationships among students, staff, and parents to create a more supportive atmosphere.
- *Provide additional daily behavioral support to manage student needs effectively.
- *Address minor behaviors directly in the classroom to maintain stability.
- *Send positive emails to parents to involve them in their children's positive experiences.
- *Use activities like the "Dot Activity" to ensure all students engage in meaningful conversations and build peer connections.
- *Allow counselors to lead professional development sessions on student mental health and intervention strategies.
- *Invest in and expand restorative practices focused on repairing harm and restoring relationships to ensure a safe and supportive learning environment.
- *To address their unique behavioral and emotional needs, provide ongoing training and support for all staff, particularly those working with Special Education students.
- *Establish common expectations, practices, and consistent language for behavior using a PBIS passport system.
- *Collaborate with counselors and instructional specialists to deliver targeted SEL lessons.
- *Maintain and expand consulting and behavior support services. Ensure that personnel involved in behavioral and emotional support are highly qualified.

Goal 4: Strong Community Engagement The following is a summary of the key input highlights from our educational partners and how they influence the actions and services for LCAP Goal 4:

- *Conduct parent education workshops to inform and engage parents about challenging educational experiences.
- *Improve communication about technology policies and shift the culture around on-demand tech use in schools.
- *Improve the school website to showcase student work and encourage parental interest.
- *Introduce take-home volunteer activities and regularly update family engagement priorities through clear communication channels, including printed newsletters.
- *Increase involvement through events like Back-To-School Night and ice cream socials.
- *Engage with diverse cultural backgrounds and partner with community leaders. Host community-building events like welcome-back BBQs.
- *Offer incentives for joining parent groups and create a "menu" of volunteer opportunities.
- *Support programs like NAMI and provide tours and informational events to keep parents engaged.
- *Feature it prominently on the main page and link it in the Back-To-School Night slide decks shared with teachers.
- *Include links on both district and individual school websites.
- *Leaders should present and explain the plan to the community, enhancing visibility.
- *Link the plan in the flash news section and homepage, and create a one-page summary highlighting key ideas for quick review.

The goals, proposed actions, and services in the LCAP were developed based on input from district educational partners and student outcomes. The plan reflects community responses from surveys and meetings, outlining specific supports and budgeted expenditures for

unduplicated students, including Foster Youth, English Learners, and Low-Income students. The following pages present detailed programs, services, and aligned expenditures, directly addressing our students' academic needs and data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Student Achievement: Every student has the potential for academic success and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student achievement illuminates CSD's & Bagby's belief in the intrinsic potential of each student to succeed academically and grow personally. Making student achievement the top priority demonstrates Bagby's and the district's dedication to nurturing the intellectual, social, and emotional development of every student. It serves as a commitment to providing high-quality education, fostering an inclusive and supportive learning environment, and preparing students for success in an ever-changing world. This goal serves as a guiding star for the Bagby's and the district's efforts and resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST).	<p>All Students (2023-24)</p> <p>ELA: TBD</p> <p>Math: TBD</p> <p>Science: TBD</p> <p>Focal Scholars (2023-24)</p> <p>ELA: TBD</p> <p>Math: TBD</p>			<p>All Students (2026-27)</p> <p>ELA: TBD</p> <p>Math: TBD</p> <p>Science: TBD</p> <p>Focal Scholars (2026-27)</p> <p>ELA: TBD</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science: TBD English Learners ELA: TBD Math: TBD Science: TBD Socio-Economically Disadvantaged ELA: TBD Math: TBD Science: TBD Students with/Disabilities ELA: TBD Math: TBD Science: TBD Hispanics ELA: TBD Math: TBD Science: TBD			Math: TBD Science: TBD English Learners ELA: TBD Math: TBD Science: TBD Socio-Economically Disadvantaged ELA: TBD Math: TBD Science: TBD Students with/Disabilities ELA: TBD Math: TBD Science: TBD Hispanics ELA: TBD Math: TBD Science: TBD	
1.2	CA School Dashboard: English Language Arts Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2023-24) All: TBD SED: TBD EL: TBD SWD: TBD			(2026-27) All: TBD SED: TBD EL: TBD SWD: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA School Dashboard: Mathematics Distance from Standard for all students, socioeconomically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs).	(2023-24) All: TBD SED: TBD EL: TBD SWD: TBD			(2026-27) All: TBD SED: TBD EL: TBD SWD: TBD	
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one ELPI level & maintained ELPI level 4.	(2023-24) TBD			(2026-27) TBD	
1.5	Percentage of English Learner students reclassified to Fluent English Proficient.	(2023-24) TBD			(2026-27) TBD	

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	Sustaining Curriculum Implementation	CSD will allocate ongoing funding to maintain our adopted core curriculum and supplementary materials. These resources are aligned with state standards, approved by the board, and are essential for supporting the implementation of state common core standards. This includes the new Board-adopted NGSS science curriculum for Grades K-8 and the revised ELD/ELD curriculum for Grades K-5.		No
1.2	Maintaining and Implementing Comprehensive Assessment System	The district/Bagby will maintain and implement a comprehensive assessment system to support universal screening and ongoing progress monitoring for students needing additional support and to aid in instructional planning, programming, and services within the MTSS framework. This action primarily targets students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities while also serving any student identified by staff needing additional support.		No
1.3	Supplemental Targeted Instruction & Intervention	To help students struggling to meet or exceed grade-level academic standards, we will provide additional supplemental instruction, interventions, Extended Day ELD, and support. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low income, Foster/Homeless Youth, Students with Disabilities and any student identified by staff through progress monitoring data analysis as needing extra support.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Project Lead the Way Implementation	Curriculum & Materials purchase to support implementation of PLTW in partnership of staff and HSC volunteers.	\$15,000.00	No
1.5	General Supplies, Equipment, and Licensing	General Supplies, Equipment, and Licensing	\$40,000.00	No
1.6	CA State Assessment Testing Coordinator Stipend	Stipend to support state mandated assessments for 3rd-5th grade students	\$750.00	No
1.7	Classroom Aides	Instructional Aides supporting small group instruction in Kindergarten, Combination, and other classes	\$40,000.00	No
1.8	Substitute Supported Assessment Release	Sub-Release to complete progress monitoring assessments (FastBridge, etc.)	\$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Educator Excellence: Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

This goal underscores the profound recognition of the critical role educators play in shaping student success and the overall effectiveness of the education system. By establishing educator excellence as a strategic priority, the district/Bagby are committed to investing in the foundation of effective education - our educators. This approach reflects an understanding that the quality of education cannot exceed the quality of its educators. Through dedicated efforts to attract, develop, and retain exceptional educators, the district/Bagby aim to enhance educational outcomes for all students, thereby contributing to a stronger, more informed, and capable community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers who are appropriately assigned (i.e., have an assignment monitoring outcome of "clear").	100%			100%	
2.2	The average response by staff on the following question: The professional learning provided was as an effective use of time, with indicating "Agree" or "Strongly Agree".	77%			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	The average response by staff on the following question: The professional learning provided was relevant to improving instruction, with staff indicating "Agree" or "Strongly Agree".	83%			90%	
2.4	The percentage of Teachers who are implementing GLAD strategies through classroom walkthroughs observation tool.	Baseline to be set in Fall 2024			85%	

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	Maintaining Staff Training & Professional Development	The district and school sites will provide comprehensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. This training will focus on areas identified through staff feedback, including high-quality Tier I instruction, Tier I interventions and supports, Common Core State Standards, standards aligned curriculum, and assessment. Training sessions will be conducted during in-service days, early release Wednesdays, and paid voluntary time outside of regular contract hours, including summer and beyond the normal professional workday. (Includes GLAD, RJ Practices, Equity, EduClimber, NGSS, UPK, other)	\$5,650.00	No
2.2	Enhancing Staff Collaboration and Professional Learning Communities	CSD/Bagby will provide additional release time for staff to collaborate and learn about implementing Professional Learning Community (PLC) processes. Professional development will focus on supporting student and staff SEL, mental health, and high-quality Tier 1 core instruction to address instructional time loss. CSD/Bagby will use the EduClimber data platform and the Fastbridge Assessment system to develop and facilitate effective teacher collaboration on data use. This action primarily targets students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities.	\$20,000.00	
2.3	Teacher Learning Labs	Release time for teachers to observe peers, debrief, and collaborate on instructional practices.	\$6,000.00	
2.4	Equity/Inclusion Team	Develop and utilize walkthrough tool to evaluate equitable practices campus wide.	\$2,500.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Learning Environment: An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning.	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.

The prioritization of a rich and supportive learning environment in the strategic plan underscores a comprehensive approach to education. It reflects an understanding that academic achievement is influenced by a wide range of factors, including the physical classroom setting, the emotional and social climate of the school, cultural inclusivity, and safety. By addressing these factors, Bagby/CSD lay the foundation for a holistic educational experience that supports all aspects of student development. This goal is our commitment to creating conditions that not only enhance learning but also contribute to the development of well-rounded individuals who are equipped to thrive in diverse settings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Average Daily Attendance Rate	96%			98%	
3.2	Percentage of students who were chronically absent: All Students, Hispanics, ELs, SED, and SWD	All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	CA School Dashboard: Chronic Absenteeism Rate	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD	
3.4	CA School Dashboard: The percent of students suspended one or more times.	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD	
3.5	CA School Dashboard: The number of expulsions.	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD	
3.6	Bagby School Climate Survey: The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	88%			94%	
3.7	Percent of students receiving Major Office Referral (Major Referral defined by the CSD PBIS Behavior Matrix)	7.0%			3.0%	

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	Enhancing Student Attendance through A2A Implementation	Bagby/district will continue to utilize the Attention2Attendance (A2A) program to improve student attendance and reduce chronic absenteeism. Staff will use the program to track attendance patterns and identify at-risk students. Real-time data will guide targeted interventions, such as personalized outreach to families and support services like counseling and tutoring. Regular communication with parents will stress the importance of attendance and provide updates on policies and resources. The program's effectiveness will be continuously monitored and adjusted to ensure improvement. Expected outcomes are increased attendance rates, reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment.		No

Action #	Title	Description	Total Funds	Contributing
3.2	PBIS Recognition & Rewards	Bagby will expand implementation of PBIS recognition and rewards in alignment with student climate survey feedback during Spring 2024.	\$3,000.00	
3.3	Lunchtime Activity Support	Facilitated Lunch recess sports/games coaching and supervision	\$48,000.00	
3.4	Arrival, Lunch, & Dismissal Supervision/Support Staff	Daily supervision/support for arrival, dismissal, and lunch	\$65,000.00	No
3.5	After School Performing Arts Program		\$35,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Engagement: Strong connections between schools, families, and the community positively influence student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student wellbeing.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal underscores the recognition of the integral role that a supportive and interconnected community plays in enhancing the educational experience and outcomes for students. The goal of enhancing community engagement is based on the understanding that education is a collaborative effort that extends beyond the classroom. By drawing on the strengths and resources of the wider community, Bagby can provide a richer, more supportive, and more effective educational experience for their students.

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 Engagement Survey: Increase participation percentage in annual engagement survey.	34 of 794 (June 2024-# of Parents) 4.3% Response Rate			20% Family Response Rate	
4.2	Family Engagement Survey: The percentage of all parents who responded "Often" or "Always" to the parent survey item: Parents feel informed about Cambrian's and the	All: 73% Students w/ Special Education Services: 88% English Learners: 100%			All: 80% Students w/ Special Education Services: 80% English Learners: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school's procedures, policies, and decision making processes.	34 Responses Spring 2024 Survey				
4.3	Family Engagement Survey: The percentage of all parents who responded "Strongly Agree" or "Agree" to the parent survey item: Parents have opportunities to give input into the decision making process at Bagby and within CSD.	All: 68% Students w/ Special Education Services: 88% English Learners: 100% 34 Responses Spring 2024 Survey			All: 80% Students w/ Special Education Services: 90% English Learners: %	
4.4	Family Engagement Survey: The percentage of all parents who responded "Extremely Well" or "Very Well" or "Moderately Well" to the parent survey item: Parents feel the schools and the district engages parents from diverse backgrounds.	All: 77% Students w/ Special Education Services: 100% English Learners: 100% 34 Responses Spring 2024 Survey			All: 80% Students w/ Special Education Services: 80% English Learners: 80%	

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	Increase Community Participation	Provide opportunities to increase student, staff, parent, and community partners participation in school and district events/activities, advisory committees, and task forces through live translation support for engagement.	\$3,000.00	Yes
4.2	Family Education Events	Provide a variety of education events for Bagby and CSD families	\$3,000.00	

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
\$	\$

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
	0.000%	\$0.00	

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
4.1	<p>Action: Increase Community Participation</p> <p>Need: Translation supports for non-English speaking families</p> <p>Scope: Schoolwide</p>	Low	Increased attendance of EL families in school/district advisory committees

Limited Actions

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

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

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

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.

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				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$326,400.00	\$45,000.00	\$500.00		\$371,900.00	\$313,900.00	\$58,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Sustaining Curriculum Implementation	All	No												
1	1.2	Maintaining and Implementing Comprehensive Assessment System	All	No												
1	1.3	Supplemental Targeted Instruction & Intervention	All	No					\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
1	1.4	Project Lead the Way Implementation	All	No					\$0.00	\$15,000.00	\$5,000.00	\$10,000.00			\$15,000.00	
1	1.5	General Supplies, Equipment, and Licensing	All	No					\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.6	CA State Assessment Testing Coordinator Stipend	All	No					\$750.00	\$0.00	\$750.00				\$750.00	
1	1.7	Classroom Aides	All	No					\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
1	1.8	Substitute Supported Assessment Release							\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.1	Maintaining Staff Training & Professional Development	All	No					\$5,650.00	\$0.00	\$5,650.00				\$5,650.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities							\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
2	2.3	Teacher Learning Labs							\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.4	Equity/Inclusion Team							\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.1	Enhancing Student Attendance through A2A Implementation	All	No												

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	PBIS Recognition & Rewards							\$0.00	\$3,000.00	\$2,500.00		\$500.00		\$3,000.00	
3	3.3	Lunchtime Activity Support							\$48,000.00	\$0.00	\$48,000.00				\$48,000.00	
3	3.4	Arrival, Lunch, & Dismissal Supervision/Support Staff	All	No					\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
3	3.5	After School Performing Arts Program	All	No					\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
4	4.1	Increase Community Participation	English Learners	Yes	Schoolwide	English Learners			\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
4	4.2	Family Education Events							\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$3,000.00	0.000%	0.000 %	Total:	\$3,000.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$3,000.00

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 (%)
4	4.1	Increase Community Participation	Yes	Schoolwide	English Learners		\$3,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$299,040.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum Implementation	No	\$0.00	
1	1.2	Access to Adopted Curriculum	No	\$0.00	
1	1.3	Implementation of designated and integrated ELD	Yes	\$0.00	
1	1.4	Universal Tier I Interventions & Supports		\$0.00	
1	1.5	Formative, Interim, and Summative Assessments	No	\$0.00	
1	1.6	Enrichment Opportunities	No	\$11,750.00	
1	1.7	ELA Tier II Interventions	Yes	\$40,000.00	
1	1.8	After School Tier II ELD Program	Yes	\$30,000.00	
1	1.9	Progress Monitoring Significant Subgroups	No	\$4,500.00	
1	1.10	Next Generation Science Standards-Pilot Science Curricula	No	\$0.00	
1	1.11	Library Support Services	No	\$15,793.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	General Supplies, Equipment, Licensing	No	\$43,070.00	
1	1.13	Testing Coordinator Stipend	No	\$750.00	
1	1.14	Classroom Aides	No	\$30,780.00	
1	1.15	Instructional Subscriptions	No	\$10,000.00	
1	1.16	Provide Extended day enrichment and support activities	No	\$15,000.00	
1	1.18	Substitute Supported Assessment Release	No	\$9,000.00	
2	2.1	Recruitment and Retention of Staff	No	\$0.00	
2	2.2	Professional Development	No	\$0.00	
2	2.3	Access to 21st Century Tools and Resources	No	\$0.00	
2	2.4	Assessment and Progress Monitoring	No	\$0.00	
2	2.5	Professional Development	No	\$0.00	
2	2.6	Professional Development	No	\$0.00	
2	2.7	Professional Development	Yes	\$0.00	

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	2.8	Professional Development	No	\$0.00	
2	2.9	Professional Development	No	\$1,000.00	
2	2.10	Stuctured Collaboration Time and Support	No	\$0.00	
2	2.11	Teacher Learning Labs	No	\$3,000.00	
3	3.1	Provide for/support SEL and Physical	No	\$0.00	
3	3.2	Support and Train New Staff on PBIS	No	\$0.00	
3	3.3	Maintain or Increase attendance rates	No	\$0.00	
3	3.4	Maintenance of District Facilities	No	\$0.00	
3	3.5	Social Emotional Learning	No	\$2,000.00	
3	3.6	Lunchtime Support	No	\$10,000.00	
3	3.8	Performing Arts Instruction	No	\$10,000.00	
3	3.9	Supervision Staff	No	\$50,397.00	
4	4.1	Promote Communication	No	\$0.00	
4	4.2	Provide Family Education	No	\$10,000.00	

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)
4	4.3	Enrichment Learning Opportunities	No	\$0.00	
4	4.4	Increase Community Participation	No	\$2,000.00	
4	4.5	Zoom Meetings/Video Recordings	No	\$0.00	
4	4.6	Expand use of Translation Services	Yes	\$0.00	
4	4.7	Streamline School/Family Communication	No	\$0.00	

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)
	\$70,000.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Implementation of designated and integrated ELD	Yes	\$0.00			
1	1.7	ELA Tier II Interventions	Yes	\$40,000.00			
1	1.8	After School Tier II ELD Program	Yes	\$30,000.00			
2	2.7	Professional Development	Yes	\$0.00			
4	4.6	Expand use of Translation Services	Yes	\$0.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

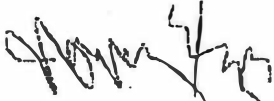
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee Nancy Gomez

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on 4/25/24.

Attested:



Principal, Mr. Michael Kretsch on 6/6/24

SSC Chairperson, Julie Heinrich on 6/6/24