LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cambrian School District
CDS Code: 43693850000000
School Year: 2024-25
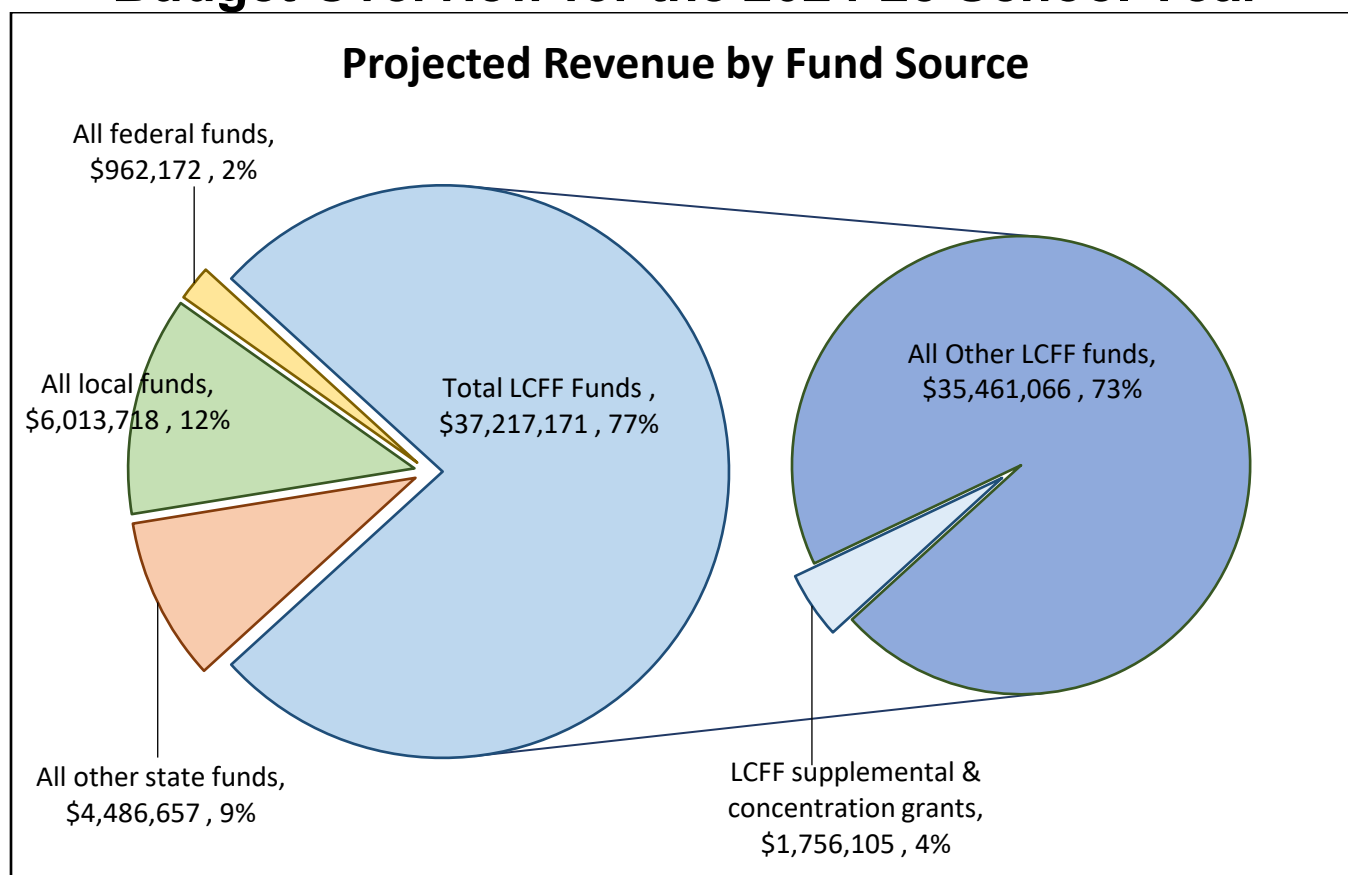LEA contact information:
Linh Nguyen
Assistant Superintendent of Educational Services
nguyenl@cambriansd.com
408-558-4916

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $962,172 , 2%

All local funds, $6,013,718 , 12%

All other state funds, $4,486,657 , 9%

Total LCFF Funds , $37,217,171 , 77%

All Other LCFF funds, $35,461,066 , 73%

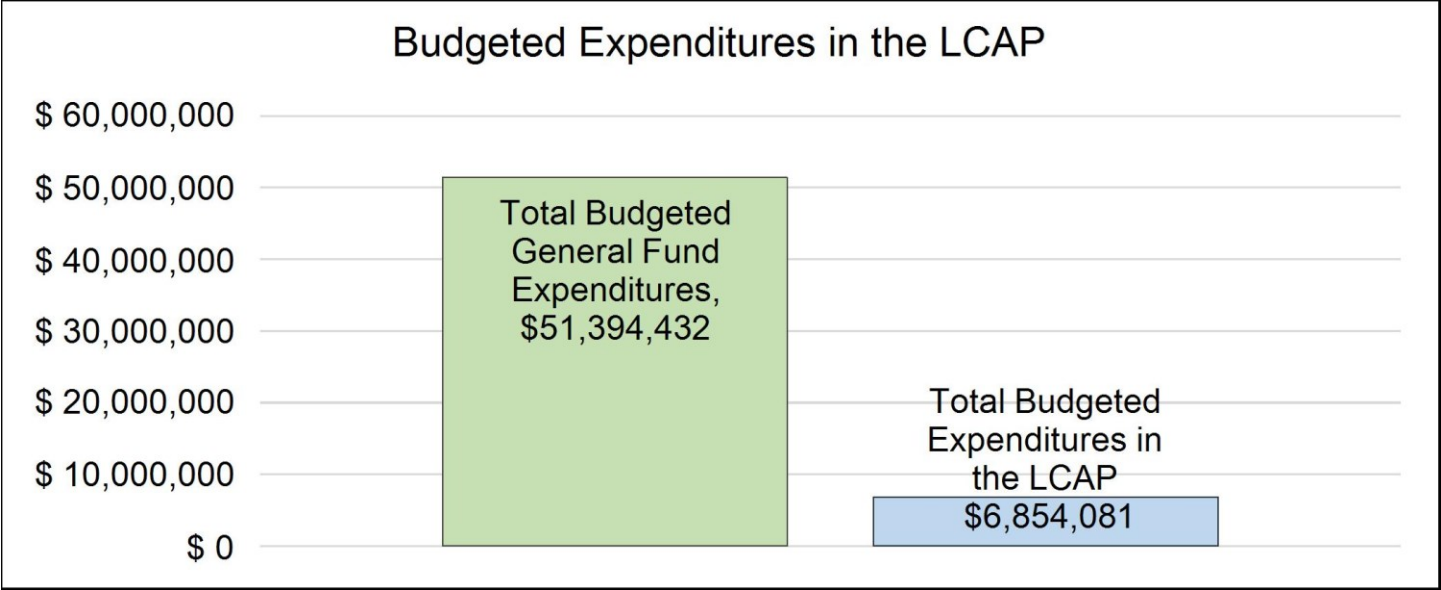LCFF supplemental & concentration grants, $1,756,105 , 4%

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

The text description for the above chart is as follows: The total revenue projected for Cambrian School District is $48,679,718, of which $37,217,171 is Local Control Funding Formula (LCFF), $4,486,657 is other state funds, $6,013,718 is local funds, and $962,172 is federal funds. Of the $37,217,171 in LCFF Funds, $1,756,105 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $51,394,432

Total Budgeted Expenditures in the LCAP $6,854,081

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

The text description of the above chart is as follows: Cambrian School District plans to spend $51,394,432 for the 2024-25 school year. Of that amount, $6,854,081 is tied to actions/services in the LCAP and $44,540,351 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Cambrian School District plans to spend $51,394,432 for the 2024-25 school year. Of that amount, $6,854,081 is tied to actions/services in the LCAP, and $44,540,351 is not included in the LCAP. The budgeted expenditures not included in the LCAP will be used for the following: The Cambrian School District has deep roots in our corner of the Silicon Valley community, dating back more than 100 years. In that time, our district has become the bedrock of the Cambrian neighborhood, as generations of students have come to learn, grow, explore, and form lasting relationships in our classrooms. Our commitment to 21st-century innovative instructional practices and programs is designed to prepare our students to thrive in high school, college, and career. With that, the general operating expenditures that allow us to run these programs encompass the expenditures not included in this plan. This would include Administrative, Certified, and Classified salaries for staffing, Special Education programs, core curriculum, supplemental materials, general supplies, technology and utilities, maintenance, and custodial needs. These items are the backbone on which we operate our exemplary programs and support the social-emotional and instructional needs of all our students at Cambrian.

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

In 2024-25, Cambrian School District is projecting it will receive $1,756,105 based on the enrollment of foster youth, English learner, and low-income students. Cambrian School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cambrian School District plans to spend $2,255,965 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,062,718

☐ Actual Expenditures for High Needs Students in LCAP — $1,588,001
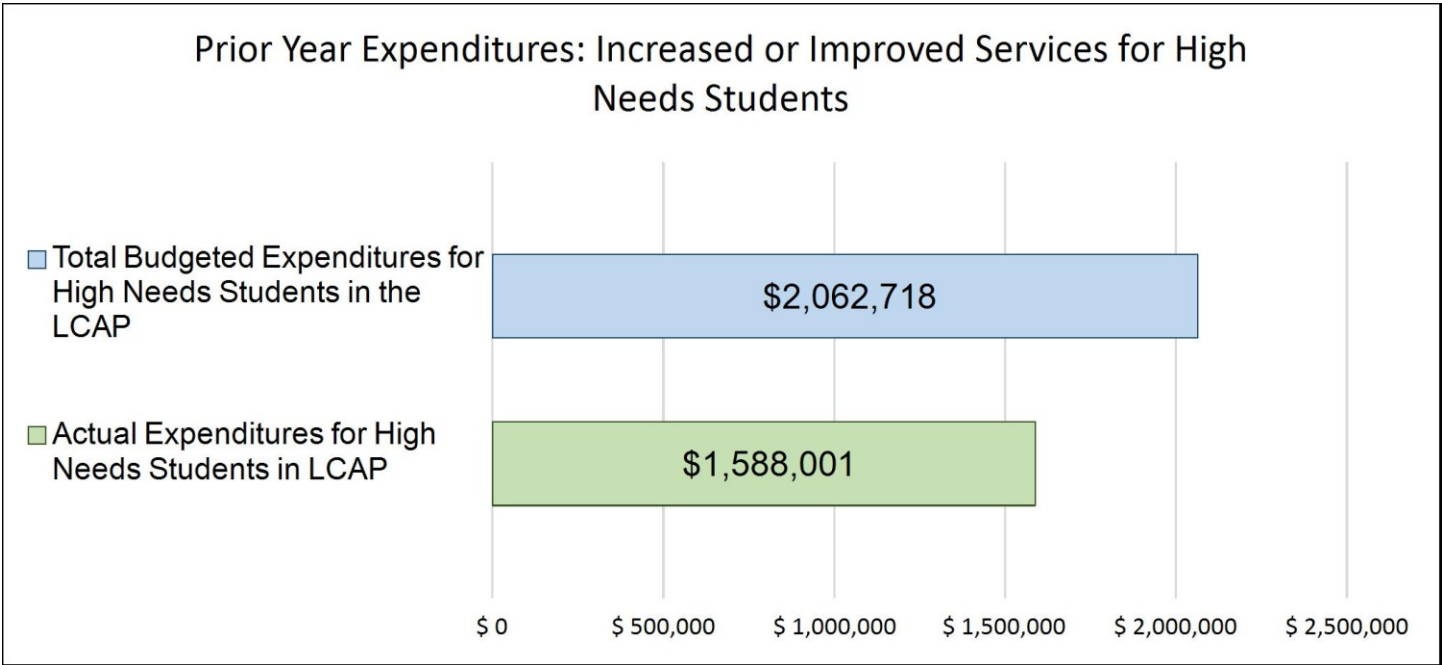
This chart compares what Cambrian School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cambrian School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Cambrian School District's LCAP budgeted $2,062,718 for planned actions to increase or improve services for high needs students. Cambrian School District actually spent $1,588,001 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $474,717 had the following impact on Cambrian School District's ability to increase or improve services for high needs students:

In 2023-24, Cambrian School District's LCAP budgeted 2,062,718 for planned actions to increase or improve services for high-needs students. Cambrian School District spent $1,588,001 for actions to increase or improve services for high-needs students in 2023-24. The difference between the budgeted and actual expenditures of $474,717 had the following impact on Cambrian School District's ability to increase or improve services for high-needs students:

Actions and services to increase or improve services for high-needs students were implemented in 2023-24. However, numerous factors affect how these supplemental services are implemented. The district was not able to implement all planned actions and services. These challenges were mainly related to staffing shortages, using additional one-time funding sources for learning loss, and the impact on teaching and learning instead of allocated LCFF Supplemental funds and Federal Title funding sources. These one-time funding sources have specific expenditure requirements and end-of-life timelines that the district must adhere to. The overall increased/improved services for high-needs students were not impacted because services were delivered to students who met the district criteria for needing supplemental instruction or extended day support.

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	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement: Provide high quality and dynamic instruction for ALL students while preparing them for next generation college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment in ELA/Literacy	In 2019, CSD 67% of CSD students met or exceeded the standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. The 2021 CAASPP Assessments were waived. CSD Local aReading Assessment was used its place for Spring 2021 to establish a baseline. Spring 2022 CAASPP Data will become our baseline.	Spring 2022 Students in Grades 3-8 All Students: 69.05% performed at "On/Above" grade-level standards English Learners: 20.62% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 37.28% performed at "On/Above" grade-level standards Students w/ Disabilities: 26.73% performed at "On/Above" grade-level standards	Spring 2023 Student in Grades 3-8 All Students: 66.99% performed at "On/Above" grade-level standards English Learners: 23.32% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 33.9% performed at "On/Above" grade-level standards Students w/ Disabilities: 26.79% performed at "On/Above" grade-level standards	Spring 2024 (TBD) Student in Grades 3-8 All Students: ___% performed at "On/Above" grade-level standards English Learners: ___% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: ___% performed at "On/Above" grade-level standards Students w/ Disabilities: ___% performed at "On/Above" grade-level standards	Increased percentage of All Students who have met or exceeded the standards in ELA/Literacy by 3%-5% from the prior year as measured by the SBA. Increased percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the standard in ELA/Literacy by 6%-10% from the prior year as measured by the SBA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSD Fastbridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for the Winter 2020-21 administration period for Grades 2-8: All students: 74% performed at "On/Above" or "Low Risk" at grade-level standards English learners: 32% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 48% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilitiies: 38% performed at "On/Above" or "Low Risk" at grade-level standards	Fastbridge Benchmarks for aReading for Spring 2021-22 administration period for Grades 2-8: All Students: 76% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 29% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 49% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 39% performed at "On/Above" or "Low Risk" at grade-level standards	Fastbridge Benchmarks for aReading for Spring 2022-23 administration period for Grades 2-8: All Students: 77.1% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 27.4% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 57.3% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 41.8% performed at "On/Above" or "Low Risk" at grade-level standards	Fastbridge Benchmarks for aReading for Spring 2023-24 administration period for Grades 2-8: All Students: 73.55% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 23.27% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 52.28% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 33.48% performed at "On/Above" or "Low Risk" at grade-level standards	Increased percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Reading by 3%-5% from the prior year as measured by aReading. Increased percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Reading by 6%-10% from the prior year as measured by aReading.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment in Mathematics	In 2019, CSD 67% of CSD students met or exceeded the standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. The 2021 CAASPP Assessments were waived. CSD Local aMath Assessment was used its place for Spring 2021 to establish a baseline. 2022 CAASPP Data will become our baseline.	Students in grades 3-8 will be participating in a State modified SBA Mathematics form in Spring 2022. All Students: 60.28% performed at "On/Above" rade-level standards English Learners: 19.8% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 25.27% performed at "On/Above" grade-level standards Students w/ Disabilities: 28.57% performed at "On/Above" grade-level standards	Spring 2023 Student in Grades 3-8 All Students: 60.85% performed at "On/Above" grade-level standards English Learners: 24.52% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: 33.19% performed at "On/Above" grade-level standards Students w/ Disabilities: 26.01% performed at "On/Above" grade-level standards	Spring 2024 (TBD) Student in Grades 3-8 All Students: ___% performed at "On/Above" grade-level standards English Learners: ___% performed at "On/Above" grade-level standards Socio-Economically Disadvantaged: ___% performed at "On/Above" grade-level standards Students w/ Disabilities: ___% performed at "On/Above" grade-level standards	Increase the percentage of All Students who have met or exceeded the standards in Math by 3%-5% from the prior year as measured by SBA. Increase the percentage of Significant Student Groups (ELs, SED, SWD) who have met or exceeded the standard in Math by 6%-10% from the prior year as measured by SBA.
CSD Fastbridge aMath End of Year Benchmark	FastBridge Benchmarks for aMath for the Winter 2020-21 administration period:	CSD Fastbridge Benchmarks for aMath for Spring 2021-22 administration period for Grades 2-8:	CSD Fastbridge Benchmarks for aMath for Spring 2022-23 administration period for Grades 2-8:	Fastbridge Benchmarks for aMath for Spring 2023-24 administration period for Grades 2-8:	Increase percentage of All Students who performed at "On/Above" or "Low Risk" grade-level standards in Math by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: 74% performed at "On/Above" or "Low Risk" at grade-level standards English learners: 45% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 36% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: 75% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 38% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 45% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 40% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: 75.96% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 44.02% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 54.45% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 39.11% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: 76.76% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 41.32% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 51.51% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 37.86% performed at "On/Above" or "Low Risk" at grade-level standards	3%-5% from the prioryear a measured by aMath. Increase percentage of Significant Student Groups (ELs, SED, SWD) who performed at "On/Above" or "Low Risk" grade-level standards in Math by 6%-10% from the prior year as measured by aMath.
CA Dashboard - English Learner Progress Indicator	2019 CA School Dashboard English Learner Progress Indicator by school site:	The ELPI results are for Status Only. 2022 CA School Dashboard English Learner Progress	2023 CA School Dashboard English Learner Progress Indicator by school site: Bagby School:	2024 CA School Dashboard English Learner Progress Indicator by school site:	All CSD school sites will achieve and maintain a "Very Highperformance" level with 65% of Els making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Bagby School: Achieved a High-performance level with 60.9% of ELs making progress towards English language proficiency Fammatre School: Achieved a High-performance level with 64.4% of ELs making progress towards English language proficiency Farnham School: Achieved a Very High-performance level with 68.8% Els making progress towards English language proficiency Sartorette School: Achieved a High-performance level with 59.3% ELs making progress towards English language proficiency Price Middle School: Achieved a Very High-performance level with	Indicator by school site: Bagby School: Achieved a "Medium" performance level with 46.9% of ELs are making progress toward English language proficiency. Fammatre School: Achieved a "Medium" performance level with 54.8% of ELs are making progress toward English language proficiency. Farnham School: Achieved a "Medium" performance level with 54.8% Els are making progress towards English language proficiency. Sartorette School: Achieved a "High" performance level with 63.6% of ELs are making progress towards English language proficiency.	Achieved a "High" performance level with 60.7% of ELs making progress toward English language proficiency. Fammatre School: Achieved a "Very Low" performance level with 30.4% of ELs making progress toward English language proficiency. Farnham School: Achieved a "High" performance level with 58.8% Els are making progress towards English language proficiency. Sartorette School: Achieved a "High" performance level with 55.6% of ELs making progress towards English language proficiency. Price Middle School: Achieved a "High" performance level with 58.0% of ELs making	Bagby School: TBD - Fall 2024 Fammatre School: TBD - Fall 2024 Farnham School: TBD - Fall 2024 Sartorette School: TBD - Fall 2024 Price Middle School: TBD - Fall 2024 Steindorf K-8 School: TBD - Fall 2024	towards English language proficiency as measured by the California School Dashboard English Learner Progress Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	75.9% ELs making progress towards English language proficiency Steindorf K-8 School: Achieved a High-performance level with 63.6% ELs making progress towards English language proficiency Due to the COVID-19 pandemic, state law suspended reporting state and local indicators, including EL progress toward English proficiency, on the 2020 Dashboard. The CA School Dashboard 2022 become the baseline.	Price Middle School: Achieved a "Very High" performance level with 68.3% of ELs are making progress toward English language proficiency. Steindorf K-8 School: No performance level is available for Steindorf due to the sample size being less than 30. However, 65.% of current ELs are making progress toward English language proficiency.	progress toward English language proficiency. Steindorf K-8 School: No performance level is available for Steindorf due to the sample size being less than 30. However, 55.2% of ELs making progress toward English language proficiency.		
English Learner Reclassification Rate	2020-21 RFEP Rate: 22% (Note: The RFEP rate was updated from 7% to 22% to reflect the actual data reported to CALPADs)	2021-22 RFEP Rate: 15%	2022-23 RFEP Rate: 18% (Note: The RFEP rate was updated from 12% to 18% to reflect the actual data reported to CALPADs)	2023-24 RFEP Rate: 21%	CSD English Learner Reclassification met or exceeded the state average as measured by district criteria and maintained an average RFEP Rate of 15-20% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	In 2020-21, 100% of students have access to state standards-aligned instructional materials according to the Williams Report.	In 2021-22, 100% of students have access to state standards-aligned instructional materials according to the Williams Report.	In 2022-23, 100% of students have access to state standard-aligned instructional materials according to the Williams Report.	100% of students have access to state standard-aligned instructional materials according to the Williams Report.	100% of students have access to state standard-aligned instructional materials according to the Williams Report.
Implementation of State Standards	In 2020-21, state standards were fully implemented as verified by data collection obtained through routine classroom observations. Using the SBE-adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	In 2021-22, state standards were fully implemented as verified by data collection obtained through routine classroom observations. Using the SBE-adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	In 2022-23, state standards were fully implemented as verified by data collection obtained through routine classroom observations. Using the SBE-adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	In 2023-24, state standards were fully implemented as verified by data collection obtained through routine classroom observations. Using the SBE-adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs. Using the SBE adopted self-reflection tool has the following Rating Scale (lowest to highest) 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.	CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.	CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.	CSD's Local Indicator for Priority 2 - Implementation of State Standards achieved an overall rating of 4.	CSD's Local Indicator for Priority 2 - Implementation of State Standards will achieve an overall rating of 5.
Enable ELs access to CCSS and ELD standards.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.	100% of English Learners received designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs.
Access to Broad Course	In 2020-21, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2021-22, all students had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	In 2022-23, all students, including low-income and foster youth, had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. Access to English Language Development curriculum is provided for all English Learner students. Students	In 2023-24, all students, including low-income and foster youth, had access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. Access to English Language Development curriculum is provided for all English Learner students. Students	All students, including low-income and foster youth, had access to a broad course of study that included all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. Access to English Language Development curriculum is provided for all English Learner students. Students with Disabilities have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			with Disabilities have access to core subjects and other services as determined by their IEP.	with Disabilities have access to core subjects and other services as determined by their IEP.	access to core subjects and other services as determined by their IEP.

Goal Analysis

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

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

All actions and services were successfully implemented as planned. However, the district could not fully implement all actions and services as planned, particularly actions 1.1, Supplemental Instruction & Intervention During the School Day. Although the district and school sites could fully implement supplemental instruction and interventions for intervention programs during the school day, we could not provide after-school "homework centers" and intervention programs beyond the school. Additionally, staffing shortages for Tier 2 during school were also a factor in getting the Tier 2 intervention program starting later than planned. This was mainly related to staffing shortages and the timely implementation of the services. The overall increased/improved services for high-needs students were not impacted because services were delivered to students who met the district criteria for needing supplemental support during the school day.

The district was very successful in implementing action 1.6. The district integrated the Expanded Learning Opportunities Program (ELO-P) state funding for afterschool and summer school enrichment programs and extended care for transitional kindergarten through sixth grade. The ELO-P funding will also be used to support districtwide enrichment programs such as the elementary band and choir program, after-school learning centers, and site-specific enrichment learning opportunities for students in grades TK-6. Per the ELO-Program funding requirement, all students who qualify for free and reduced lunch programs will be able to participate in the programs at no cost based on program capacity. As a result, the Extended Day (ELO-P) program served about 600 students throughout our 5 programs, and a third of those students participated at no cost. Additionally, the district successfully implemented action 1.10, Expand District Art Program. The district provided additional 2.0 FTE Art teaching positions and 2.0 art paraeducators to support the expansion of the Art program at all sites through the use of Prop 28 funding. As a result, every TK-6 student had access to VAPA-aligned Art lessons every two weeks, taught by a certificated art teacher.

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

A discrepancy of approximately $500,000 between budgeted expenditures and estimated actual expenditures resulted in a carryover from our supplemental funds outlined in actions 1.1 from the 2023-24 school year. These funds were allocated to school sites primarily to provide tiered interventions for students not meeting grade level expectations in reading, math, and additional extended day ELD support. The district could not implement all planned actions and services due to staffing shortages and the use of additional one-time funding sources for addressing learning loss and COVID-19 impacts. These sources, including the ELO-Grant, ESSER III, and ESSER Learning Loss, required specific expenditures and adherence to end-of-life timelines. Nevertheless, the overall increased/improved services for high-needs students were maintained, as the district successfully delivered services to students meeting the supplemental or extended day support criteria.

In addition, for Action 1.11, Add'l Support for Elem. PE, this action has a variance of $6,000 or 15% (Budgeted = $40,000, Est. Actual = $46,000). This difference is due to the underestimation of the total benefits of the PE paraeducator's position.

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

The actions and services in Goal 1 were highly effective based on student outcomes, staff feedback, and overall implementation. Beyond Tier 1 core instruction, the district provided supplemental instruction and intervention support focusing on reading for elementary and middle school students needing additional help. The district also offered summer programs, including a Summer Acceleration Academy for grades 1-5, Summer Elevate Math for grades 4-8, and a summer virtual learning option for grades K-8, targeting ELs, Low-income, and Foster/Homeless Youth. To ensure access to high-quality, standards-aligned instructional materials, the district invested in core programs, supplemental resources, blended learning programs, curriculum, and access to learning devices and the internet. The district maintained 5.5 FTE Instructional Specialists, who provided instructional support for Title I, EL, SED, and Foster Youth programs, including coaching staff, assisting instructional aides, modeling teaching strategies, developing ELD content, coordinating interventions, supporting ELD professional development, and data analysis to guide instruction.

Although state achievement data is not yet available, local data from assessments and input surveys administered in Spring 2024 indicate that the actions and services effectively addressed the state priorities targeted in Goal 1, as measured by the metrics used. The 2023 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance across the Cambrian School District. 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 all schools 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. Nevertheless, targeted support for the SWD subgroup at Price Middle School is essential to address their specific needs and improve their academic outcomes. It remains crucial to continue monitoring and addressing the specific needs of subgroups to ensure that all students benefit from the district's academic programs.

The 2023 CA Dashboard English Learner Progress Indicator reveals mixed results for the district as a whole. Bagby School showed a positive trend, with 60.7% of ELs progressing toward English language proficiency, marking a significant increase of 13.8% from 2022. Conversely, Fammatre Charter School experienced a notable decline, with only 30.4% of ELs progressing, down by 24.4% from the previous year. Farnham Charter School reported 58.8% of ELs making progress, reflecting a modest increase of 4% from 2022. To support improvement based on the 2023 CA Dashboard English Learner Progress Indicator results, 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.

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 progress in the district's English Learner Program.

The district successfully integrated Expanded Learning Opportunities Programs (ELO-P) state funding for afterschool and summer enrichment programs and extended care for transitional kindergarten through sixth grade. ELO-P funding also supported districtwide enrichment programs such as the elementary band and choir program, homework centers, and site-specific enrichment opportunities for TK-6 students. Students qualifying for free and reduced lunch programs participated at no cost, with over a third of Cambrian Extended Day Program attendees benefiting from free attendance. This year, 124 students who qualified for free and reduced lunch participated in our Extended Day program. The number of UPP students participating in the Extended Day program represented 21% of the total enrolled students. The percentage of UPP students closely reflects the percentage of UPP students in the district. As such, the expansion of the ELO-P has effectively addressed the needs of our UPP families.

Our academic results show that we are moving in the right direction in some state indicators. The results also show that we have work to do to support the success of all students equitably. We continue to make substantial investments in programs to support student success. Implementing the state standards and ensuring that all students have access to the standards-aligned instructional materials has been and continues to be a priority. The district 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 provided intensive targeted instruction for our most at-risk students. With one-time funds, LCFF Supplemental Grant, Title I, and Title III funds, the district can allocate additional resources to provide supplemental and extended learning time for students with the largest learning gaps in reading and math.

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.

Based on our needs assessment from student outcomes, staff, and community input, the district will continue providing essential services to enhance education and support in the coming year. The district will continue to implement the key priorities of the 5-year Tech Plan, ensuring that all students have access to online learning devices and high-quality blended learning during and beyond the school day, including effective assessment, technology integration, and digital citizenship. For 2024-25, the district anticipates that the TK program will expand from 5 to 11 programs at 4 of our elementary school sites. This expansion also requires that the classroom ratio be reduced to 10:1 in a class of 20 students, with a full-time certificated teacher and full-time paraeducator. The district will maintain a 0.75 FTE elementary PE paraeducator and two 0.75 FTE Art Paraeducators to ensure continuity and support the high-quality programming for health and fitness and the Prop 28 Arts program. This additional resource also supports our goal 2 in providing elementary classroom teachers additional time for collaboration and planning. To address significant disproportionality, the district will continue implementing the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services. These substantial investments aim to ensure all students have access to high-quality education and to support the implementation of the MTSS framework with fidelity. To ensure that MTSS is implemented with fidelity, the district will continue to provide additional administrative support at Price Middle School and the provisions for instructional specialists assigned to each school site. Additionally, the district will be investing our resources to focus on implementing the newly adopted NGSS-aligned curriculum for K-8. 2024-25 will be the first year that teachers from K-8 will have consistent NGSS-aligned curriculum and support and will support the newly required state measure, the CA Science Test (CAST). The district will also invest resources in addressing the needs of long-term English learners. This area of focus will also monitor the effectiveness of the district in ensuring that all ELs get access to high-quality, designated, and integrated ELD instruction. Finally, with the addition of Prop 28 funds to support Visual and Performance Arts in our schools, the district will monitor how well we are doing to ensure that all students have access to these essential programs to support our whole-child education approach.

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: Provide high quality staff through recruitment, retention and professional development so every student thrives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers.	In 2020-21, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.	In 2021-22, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments was 0.	In 2022-23, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments was 0.	In 2023-24, 100% of teachers were appropriately assigned and credentialed in subject areas according to the HR audit and the number of misassignments is 0.	100% of teachers will be fully credentialed and appropriately assigned to the pupils they are teaching.
Principal Walkthrough Observation Tool for schoolwide Tier I high-quality instructional practices, including, but not limited to, GLAD, GRR, Guided Reading, Integrated/Designated ELD, etc.	In 2019-20, prior to COVID-19 and school closure, the district and school site leaders were beginning the process of implementing principal walkthroughs and were suspended. The 2021-22 data will be established as the baseline.	Principal Walkthrough Observations were not collected this year. In 2021-22, prior to COVID-19 and school closure, the district and school site leaders were beginning the process of implementing principal walkthroughs and were suspended. However, due to COVID-related health	Classrooms walkthroughs were conducted by the District Cabinet leadership team alongside school principals 2 times at each school site throughout the year. Observation data were informally collected and shared with each site principal after the	Classroom walkthroughs were conducted by the District Cabinet leadership team alongside school principals 2 times at each school site throughout the year.

Observation data were informally collected and shared with each site | 85% of CSD teachers will implement Tier I high-quality instructional practices according to the Principal Walkthrough Observation Tool. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		concerns, each site principal established their own walkthroughs based on their need and instructional focus. Formal data was collected. The principal walkthrough will be re-established in the 2022-23 school year with a defined tool to collect data and used as a baseline to evaluate our instructional programs.	walkthroughs. However, no formal data was collected. The Principal Walkthrough Observation Protocol and formal data collection will be re-established in the 2023-24 school year with a defined tool to collect data and used as a baseline to evaluate our instructional programs.	principal after the walkthroughs. However, no formal data was collected. This will an area of focus for the district to implement to esnure that Tier I instructional practices are implemented with fidelity.	
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	2020-21, based on the total responses from the PD Evaluation Surveys from teachers/staff, 70% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	2021-22, based on the total responses from the PD Evaluation Surveys from teachers/staff, 71.54% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time with a rating of 4 or 5 out of 5 with 5 being the most effective.	In 2022-23, based on staff evaluation surveys from all the districtwide professional learning days, on average, 71.2% of teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with	In 2023-24, based on staff evaluation surveys from all the districtwide professional learning days, on average, 71% of teachers/staff indicated that the professional learning, training & staff collaboration time was an effective use of their time with a rating of 4 or 5 out of 5 with	Based on the total responses from the PD Evaluation Surveys, at least 90% or more of teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			5 being the most effective.	5 being the most effective.	
Voluntary Instructional Coaching & Support and Teachers Voluntary PD Attendance	2020-21, approximately 20% of teachers received some form of instructional coaching or attended/ presented at a voluntary PD outside of the professional workday.	2021-22, approximately 20% of teachers received some form of instructional coaching or attended and/or presented at a voluntary PD outside of the professional workday.	2022-23, approximately 70% of teachers received some form of instructional coaching or attended and/or presented at a voluntary PD outside of the professional workday, including summer PD offerings.	2023-24, approximately 50% of teachers received some form of instructional coaching or attended and/or presented at a voluntary PD outside of the professional workday, including summer PD offerings.	Increase the percent of teachers receiving instructional (cognitive) coaching or attending/presenting a voluntary PD outside of the professional workday from the prior year.
CA Dashboard Local Indicator	NA	NA	NA	NA	NA

Goal Analysis

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

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

All actions were successfully implemented as planned. The district experienced several successes and challenges in implementing its professional development and support initiatives. A key success was the effective provision of targeted professional development (PD) for all staff, which addressed needs in Tier I instruction, interventions, Common Core standards, and assessment. This training was conducted during in-service days and voluntary periods, ensuring comprehensive coverage. Additionally, the district provided extra release time for staff collaboration, focusing on social-emotional learning (SEL), mental health, and high-quality Tier 1 instruction. The integration of data systems like Illuminate and Fastbridge facilitated effective data-driven instruction and support. New teachers and administrators benefited from robust support programs, including mentorship and coaching, particularly aiding special education staff. Furthermore, the use of the Alludo platform and the Technology and Innovation Mentorship Program (TIMS) bolstered technology integration in teaching, leading to enhanced student outcomes. The district also ensured equitable PD services for private school teachers and students, fulfilling federal requirements and fostering inclusive support.

However, the district faced several challenges despite the overall success. Time constraints made it difficult to find sufficient time for PD within the existing schedule, requiring careful planning to balance regular duties with PD activities. Engagement in voluntary PD sessions

outside contract hours varied, potentially impacting the uniformity of PD benefits. Ensuring adequate resources for all PD initiatives, especially for specialized programs like new teacher support and technology integration, was challenging given budget constraints. Integrating data systems seamlessly into everyday teaching practices required ongoing effort and adjustment. Additionally, tailoring PD to meet the diverse needs of all staff, particularly those supporting English learners, low-income, and foster/homeless youth, necessitated continuous adaptation and responsiveness. Despite these logistical and engagement challenges, the district's proactive approach and comprehensive planning led to the successful implementation of all 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 2.5, Equitable Services for Private Schools for PD —This action has a variance of $5,000 or 100% (Budgeted = $5,000, Est. Actual = $0). The private school did not provide or utilize the services.

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

The actions taken over the past three years were generally effective in making progress toward the district's goals. Staff feedback was positive, with effective use of time for planning Tier I instruction. Surveys indicated a generally positive response to the district's professional learning (PL) opportunities, with an overall average of 83% of respondents indicating "Agree" or "Strongly Agree" regarding the relevance to improving instruction. The average response for the effective use of time was 77.1%.

The district provided extensive training and professional development for all staff, including teachers, classified staff, support staff, and administrators. These sessions, informed by staff feedback, focused on high-quality Tier I instruction, interventions, Common Core State Standards, and standards-aligned curriculum and assessment. Training was held during in-service days, early release Wednesdays, and paid voluntary time outside regular contract hours, including summer. Additional release time for staff collaboration through the PLC process and district-wide in-service days was provided. Enrichment classes in Visual Arts, Music, and PE, particularly in elementary grades, allowed teachers more prep time for planning and collaboration. The district continued using the Illuminate Data System and the Fastbridge Assessment System to support the PLC process. A data dashboard was developed to facilitate teacher collaboration on effective data use, containing all state and local data. Support and training for new teachers and administrators, including the Beginning Teacher Support and Assistance program, were provided. The district also invested in EduClimber, an interactive system integrating whole child data into a single platform with tools for intervention tracking, collaborative workflows, and effectiveness reporting. Training for this platform is planned for the next three years. Additionally, the Technology and Innovation Mentorship Program (TIMS) program was implemented to build site capacity for additional teacher support and professional development, focusing on technology integration and its impact on student outcomes.

What has been most impactful is the provision for full-time instructional specialists (Teachers on Special Assignment), added at all sites except Price Middle School to provide coaching, ongoing training, and instructional support, mainly targeting the needs of unduplicated student groups. These teachers coordinated Tier II programs, ELD support, instructional coaching, professional development, and community

outreach for EL, low-income, and foster/homeless students in TK-8. This has resulted in many teachers, particularly those new to teaching and new to the district, utilizing and benefitting from the support our instructional specialists have provided. Moreover, our site administrators have come to rely on the instructional specialists for the essential support focus on best instructional practices in Tier I to support their most at-risk students, especially ELs, LI, and Foster Youth.

Since their inception, these actions have improved teacher efficacy, enabling the unduplicated student population to meet or exceed grade-level academic standards. Evaluations from staff professional development surveys, School Accountability Report Cards (SARCs) from all schools, and feedback from the LCAP Community Input surveys indicate that the actions and services effectively addressed the state priorities targeted in Goal 2, as measured by the metrics used.

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

For the next three-year LCAP, staff expressed a need for professional growth in several areas. Key areas of interest include student achievement and assessment, particularly in physical education and science. There is a strong interest in language learning, particularly improving Spanish skills. Staff also want to learn more about restorative justice, community building within classrooms, data-driven instruction, project-based learning, classroom management, integrating technology into teaching, dealing with challenging behaviors, and promoting mental health awareness among students.

The district will continue providing additional release time for staff collaboration and implementing professional learning community (PLC) processes. Professional development will focus on supporting students and staff's SEL and mental health and high-quality Tier 1 core instruction to mitigate the impact of lost instructional time through PLCs. The district will implement eduClimber, a new interactive data platform to facilitate teacher collaboration on effective data use. Because Cambrian uses GLAD as our core instructional model, it is expected that all teachers, especially tenured teachers, will be expected to implement GLAD instructional practices throughout the core content area. As such, the district will measure the rate at which the GLAD is implemented in classrooms throughout the year using a classroom observation tool. These actions are primarily targeted at high-needs students.

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

Goals and Actions

Goal

Goal #	Description
3	Positive School Environment, Climate and Culture: Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	For the 2020-21 school year, the attendance rate by site: • District: 98.69% • Bagby - 98.54% • Fammatre - 98.64% • Farnham - 98.52% • Price - 98.05% • Sartorette - 99.01% • Steindorf - 99.42%	For the 2021-22 school year, as of May 2023, the attendance rate by site: • District: 95.21% • Bagby: 94.61% • Fammatre: 95.03% • Farnham: 94.42%7 • Price: 95.29% • Sartorette: 95.20% • Steindorf: 96.74%	For the 2022-23 school year, as of May 2023, the attendance rate by site: • District - 95.10% • Bagby - 95.14% • Fammatre - 94.40% • Farnham - 94.44% • Sartorette - 95.55% • Price - 95.07% • Steindorf - 96.54%	For the 2023-24 school year, as of May 31, 2024, the attendance rate by site: • District - 95.87% • Bagby - 96.04% • Fammatre - 95.77% • Farnham - 96.08% • Sartorette - 94.95% • Price - 95.45% • Steindorf - 96.93%	Maintain the District attendance rate at or above 95%.
Chronic Absenteeism Rate	According to the CA School Dashboard,	2022 CA Dashboard Chronic Absenteeism	2023 CA Dashboard Dashboard Chronic	2024 CA Dashboard Dashboard Chronic	Decrease in Chronic Absenteeism Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	prior to school closure in March 2019, the Chronic Absenteeism Rates by site were as follows: CSD (Bagby & Steindorf) * All 2.3% • EL at 7% & Hispanic at 6.6% Fammatre Charter: 3.7% • EL at 6.7%, Hispanic at 8.3%, SED at 8.6% & Asian at 3.5% Farnham Charter: 5.3% • SWD at 13.7%), SED at 15.6%, & 2 or More Races at 10% Sartorette Charter: 2.5% • EL at 4.5%	Report for the 2021-22 school year by school site; Bagby School: High (14.1%) Fammatre School: High (13.8%) Farnham School: High (14.6%) Sartorette School: High (13.7%) Steindorf K-8 School: Very Low (2.4%) Price Middle School: High (12.1%) District Average: High (13.8%) All school sites, except Steindorf K-8 School, were identified for Additional Targeted Support for Improvement (ATSI) due to the high absenteeism rate.	Absenteeism Report for the 2022-23. Bagby School: 9.7% Fammatre School: 12.3% Farnham School: 14.3% Sartorette School: 13.1% Steindorf K-8 School: 4.7% Price Middle School: 11.2% District Average: 10.6% All school sites, except Steindorf K-8 School, were identified for Additional Targeted Support for Improvement (ATSI) due to the high absenteeism rate.	Absenteeism Report for the 2023-24 school will be available December 2024. Bagby School: TBD Fammatre School: TBD Farnham School: TBD Sartorette School: TBD Steindorf K-8 School: TBD Price Middle School: TBD District Average: TBD	from the prior year for the Cambrian SD's & the four Charter Schools' for All Students and each site's target significant student group, according to the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Price Charter Middle: 4.3% • SWD at 9.1%, EL at 6%, SED at 9.1%, 2 or More races at 5.3%, & White at 5.5% 2020-21: While the California School Dashboard did not report on Chronic Absenteeism due to the state waiver, internal data collected in the PowerSchool SIS shows that as of May 2021, the chronic absenteeism rate by school site is as follows: District: 1.15% Baby = 0.52% Fammatre = 0.93% Farnham = 1.04% Price = 1.71% Sartorette = 1.59% Steindorf = 0.21%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019 CA School Dashboard, the Suspension Rate by site: • CSD (Bagby & Steindorf): 0.6%, w/ SWD (Yellow) • Fammatre Charter: 0.4% w/ Hispanic students (Yellow) • Farnham Charter: 0.4% w/ SWD (Orange) • Sartorette Charter: 0.7% • Price Middle Charter: 4% w/ Asian & SWD (Yellow) 2020-21: Internal data collected in the PowerSchool SIS shows that as of May 2021, the Suspension Rate by school as of	2022 CA School Dashboard.Suspension Report for the 2021-22 by School school site: Bagby School: Very Low (0%) Fammatre School: Very Low (0.4%) Farnham School: Very Low (0%) Sartorette School: Very Low (0.2%) Steindorf K-8 School: Medium (2%) Price Middle School: Very Low (1%) District Average: Very Low (0.6%)	2023 CA Dashboard Dashboard Suspension Report for the 2022-23 school will be available December 2023. Bagby School: 0.8% Fammatre School: 0.4% Farnham School: 0.3% Sartorette School: 2.1% Steindorf K-8 School: 1.6% Price Middle School: 6.2% District Average: 2.6%	2024 CA Dashboard Dashboard Suspension Report for the 2023-24 school will be available December 2024. Bagby School: TBD Fammatre School: TBD Farnham School: TBD Sartorette School: TBD Steindorf K-8 School: TBD Price Middle School: TBD District Average: TBD	Decrease the percentage of students who were suspended overall and for target student groups from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	May 25, 2021: • Bagby: 0% • Fammatre: 0% • Farnham: 0% • Price: 1.07% • Sartorette: 0% • Steindorf: 0%				
Expulsion Rate	In 2020-21, 0 students were expelled.	In 2021-22, 0 students were expelled.	In 2022-23, 0 students were expelled.	In 2023-24, 0 students were expelled.	Maintain a 0 expulsions in the middle school program.
Middle School Dropout Rate	According to CalPads data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 in 2019-20.	According to CALPADS data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 for the 2021-22.	According to CALPADS data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 for the 2022-23 school year.	According to CALPADS data, there were 0 dropouts reported from Price Charter Middle School and Steindorf 6-8 for the 2023-24 school year.	Maintain a 0 dropouts in the middle school program.
SWIS Major Office Referrals	In 2019-20, prior to school closure, there were a combined total of 119 major office referrals from all school sites.	According to SWIS data collected, as of May 2022, for the 2021-22 school year, there have been 283 "major" office referrals reported districtwide. 2021-22 Major Referrals by Location:	According to SWIS data collected, as of May 2023, for the 2022-23 school year, there have been 252 "major" office referrals reported districtwide. 2022-23 Major Referrals by Location:	According to SWIS data collected, as of May 2024, for the 2023-24 school year, there have been 397 "major" office referrals reported districtwide. 2023-24 Major Referrals by Location:	Decrease the number of Major Office Referrals by site from the prior year per to the annual SWIS data report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- Bagby School: 75 - Fammatre School: 5 - Farnham School: 50 - Sartorette School: 24 - Steindorf K-8 School: 58 - Price Middle School: 71	- Bagby School: 78 - Fammatre School: 6 - Farnham School: 15 - Sartorette School: 29 - Steindorf K-8 School: 76 - Price Middle School: 48	- Bagby School: 44 - Fammatre School: 63 - Farnham School: 96 - Sartorette School: 32 - Steindorf K-8 School: 107 - Price Middle School: 55	
PBIS School Climate Survey	In 2020-21, based on the School Climate Survey administered to students in grades 3-8 in the Spring of 2021: 76% of students informed us that they "like school", a 6% increase from 2019-20. 87% of students informed us that they "feel safe at school", an	For 2021-22, based on the PBIS School Climate Survey administered to students in grades 3-8 in the Spring of 2022: 84% of students informed us that they "like school", an 8% increase from 2019-20. 83% of students informed us that they "feel safe at school", a	For 2022-23, based on the PBIS School Climate Survey administered to students in grades 3-8 in the Spring of 2023: 73% of students informed us that they "like school", a decrease of 11% from 2021-22. 80% of students informed us that they "feel safe at school", a	For 2023-24, based on the PBIS School Climate Survey administered to students in grades 3-8 in the Spring of 2024: 85% of students informed us that they "like school", an increase of 12% from 2022-23. 85% of students informed us that they "feel safe at school", an	Based on the the annual School Climate Survey, the percentage of students in grades 3-8 who rresponse to the following statements from the survey will increase to 90% or above: "I like school", "I feel safe at school", "I know that there is an adult who will help me if I need it

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8% increase from 2019-20. • 81% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20.	4% decrease from 2019-20. • 84% of students said that "there is an adult who will help me if I need it", a 3% increase from 2019-20. Note: One observation that students said that brought to our attention is the statement when asked about how students perceived "Students treat each other well": • 73% of students reported that they observed "students treat each other well", a 19% decrease from 92% from 2020-21.	decrease of 3% from 2021-22. • 79% of students said that "there is an adult who will help me if I need it", a decrease of 5% from 2021-22.	increase of 5% from 2022-23. • 71% of students said that "there is an adult who will help me if I need it", a decrease of 8% from 2022-23.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Based on the FastBirdge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2020-21: Teacher Rating (1670 students assessed): * 0.78% of students (13 students) in Grades 2-8 were identified as "high risk" by their teachers. Student Rating (1670 students self-assessed): * 1.32% of students (22 students) in Grades 2-8 rate themselves as "high risk".	Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2021-22: Teacher Rating (1911 students assessed): * 2.51% of students (48 students) in Grades TK-8 were identified as "high risk" by their teachers. Student Rating (2140 students self-assessed): * 1.82% of students (22 students) in Grades 2-8 rate themselves as "high risk".	Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2022-23: Teacher Rating (1814 students assessed): • 3.2% of students (48 students) in Grades TK-8 were identified as "high risk" by their teachers. Student Rating (2127 student self-assessed): • 1.36% of students (29 students) in Grades 2-8 rate themselves as "high risk".	Based on the FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered in Fall 2023-24: Teacher Rating (1888 students assessed): • 2.6% of students (49 students) in Grades TK-8 were identified as "high risk" by their teachers. Student Rating (2188 student self-assessed): • 1.23% of students (27 students) in Grades 2-8 rate themselves as "high risk".	Decrease the number of students identified as "high risk" as defined by the annual Fastbridge SAEBRS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good or Exemplary Repair"	All facilities are maintained in "good or exemplary" repair as rated by the annual accountability report.	Based on the Annual School Accountability Report Card (SARC), all facilities are maintained in "good or exemplary" repair.	Based on the Annual School Accountability Report Card (SARC), all facilities are maintained in "good or exemplary" repair.	Based on the Annual School Accountability Report Card (SARC), there were 1 area at 5 different sites identified as "poor".	All facilities will be maintained in "good or exemplary" repair as rated by the annual accountability report.

Goal Analysis

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

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

All actions were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions.

The district successfully implemented several actions to support student and staff well-being. Coordination of student support services was a bright spot, with effective identification, training, and implementation of a social-emotional curriculum, along with comprehensive counseling services. The Student Study Team process and additional support for targeted students, such as English Learners, socio-economically disadvantaged students, foster/homeless youth, and students with disabilities (SWD), were effectively utilized. To improve attendance, the district developed an incentive-based program and provided targeted outreach and support for SWD. They also hired an attendance liaison, contracted transportation services, and closely monitored chronic absenteeism.

Counseling and mental health services were maintained at all school sites, addressing the increased needs resulting from the pandemic. Lunchtime social-emotional learning (SEL) structured activities, supported by Valley Sports, enhanced student engagement during recess. Additional health support was provided by a district school nurse and health clerks, funded through the El Camino Grant. The district also offered supplemental services for foster and homeless youth, including transportation, meals, tutoring, and access to technology.

However, the district faced challenges in fully implementing these actions. Time constraints and balancing regular duties with new initiatives proved difficult. Engagement varied in voluntary programs, impacting the uniformity of benefits. Resource allocation was challenging, especially for specialized programs. Seamless integration of new processes required ongoing effort, and addressing the diverse needs of all students necessitated continuous adaptation.

Overall, the district's proactive approach and comprehensive planning led to the successful implementation of all actions, despite logistical and engagement challenges.

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.

All actions were fully implemented. There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The district effectively provided services and resources to support students' and staff's social, emotional, and physical well-being. This included ongoing training and supplemental resources for PBIS and Student Study Team processes. Counseling and mental health services were available district-wide to address students' social-emotional needs. The district enhanced professional development through the Zone of Regulation program, which helps students regulate their actions and improve their problem-solving abilities. It provided training for all elementary staff for its implementation. All school staff continued to receive Restorative Practices training in partnership with the Town Project organization and additional SEL training. The district supported lunchtime-SEL structured activities in partnership with Valley Sports, providing structured physical activities and additional supervision. Additionally, the district continued to use Kelvin "Pulse" surveys to quickly provide teachers and education leaders with actionable data on student and school well-being.

Data from various sources, including the Student PBIS School Climate Survey, FastBridge SAEBRS, and Attendance rates, indicate that these actions effectively addressed the state priorities targeted. However, the district continues to face unexpected challenges with high chronic absenteeism and an increase in major discipline referrals. Efforts to reengage and support students in regular attendance presented unique challenges. Moving forward, these areas will remain a focus for the district and school sites.

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.

In the coming year, the district will build on the actions and services from the previous year by continuing to support a 0.50 FTE assistant principal position dedicated to targeted SEL (Social-Emotional Learning) and extended day programs for unduplicated student groups. This role will focus on enhancing SEL initiatives and providing additional support for after-school programs, ensuring these students receive comprehensive and focused assistance. Furthermore, the district will maintain counseling services across all sites, ensuring consistent access to mental health support for all students. Additional hours for behavior specialist technicians will be increased to better address the needs of general education classrooms. This expansion aims to provide more robust support for classroom management and student behavior, creating a more conducive learning environment for all students, particularly those from unduplicated groups who may require additional resources and attention.

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 Parent and Community Engagement: Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent engagement, promote parent participation & input per the Annual Parent Engagement Survey All Key Stakeholder Representation and Involvement in Districtwide Committees: District LCAP Advisory Committee; Curriculum, Instruction, and Assessment Council; District English Learner Advisory Committee	2020-21, there were 677 total respondents to the Annual Parent Engagement Survey. All key stakeholders were fully represented in all districtwide committees	In 2021-22, there were 367 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.	In 2022-23, there were 326 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.	In 2023-24, there were 224 total respondents to the Annual LCAP Community Input Survey. All educational partners were fully represented in all districtwide committees.	Increase the number of respondents to the Annual Parent Engagement Survey from the prior year and continue to ensure that all key stakeholders are fully represented in districtwide committees.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek English learner parent engagement, promote parent participation & input per the Annual English Learner Needs Assessment Survey.	According to the annual CSD English Learner Program Needs Survey in Winter 2021: • 71% of EL parents indicated that they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 71% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	According to the annual CSD English Learner Program Needs Survey in Spring 2022: • 23% of EL parents indicated that they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 24% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	According to the annual CSD English Learner Program Needs Survey in Spring 2023: • 31% of EL parents indicated that they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 31% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	According to the annual CSD English Learner Program Needs Survey in Spring 2024: • 34% of EL parents indicated that they don't know what the district's criteria is for English learner reclassification to Fluent English Proficient (RFEP) • 37% of EL parents indicated that they don't know what English Language Development (ELD) programs are offered to English Learners.	According to the annual CSD English Learner Program Needs Survey: • 100% of EL parents will know what the district'scriteria for English Learner Reclassificati on to Fluent English Proficient (RFEP). • 100% of EL parents will know what English Language Development programs are offered to English Learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain strong parent communication. Parent communication will be measured by regular use of the Blackboard/SMORE communication tool at all school sites.	In 2020-21, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.	In 2021-22, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents.	In 2022-23, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents on a weekly basis.	In 2023-24, 100% of school sites utilized Blackboard/SMORE communication tool to communicate with parents on a weekly basis.	100% of school sites will have utilized the Blackboard/SMORE communication tool to communicate with parents regularly.
Provide Parent Education classes, including English learner parent classes/workshops, for all parents.	In 2020-21, CSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. School sites and district staff pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning. 2020-21: Districtwide parent education opportunities included the following 12 events/activities:	In 2021-22, CSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. The district and schools offered virtual parent workshops and seminars on various relevant topics Districtwide parent education opportunities included the following virtual events/activities held through Zoom: • 2 Workshops for parents and families on independent study virtual	In 2022-23, the district provided virtual & in-person parent workshops, seminars, and information events on various relevant topics Districtwide parent education opportunities included the following virtual events/activities held through Zoom: • English Learner Program • Biliteracy Pathway Participation Program • Health Connected Information Webinars on	IIn 2023-24, the district provided virtual & in-person parent workshops, seminars, and information events on various relevant topics. Districtwide parent education opportunities included the following virtual events/activities held through Zoom: • English Learner & Biliteracy Program Information Night • 2 Health Connected Information Webinars on Comprehensi	CSD will have offered the same number and a variety of parent engagement education workshops/events/activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 5 Webinars on Distance Learning • A Virtual English Learners Parent Support Night • 2 Mental Health Support Webinar • 2 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 5 "Take It Personally" Virtual classes with Project Cornertsone	school program • 2 English Learners Program Information and Support • 1 Mental Health Support Webinar • 3 Health Connected Webinars • 2 Webinar on Community Partnership with LitLab • 1 "Take It Personally" Virtual classes with Project Cornerstone	Comprehensive Sexual Health Education for Elementary & Middle School • Project Cornerstone Parents Workshops Series • Community Screenings and discussions of topics addressing online and social media safety as well as mental health and social emtional learning.	ve Sexual Health Education for Elementary & Middle School • 2 Project Cornerstone Parents Workshops Series (Fall & Spring) • Community Screenings and discussions addressing online and social media safety, mental health, and social-emotional learning.	
Local Indicator Priority 3 for Parent Engagement	2020-21, CSD achieve an overall rating of 5 out of 5 for Full Implementation and Sustainability using the SBE Adopted Self-	In 2021-22, The district achieve an overall rating of 5 out of 5 for Full Implementation and Sustainability using the SBE Adopted Self-	In 2022-23, the district achieve an overall rating of 4 out of 5 using the SBE Adopted Self-Reflection Tool for the Local Indicator for	In 203-24, the district achieve an overall rating of 4 out of 5 using the SBE Adopted Self-Reflection Tool for the Local Indicator for	CSD will maintain an overall rating of 5 or better for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool for the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.	Reflection Tool for the Local Indicator for Priority 3 on Parent Engagement.	Priority 3 on Parent Engagement.	Priority 3 on Parent Engagement.	Local Indicator for Priority 3 on Parent Engagement.

Goal Analysis

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

All actions for the 2023-24 school year in Goal 4 were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions.

The district successfully implemented several initiatives to enhance parent involvement, education, and support. Key successes included effective coordination of parent education and engagement through site and districtwide committees, such as SSC, ELAC, LCAP Advisory Committee, and DELAC. Partnerships with community organizations like Project Cornerstone and SCCOE facilitated valuable parent education workshops. The creation of a specialist position, funded by the Santa Clara County Office of Education, targeted at enrollment and family engagement, significantly improved services and support for families. Ongoing opportunities for English Learner parents to engage meaningfully were provided, including multilingual district newsletters and workshops.

Community and staff engagement were bolstered through the continued use of multiple communication methods, including the Blackboard and SMORE systems for emails, texts, and newsletters. The district maintained a Coordinator of Marketing, Communications, and Community Engagement to leverage social media and the "Thought Exchange" platform for enhanced community involvement. Language services for English Learner families were also successfully continued, supporting parent conferences, meetings, and communication through Language Line services.

However, challenges arose in fully implementing these actions. Engaging all parents, especially those of English Learners, foster/homeless youth, and low-income families, presented difficulties due to varying levels of participation and resource limitations. Ensuring the consistency and quality of communication across diverse platforms and maintaining high levels of community engagement required ongoing effort and adaptation.

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.

All actions were fully implemented. There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

Throughout the 2023-24 academic year, the Cambrian School District has strategically enhanced parent and community engagement opportunities, aiming to elevate academic achievement as outlined in our Local Control and Accountability Plan. The district actively coordinated a series of parent workshops, support services, and district-wide committees in collaboration with esteemed community partners like Project Cornerstone and Health Connected. These initiatives focused on improving performance on state and local assessments, with a special emphasis on supporting English Learner (EL) families and unduplicated students, enhancing their access to core and supplemental educational programs and critical resources. Key components of our engagement strategy included regular communication channels, such as a district quarterly newsletter available in multiple languages and the use of Language Line services for effective communication during parent conferences and meetings. These efforts were complemented by informational meetings and workshops designed for EL parents, covering topics from technology use to navigating the educational landscape, which were well-received and heavily attended.

Successful Actions and Achievements:
1. The engagement and involvement of all educational partners were instrumental in developing the new strategic plan and LCAP. The use of current committees and meeting structures facilitated meaningful opportunities for all educational partners, including staff, parents (including ELs and students with IEPs), School Board members, and district administrators. The new District Strategic Plan is aligned with the new 3-year LCAP.
2. Staff and EL parents saw a substantial increase in using Language Line interpreting services with the addition of a video feature for virtual conferences with interpreters present.
3. The addition of this role significantly improved support for families during the enrollment process, particularly for Hispanic families. The increase in face-to-face interaction and language support made enrollment smoother for many Spanish-speaking families.
4. Based on staff and parent feedback, the district made substantial website changes, improving ease of use and access to information. Consistent communication was maintained through the Blackboard and SMORE systems. The district also sustained the Coordinator of Marketing, Communications, and Community Engagement role, further strengthening outreach and engagement capabilities. High attendance at school events and active parent participation in committees and parent education classes conducted by Project Cornerstone underscored a vibrant level of community involvement.
5. Although challenging, recruiting parents for positions on committees like ELAC, SSC, and Home and School Club enriched our collaborative community environment. Regular principal parent coffees provided a platform for direct dialogue and feedback that was pivotal in addressing and adapting to the community's evolving needs.

Areas for Improvement:

1. While developing the LCAP through committees was successful, the participation rate via the LCAP Community Input Survey decreased over the last three years. Despite the lower number of participants, the ThoughtExchange platform allowed for robust and informative exchanges of ideas.
2. Parent feedback indicated varying levels of satisfaction and engagement. While most parents felt informed and involved in decision-making, parents with students on IEP or 504 plans indicated a need for better communication and inclusion. The district will consider targeted strategies to address each group's needs and concerns.

Overall, the district's multifaceted approach to parent and community engagement this school year has continued and strengthened the tradition of collaborative involvement, significantly contributing to our students' educational success and socio-emotional well-being.

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

The district plans to maintain all the actions from 2023-24 while utilizing the interactive communication and engagement platform (ThoughtExchange) to foster meaningful engagement. This will allow parents, staff, and community members to get involved through district and school committees. The district will also continue to facilitate parent engagement and support services, involving parents in efforts to increase academic achievement, with the help of our enrollment/family engagement specialist and the marketing, communication, and community engagement coordinator. Additional resources will be invested in language interpreting and translation services to ensure equitable access to school information and programs for our diverse language families.

For the next three-year Local Control and Accountability Plan (LCAP), the district will adopt new and additional metrics to assess our effectiveness. Emphasis will be placed on creating opportunities for parents to provide input into the decision-making process at the school level and ensuring engagement from parents of diverse backgrounds through our annual parent engagement survey. The district will also aim to improve opportunities for parents of English Learners (ELs), low-income students, and students with Individualized Education Programs (IEPs). Specific measures will be implemented to determine the effectiveness of the district's outreach to our diverse and focal families.

Our goal is to work collaboratively with our educational partners to ensure the development of a well-rounded LCAP that represents the district's needs and the voices of our school community.

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	Linh Nguyen Assistant Superintendent of Educational Services	nguyenl@cambriansd.com 408-558-4916

Plan Summary [2024-25]

General Information

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

The Cambrian School District, with a storied tradition that dates back over a century in Silicon Valley, is a foundational pillar for the Cambrian community. Over the decades, we have watched generations of students learn, grow, and thrive within our schools, many of whom return as educators or volunteers, bringing their journey of growth and contribution full circle. The essence of Cambrian schools today reflects this rich history and a vibrant community spirit, harmonized with a forward-looking approach to education that prepares students for success in high school, college, their careers, and life beyond.

Our district is home to approximately 3056 students spanning Transitional Kindergarten to 8th grade, distributed across four elementary schools, one K-8 school, and a comprehensive middle school for grades 6-8. We take pride in mirroring the dynamic diversity of Silicon Valley, viewing it as an essential strength in building learning communities where every student is challenged, engaged, and celebrated. For the 2023-2024 school year, our classrooms maintain an average size of 21:1 for TK-3rd grades and 27:1 for 4th-8th grades. The demographics of our student body include 30% white (non-Hispanic), 29% Hispanic, 23% Asian or Pacific Islander, 15% identifying with two or more races, 2% Black or African-American, and 1% representing other racial and ethnic backgrounds. Of our total enrollment, approximately 13% are English Learners, 17% are socio-economically disadvantaged, and 12% are special needs students supported by Individualized Education Plans (IEP) or 504 Plans.

Across every school and grade level, our staff is unified in their commitment to excellence and continuous improvement. Key elements of our educational approach include:
- A seamless incorporation of California's State Standards alongside a vigorous commitment to elevating student achievement.
- Emphasizing Critical Thinking, Communication, Collaboration, and Creativity to ensure students develop the skills and mindset necessary for academic and professional success and thoughtful community engagement.
- A steadfast dedication to the holistic development of students, facilitated by innovative arts, music, wellness, and technology programs, encouraging students to explore their interests.
- Providing ongoing professional development opportunities for our world-class educators, ensuring they possess the latest knowledge, skills, and resources to refine their pedagogical skills.
- Fostering warm, welcoming school communities where families and neighbors play a crucial role in our students' educational journey and life, both inside and outside the classroom.

This comprehensive approach underpins our mission to uphold our legacy and pave the way for future generations to achieve and excel.

Reflections: Annual Performance

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

It is important to note that four (4) of the Cambrian School District schools are structured as "dependent charter schools," which allows us to welcome students throughout our county, not just within our district boundaries. The CA School Dashboard lists all charter schools as separate entities, whether affiliated with the district or not. As a result, a search in the CA Dashboard for "Cambrian School District" only reflects information for Bagby Elementary School and Steindorf K-8 STEAM School combined.* Each CSD's charters, including Fammatre School, Farnham School, Sartorette School, and Price Middle School, will have its own Dashboard data. The information can be accessed at the following link: https://www.caschooldashboard.org/. To see other school site information, use the search bar and enter the name of the school site.

The 2023 Dashboard included the following State Indicators: Academic Indicators for English Language Arts/Literacy & Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, and Suspension Rate Indicator. The district, schools, and student groups receive performance colors on the Dashboard (Blue, Green, Yellow, Orange, and Red), where Blue indicates the highest performance, and Red indicates the lowest performance. Performance colors are determined based on 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 of the 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 for each site in the Overall Academic Performance Indicator for ELA and Math (Priority 1 & Priority 2):

- Bagby School: ELA - "Green"; Math - "Blue"
- Fammatre School: ELA - "Green"; Math - "Green"
- Farnham School: ELA - "Green"; Math - "Blue"
- Sartorette School: ELA - "Green"; Math - "Green"
- Steindorf K-8 School: ELA - "Green"; Math - "Blue"
- Price Middle School: ELA - "Green"; Math - "Green"; SWD: ELA - "Red" (89 points below standard, a decline of 13.1 points from 2022); Math - "Red" (124.4 points below standard, a decline of 9.2 points from 2022)

The 2023 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance across the Cambrian School District. 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 all schools 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. Nevertheless, targeted support for the SWD subgroup at Price Middle School is essential to address their specific needs and improve their academic outcomes. It remains crucial to continue monitoring and addressing the specific needs of subgroups to ensure that all students benefit from the district's academic programs.

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 on the English Language Proficiency Assessments for California (ELPAC). Below are the ELPI results by school:

- Bagby School: No performance level is available for Steindorf due to the sample size being less than 30. However, 60.7% of ELs are progressing toward English language proficiency, an increase of 13.8% from 2022.
- Fammatre Charter School: 30.4% of ELs are progressing toward English language proficiency, a decline of 24.4% from 2022.
- Farnham Charter School: 58.8% of Els are progressing toward English language proficiency, an increase of 4% from 2022.
- Sartorette Charter School: No performance level is available for Sartorette because the sample size is less than 30. However, 55.6% of ELs are progressing towards English language proficiency, a decline of 8.1% from 2022.
- Steindorf K-8 School: No performance level is available for Steindorf due to the sample size being less than 30. However, 55.2% of ELs are progressing toward English language proficiency, a decline of 10.2% from 2022.
- Price Charter Middle School: 58% of ELs are progressing toward English language proficiency, a decline of 10.3% from 2022.

The 2023 CA Dashboard English Learner Progress Indicator reveals mixed results for the district as a whole. Bagby School showed a positive trend, with 60.7% of ELs progressing toward English language proficiency, marking a significant increase of 13.8% from 2022. Conversely, Fammatre Charter School experienced a notable decline, with only 30.4% of ELs progressing, down by 24.4% from the previous year. Farnham Charter School reported 58.8% of ELs making progress, reflecting a modest increase of 4% from 2022. To support improvement based on the 2023 CA Dashboard English Learner Progress Indicator results, 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 the process of 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 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 progress 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. Professional learning was provided as an effective use of time, and 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 physical education and science. There is a strong interest in language learning, with many wanting to improve their Spanish skills. Additionally, staff are keen to learn more about restorative justice 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. GLAD Strategies: Staff expressed a strong interest in GLAD strategies, desiring certification, skill extension, and leadership roles in training. They perceive GLAD as an effective teaching tool.
2. Curriculum Mastery: Many staff, especially new teachers, want to master various curricula, including the new science curriculum, Benchmark, and FOSS. Mastery is seen as crucial for effective teaching and student success.
3. 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.
4. Behavior Management: There is a need to learn more about managing challenging behaviors and classroom dynamics. Effective behavior management is considered essential for a conducive learning environment.
5. 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.
6. 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.
7. Writing Instruction: Improving writing instruction is a priority for many, with some looking to redevelop their approach, acknowledging its importance for student success.
8. Integration of Curriculum: Staff seeks to integrate new science curricula across subjects and with ELA, believing this enhances the relevance and applicability of learning.
9. Social-emotional learning (SEL): There is a desire to support students' social/emotional needs and promote mental health awareness, recognizing SEL's importance for student well-being.
10. 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.

6. Chronic Absenteeism (Goal 3)
Chronic absenteeism is the percentage of students missing at least 10% of school days.

- Bagby School's rate was 9.7%, a decline of 4.4% from 2022. However, SED's rate was 27.1%, an increase of 0.4% from 2022. Bagby's chronic absenteeism obtained the lowest performance indicator for this metric - "red" on the CA Dashboard.
- Fammatre Charter School's rate was 12.3%, a 1.5% decline from 2022. However, SWD's rate was 22.7%, maintaining the same rate as in 2022.
- Farnham Charter School's rate was 14.3%, maintaining the same rate as in 2022. However, ELs' rate was 21.2%, an increase of 6% from 2022.
- Sartorette Charter School's rate was 13.1%, a decline of 0.6% from 2022. However, SED's rate was 30%, maintaining the same rate as in 2022.
- Steindorf K-8 School's rate was 4.7%, an increase of 2.2%.
- Price Charter Middle School's rate was 11.2%, a decline of 0.8% from 2022. However, SWD is at 28.2%, an increase of 1% from 2022.

The 2023 CA Dashboard reveals mixed results for chronic absenteeism rates within the Cambrian School District. Bagby School's overall

rate decreased to 9.7%, a significant decline of 4.4% from 2022. However, the rate for Socioeconomically Disadvantaged (SED) students increased slightly to 27.1%, up 0.4%. Fammatre Charter School saw a slight improvement in overall absenteeism, dropping to 12.3%, a 1.5% decline from the previous year, while the rate for Students with Disabilities (SWD) remained unchanged at 22.7%. Farnham Charter School maintained an overall rate of 14.3%, but the rate for English Learners (ELs) increased significantly to 21.2%, up by 6%. Sartorette Charter School experienced a slight decline in overall absenteeism to 13.1%, down by 0.6%, but the rate for SED students remained high at 30%. Steindorf K-8 School's overall rate rose to 4.7%, an increase of 2.2%. Price Charter Middle School achieved a minor decline in overall absenteeism to 11.2%, down by 0.8%, but the rate for SWD increased to 28.2%, up by 1%. It is noted that the Dashboard also identified Cambrian School District (Representing only Bagby School & Steindorf K-8) chronic absenteeism in red/lowest performance for Chronic Abs. of SED students.

While some schools in the district achieved declines or maintained their overall absenteeism rates, five out of six schools 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 School's rate was 0.8% (Yellow), an increase of 0.8% from 2022.
- Fammatre Charter School's rate was 0.4% (Blue).
- Farnham Charter School's rate was 0.3% (Green).
- Sartorette Charter School's rate was 2.1% (Yellow)
- Steindorf K-8 School's rate was 1.6% (Orange), an increase of 0.6% from 2022.
- Price Charter Middle School's rate was 6.2% (Orange), an increase of 2.1% from 2022.

While some schools, like Fammatre and Farnham, perform well with low suspension rates, others, particularly Price Charter Middle School, show significant suspension increases, indicating a need for targeted interventions to address and reduce disciplinary issues. The district will continue to focus on understanding the underlying causes of these suspensions and implement strategies to foster a more positive and supportive school climate across all schools, with particular attention to those with higher suspension rates.

Local Performance Data
In addition to the CA School Dashboard data, CSD relies on local performance data and data gathered through our engagement processes with our educational partners throughout the school year. Below is a summary of educational partners' feedback data, including staff, parents/guardians, community members, and students. The district 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. The district also implements attendance incentive programs to encourage and reward regular attendance, fostering a positive school climate and culture that makes SED, SWD, and EL students feel connected and motivated to attend. The district will establish systems to monitor attendance data regularly 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.

8. 2023 Dashboard Local Indicators (Goal 1-4)
The Dashboard includes a concise set of local indicators founded on the Local Control Funding Formula (LCFF) priorities but aligned to the measures required under the Every Student Succeeds Act (ESSA). Local indicators are those LCFF priorities for which no state-level data is collected. The local indicators are Basic Services and Conditions (Priority 1), Implementation of State Academic Standards (Priority 2), Parent and Family Engagement (Priority 3), School Climate (Priority 6), and Access to a Broad Course of Study (Priority 7). In addition to being a public record of progress on the Dashboard, the local indicator process informs process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the Differentiated Assistance process. For each local indicator, the State Board of Education (SBE) adopted performance standards that require an LEA to annually measure its progress in meeting the requirements of the specific LCFF priority, report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted and report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

The district and its charters met the performance standards for all local indicators, demonstrating a commitment to fulfilling LCFF priorities. This achievement highlights the district's effective provision of basic services and conducive learning conditions, successful implementation of state academic standards, robust parent and family engagement, positive school climate, and ensuring students have access to a broad course of study. The local indicator process is also crucial in informing the Local Control and Accountability Plan (LCAP), guiding process improvements, and planning efforts. Meeting these local indicators reflects the district's internal progress and positions it well for technical assistance through the Differentiated Assistance process, should it be needed. The district's ability to meet and report these standards transparently to the public underscores its dedication to continuous improvement and accountability. Overall, the 2023 CA Dashboard Local Indicator results indicate that Cambrian School District and its charters are on a positive trajectory, effectively addressing key educational priorities and maintaining high standards in essential student support and engagement areas.

9. Student School Climate Survey - Spring 2024 (Goal 3)
Our school sites 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. The district'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 2,116 students in grades 2-8, provides insights into the effectiveness of the district's Social-Emotional Learning (SEL) programs and other climate initiatives. Below is a summary and analysis of the survey results:

1. I like school: 85% of students responded "Agree" or "Strongly Agree," marking a substantial increase of 12% from Spring 2023. This indicates a growing enjoyment and satisfaction with the school experience.
2. I feel like I do well in school: 93% of students felt they performed well academically, an 8% increase, suggesting that students' confidence

in their academic abilities has improved.

3. My school wants me to do well: 90% of students felt supported by their school, with a 3% increase, highlighting the district's effective encouragement of student success.

4. My school has clear rules for behavior: 89% agreed that behavioral expectations are clear, a 3% increase indicating that implementing clear rules is being recognized and appreciated.

5. Teachers treat me with respect: 87% of students felt respected by their teachers. However, this represents a slight decline of 2%, suggesting a need for ongoing efforts to ensure respectful teacher-student interactions.

6. Behavior in class allows the teacher to teach: 65% felt classroom behavior is conducive to learning, a 2% decline, highlighting an area that may require further attention to maintain effective classroom management.

7. Good behavior is noticed at my school: 63% felt good behavior is acknowledged, a 3% increase, indicating improvements in recognizing positive student behavior.

8. I get along with other students: 82% felt they have good peer relationships, a 2% increase, showing enhanced student interactions.

9. I feel safe at school: 85% felt safe, a 5% increase, suggesting successful efforts to create a secure school environment.

10. Students treat each other well: 85% felt positive about peer treatment, a 12% increase indicating improved student behavior and relationships.

11. There is an adult who will help me if I need it: 71% felt they could rely on an adult for help, a 2% increase, reflecting the presence of supportive staff.

12. I feel safe during distance learning: 80% felt safe during distance learning, a 1% increase, showing consistency in the perceived safety of virtual learning environments.

The survey results demonstrate that the district's initiatives have positively impacted the school climate, significantly improving several key areas. The increased percentages of students liking school, feeling they do well academically, and perceiving positive peer treatment suggest that the district's emphasis on SEL and empowering students yields positive results. However, the slight decreases in teacher respect and classroom behavior management perceptions indicate areas where continued focus and improvement are needed. The district's commitment to student choice, voice, and engagement is reflected in these positive trends, emphasizing the importance of maintaining and enhancing these efforts to support a conducive and respectful learning environment.

10. 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.

11. Parent Engagement Survey (Goal 4)
This year, the district sought feedback from our parent community regarding parent 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 Parent (223 Responses)
- Informed about Procedures and Policies: 62.8% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 58.7% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 60.1% "Likely" or "Very Likely"
- Engagement of Parents from Diverse Backgrounds:53.4% "Very Well" or "Extremely Well"

English Learner Parents (15 Responses)
- Informed about Procedures and Policies: 73.3% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 86.7% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 73.3% "Likely" or "Very Likely"

- Engagement of Parents from Diverse Backgrounds: 60% "Very Well" or "Extremely Well"

Parents with Students with IEP or 504 Plans (48 Responses)
- Informed about Procedures and Policies: 58.3% "Often" or "Always"
- Opportunities to Contribute to Decision-Making: 52.1% "Agree" or "Strongly Agree"
- Likelihood to Participate in Decision-Making: 54.2% "Likely" or "Very Likely"
- Engagement of Parents from Diverse Backgrounds: 52.1% "Very Well" or "Extremely Well"

Across all groups, most parents feel informed and see opportunities for involvement in decision-making. However, satisfaction and engagement levels vary, with EL parents generally feeling the most positive. Parents with students on IEP or 504 plans indicate a need for better communication and inclusion. To improve overall parent engagement, 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.

12. 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, the district recognizes the need for increased communication. The district 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 non-native 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
As a district, our schools' results show that we are moving in the right direction in some state indicators. The results also show that we have work to do to support the success of all students equitably. We locally monitor data as it is collected for up-to-date information on student attendance, achievement, and engagement. We continue to make substantial investments in programs to support student success. Implementing the state standards and ensuring that all students have access to the standards-aligned instructional materials has been and

continues to be a priority. 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 while ensuring safety for everyone. The district 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. Additional counseling and mental health services support will be provided at all sites. These essential programs and services provided intensive targeted instruction for our most at-risk students. With one-time funds, LCFF Supplemental Grant, Title I, and Title III funds, the district can allocate additional resources to provide supplemental and extended learning time for students with the largest learning gaps in reading and math.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
CSD Strategic Plan/Local Control Accountability Plan Advisory Committee	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

Educational Partner(s)	Process for Engagement
	throughout the year. Below is the list of dates the District LCAP Advisory Committee convened in 2023-24. All meetings were conducted in person. - October 24, 2023 - December 12, 2023 - January 23, 2024 - February 27, 2024 - March 26, 2024 - April 30, 2024
CSD English Learner Advisory Committee Meetings (DELAC)	The DELAC comprises district office school leaders, ELAC/School Site Council parent reps from each school site, school administrators, and district Instructional Specialists. This committee reviews, provides input, and advises the district on developing the District LCAP, the LCAP Federal Addendum, oversight of the Consolidated Application, and services for English learners, low-income students, and Foster/Homeless Youth. Translation services for English learner parents were limited but provided when possible through Language Line. The district made a concerted effort to ensure voices were heard from all our educational partners throughout these meetings. The district shared the following information: Available dashboard data, local data, previous LCAP goals, progress toward meeting LCAP goals, and the budget for each LCAP goal. The primary topics at all meetings were the District's proposed goals and actions to provide support, accelerate learning, and support the social-emotional well-being of all students. The meeting agendas and minutes can be accessed at the following district website: https://www.cambriansd.org/Page/1105. Below is the list of dates the District English Learner Advisory Committee met in 2023-24. All meetings were conducted in person. - October 26, 2023 - December 7, 2023 - February 29, 2024 - April 25, 2024

Educational Partner(s)	Process for Engagement
Students Engagement and Input Process	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. As such, the district provided students various opportunities to give input and share their voices throughout the year. During the 2023-24 school year, students could share their thoughts through the Annual PBIS School Climate Survey, which addressed our district's efforts to improve positive school climate initiatives. The survey, administered to 2,116 students in grades 2-8 in the Spring of 2024, provides insights into the effectiveness of the district's Social-Emotional Learning (SEL) programs and other climate initiatives. The district also sought student input when we considered which NGSS Curriculum to consider for board adoption in the Fall 2024-25. This survey was administered using the ThoughtExchange platform, which surveyed 847 students in grades 1-8, asking students' opinions on their preference for learning science in school. The district also conducted empathy interviews and surveyed our English Learners students to assess and improve our EL programs and services in addressing our student learning needs. These interviews and surveys took place in Winter 2024.
CSD MTSS Committee	The Cambrian School District's MTSS (Multi-Tiered System of Supports) Committee, comprising teacher leaders, site administrators, specialists, and department heads from Student Services and Educational Services, is crucial in developing the Local Control and Accountability Plan (LCAP). This committee supports the district by providing valuable input on the multi-tiered system for support, curriculum, instruction, and assessment. Their responsibilities include advising on developing and implementing instructional strategies and curricular materials that align with the MTSS framework and ensuring high-quality, evidence-based instruction for all students. They establish assessment protocols and analyze data to identify student needs, monitor progress, and inform instruction and intervention practices. By designing and implementing tiered intervention strategies, the committee ensures targeted support for students who need additional assistance.

Educational Partner(s)	Process for Engagement
	Additionally, they plan and coordinate professional development opportunities to enhance educators' understanding and implementation of the MTSS framework. The committee facilitates collaboration among educators, administrators, specialists, and other stakeholders, ensuring a cohesive and integrated support system with clear communication and shared goals. Their continuous evaluation of the MTSS framework's effectiveness and responsiveness to student needs promotes a culture of improvement, directly informing and shaping the LCAP to support student success comprehensively. This committee 4 times during the school year.
Instructional Leadership Council (ILC)	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 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 school year. |
| Special Education Local Plan Area (SELPA) | The Special Education Local Plan Area Administrators of California is an association of professional educators organized to present, review, and evaluate major special education issues. This year, SELPA worked with our district's LCAP team representatives to fulfill the requirements of Assembly Bill 1808, specifically, to consult with the SELPA administrator prior to consideration of the LCAP by the local |

Educational Partner(s)	Process for Engagement
	board. SELPA provided consultation to determine, as appropriate, whether specific actions for individuals with exceptional needs are included in the LCAP or an annual update to the LCAP. SELPA completed the LCAP consultation process, which took place on June 6, 2024.
CSD Governing School Board and LCAP Public Review	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: - Provide direction for the district - Establish District policies and procedures - Ensures accountability - Provide community leadership on behalf of the district and public education The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-of-trustees The annual District LCAP Mid-year Update was presented to the Board on February 1, 2024. The 2024-27 CSD LCAP draft will be posted on the district website before the Board meeting on June 6, 2024, for public review and comments. A link in the Board agenda was posted 72 hours before the meeting. - A Public Hearing of the 2024-27 CSD LCAP occurred on June 6, 2024. - The 2024-27 CSD LCAP was adopted by the Board of Trustees on June 20, 2024. - The 2024-27 CSD LCAP was submitted to the Santa Clara County Office of Education before June 30, 2024.

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

2024-27 CSD LCAP Development Influenced by Educational Partners

Throughout the 2023-24 school year, the 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.
*Revisit take-home tech programs to align with educational goals and student health.
*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 afterschool program.
*Increase cultural competencies by teaching basic concepts in Spanish alongside other languages.
*Ensure equitable introduction of basic Spanish across middle schools, possibly as a standard part of the curriculum.
*Offer Spanish as an elective for grades 7 and 8, allowing older students to learn more formal language.

2024-25 LCAP Goal 1 Actions and Services:
1.1 Supplemental Targeted Instruction & Intervention
1.2 Targeted Expanded Educational Resources and Digital Learning Support
1.3 Sustaining Core Curriculum and Supplemental Materials.

1.4 Integration of Expanded Learning Opportunities Program (ELO-P)
1.5 Provision of Instructional Specialists
1.6 Advancing Technology Priorities
1.7 Addition of Assistant Principal Position at Price Middle School
1.8 Expansion of the Visual Art Program
1.9 Enhanced Support for Elementary PE Program
1.10 Maintaining and Implementing Comprehensive Assessment System
1.11 Expansion of Transitional Kindergarten Program
1.12 Addressing Disproportionality for Students with Disabilities and Hispanic Students
1.13 Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School

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.

2024-25 LCAP Goal 2 Actions and Services:
2.1 Maintain Staff Training and Professional Development
2.2 Enhancing Staff Collaboration and Professional Learning Communities
2.3 New Teacher, Administrator, and Staff Support
2.4 Leveraging Online and In-House Professional Development
2.5 Equitable Services Under ESSA for Private School Participation
2.6 Targeted Professional Development for Supporting Unduplicated Students

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.

2024-25 LCAP Goal 3 Actions and Services:
3.1 Maintain Program Specialist for Student Services
3.2 Comprehensive Counseling and Mental Health Support
3.3 Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School
3.4 Targeted Support for Foster and Homeless Youth
3.5 Enhanced Health Services through El Camino Grant
3.6 Enhancing General Education Behavior Support & Sustaining PBIS
3.7 Enhancing Student Attendance through A2A Implementation
3.8 Enrollment/Engagement & Support Specialist for Improving Attendance
3.9 Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities

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.

2024-25 LCAP Goal 4 Actions and Services:
4.1 Parent and Community Education and Engagement
4.2 Family Engagement & Support Specialist
4.3 Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education
4.4 Enhancing Engagement Through Thought Exchange
4.5 Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement

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.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Cambrian School District developed Goal 1 to emphasize the importance of academic success and personal growth for every student. This goal reflects the district's commitment to providing high-quality education, fostering an inclusive and supportive learning environment, and preparing students for future challenges.

Actions and Metrics:
- Supplemental Targeted Instruction & Intervention: Providing additional support to students who need it to close achievement gaps.
- Targeted Expanded Educational Resources and Digital Learning Support: Enhancing learning through technology and additional resources.
- Sustaining Core Curriculum and Supplemental Materials: Ensuring the continuity and quality of the curriculum.
- Integration of Expanded Learning Opportunities Program (ELO-P): Offering additional learning opportunities outside regular school hours.
- Advancing Technology Priorities: Keeping technology up-to-date to support learning.
- Addition of Assistant Principal Position at Price Middle School: Providing more administrative support to enhance school operations and student support.
- Expansion of the Visual Art Program: Broadening the curriculum to include more arts education.
- Enhanced Support for Elementary PE Program: Improving physical education programs to support overall student well-being.

These actions collectively aim to improve academic performance, provide equitable resources, and support students' holistic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Performing Met/Exceed Standard on the CAASPP ELA Assessment	(Spring 2023) - Grades 3-8 All Students: 66.99% met/exceeded standards English Learners: 23.32% met/exceeded standards Socio-Economically Disadvantaged: 33.9% met/exceeded standards Students w/ Disabilities: 26.79% met/exceeded standards Hispanics/Latino:41.53% met/exceeded standards			(Spring 2026) - Grades 3-8 All Students: 80% met/exceeded standards English Learners: 50% met/exceeded standards Socio-Economically Disadvantaged: 60% met/exceeded standards Students w/ Disabilities: 60% met/exceeded standards Hispanics/Latino: 60% met/exceeded standards	
1.2	Percentage of Students Performing At/Above Standard on the CAASPP Math Assessment	(Spring 2023) - Grades 3-8			(Spring 2026) - Grades 3-8	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 60.85% met/exceeded standards English Learners: 24.52% met/exceeded standards Socio-Economically Disadvantaged: 33.19% met/exceeded standards Students w/ Disabilities: 26.01% met/exceeded standards Hispanics/Latino:33.08 % met/exceeded standards			All Students: 75% met/exceeded standards English Learners: 50% met/exceeded standards Socio-Economically Disadvantaged: 60% met/exceeded standards Students w/ Disabilities: 60% met/exceeded standards Hispanics/Latino:6 0% met/exceeded standards	
1.3	Percentage of Students Performing At/Above Standard on the California Science Test (CAST)	(Spring 2023) - Grades 5 & 8 All Students: 51.25% met/exceeded standards English Learners: 13.34% met/exceeded standards			(Spring 2026) - Grades 5 & 8 All Students: 70% met/exceeded standards English Learners: 30% met/exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 24.58% met/exceeded standards Students w/ Disabilities: 15.47% met/exceeded standards Hispanics/Latino:29.48% met/exceeded standards			Socio-Economically Disadvantaged: 50% met/exceeded standards Students w/ Disabilities: 30% met/exceeded standards Hispanics/Latino:60% met/exceeded standards	
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): Percentage of Current ELs Who Progressed at Least One ELPI Level & Maintained ELPI Level 4 by School Site	(Fall 2023) Bagby School: 60.7% of ELs making progress toward English language proficiency Fammatre School: 30.4% of ELs making progress toward English language proficiency Farnham School: 58.8% Els are making progress towards English language proficiency.			(Fall 2026) Bagby School: 65% or more ELs making progress toward English language proficiency Fammatre School: 65% or more ELs making progress toward English language proficiency Farnham School: 65% or more ELs are making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sartorette School: 55.6% of ELs making progress towards English language proficiency. Price Middle School: 58.0% of ELs making progress toward English language proficiency. Steindorf K-8 School: Steindorf K-8 School: 55.2% of ELs making progress toward English language proficiency.			progress towards English language proficiency Sartorette School: 65% or more ELs making progress towards English language proficiency. Price Middle School: 65% or more ELs making progress toward English language proficiency. Steindorf K-8 School: 65% or more ELs making progress toward English language proficiency.	
1.5	Average Annual Percentage of ELs Reclassified to Fluent English Proficient	(Fall 2023) 21%			(Fall 2026) 15% or More	
1.6	Percentage of ELs Who are LTELs	(Spring 2024) 28%			(Spring 2027) 15% or Less	
1.7	Percentage of Middle School Students in Grades 7th & 8th	(Spring 2024) 69%			(Spring 2027) 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrolled in a Visual and Performing Arts Course					
1.8	Percentage of Students with Access to Their Own Copies of the Board Adopted Standards-aligned Core (ELA, Math, Science & Soc. Stu.) Instructional Materials at School and Home	(2023-2024) 100%			(2026-2027) 100%	
1.9	Percentage of ELs Enrolled in Advanced Math at Price Middle School	(2023-2024) 1%			(2026-2027) 15%	
1.10	Percentage of UPP Students Participating in the the ELO-P through Extended Day is Equivalent to the District's Annual UPP Percentage	(2023-2024) 21%			(2026-2027) 26%	
1.11	Percentage of Students Performing "On/Above" or "Low Risk" at grade-level standards on the CSD Fastbridge aReading Benchmark	(Spring 2024) - Grades 2-8 All Students: 73.55% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 23.27% performed at "On/Above" or "Low			(Spring 2024) - Grades 2-8 All Students: 85% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 50% performed at "On/Above" or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Risk" at grade-level standards Socio-Economically Disadvantaged: 52.28% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 33.48% performed at "On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 48.99% performed at "On/Above" or "Low Risk" at grade-level standards			"Low Risk" at grade-level standards Socio-Economically Disadvantaged: 65% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 60% performed at "On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 65% performed at "On/Above" or "Low Risk" at grade-level standards	
1.12	Percentage of Students Performing "On/Above" or "Low Risk" at grade-level standards on the CSD Fastbridge aReading End of Year Benchmark	(Spring 2024) - Grades 2-8: All Students: 76.76% performed at "On/Above" or "Low Risk" at grade-level standards			(Spring 2027) - Grades 2-8: All Students: 85% performed at "On/Above" or "Low Risk" at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 41.32% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 51.51% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 37.86% performed at "On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 51.68% performed at "On/Above" or "Low Risk" at grade-level standards			grade-level standards English Learners: 55% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 65% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 55% performed at "On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 65% performed at "On/Above" or "Low Risk" at grade-level standards	
1.13	Percentage of students with disabilities that are	(Spring 2024)			(Spring 2027)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in general education classes 80% or more of the time.	60.5% Students w/ Disabiltities are in genereal education classes 80% or more of the time.			65.0% Students w/ Disabiltities are in genereal education classes 80% or more of the time.	

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	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 at all school sites. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low-	$861,965.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.		
1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	The district will provide and increase services to support all students with supplemental texts, instructional materials, blended learning programs, access to digital learning platforms, and online learning tools. This action is principally targeted at students identified as English learners, low-income, and foster/homeless youth, but it will be provided for all students needing additional support. (Imagine Learning Language & Literacy)	$247,000.00	Yes
1.3	Sustaining Core Curriculum and Supplemental Materials.	The district 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.	$498,386.00	No
1.4	Integration of Expanded Learning Opportunities Program (ELO-P)	The district will continue to utilize state funding from the Expanded Learning Opportunities Program (ELO-P) to enhance afterschool and summer school enrichment programs, as well as extended care for students in transitional kindergarten through sixth grade. ELO-P funding will also support districtwide enrichment programs, including the elementary band and choir program, after-school learning centers, and site-specific enrichment opportunities for students in grades TK-6. In accordance with ELO-P funding requirements, all students who qualify for free and reduced lunch programs will be able to participate in these programs at no cost, subject to program capacity.	$980,000.00	No
1.5	Provision of Instructional Specialists	The district will continue to allocate 5.5 FTE Instructional Specialists to support all school sites, focusing on Title I, English Learner (EL), Socio-economically Disadvantaged (SED), and Foster Youth (FY) programs.	$771,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Their roles include coaching staff, assisting instructional aides, modeling teaching strategies, developing ELD content and training, coordinating intervention programs, and analyzing data to guide instruction. This primarily targets English learners, low-income, Foster/Homeless Youth, and Students with Disabilities while also supporting any student identified by staff as needing additional help. For detailed responsibilities, refer to the Instructional Specialist Job Description.		
1.6	Advancing Technology Priorities	CSD will continue to advance the key priorities outlined in the Tech Plan. These priorities include the effective use of data, technology integration, promoting digital citizenship, and managing classroom devices. Funding for these activities and services will be allocated based on the Tech Plan.	$175,000.00	No
1.7	Addition of Assistant Principal Position at Price Middle School	The district will add a 0.50 FTE Assistant Principal position to support the implementation of MTSS, enhance high-quality Tier 1 instruction, and provide supplemental targeted instructional support. 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.	$110,000.00	Yes
1.8	Expansion of the Visual Art Program	The district will use Prop 28 funding to add 2.0 FTE Art teaching positions and 2.0 art paraeducators to expand the Art program at all school sites.	$408,000.00	No
1.9	Enhanced Support for Elementary PE Program	The district will continue to provide a 0.75 FTE Paraeducator to provide additional instructional support for the elementary PE program across our four TK-4 campuses. This will reduce the student-to-teacher ratio during PE classes each week, enhancing student-to-teacher interaction and improving class management.	$41,805.00	No
1.10	Maintaining and Implementing	The district will maintain and implement a comprehensive assessment system to support universal screening and ongoing progress monitoring for	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Comprehensive Assessment System	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.		
1.11	Expansion of Transitional Kindergarten Program	The district will expand the transitional kindergarten program by adding more classrooms, staffing, and resources to provide high-quality early learning education. For the 2024-25 school year, students born between 9/2/2019 and 7/1/2020 will be eligible for TK.	$378,120.00	No
1.12	Addressing Disproportionality for Students with Disabilities, English Learners, and Hispanic Students	The district will follow the CDE's Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services (CCEIS). This includes reserving 15 percent of IDEA funds for a CCEIS action plan and services. Key actions include engaging parents of students with IEPs through input meetings and an annual needs assessment survey.	$112,000.00	No
1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	The district will continue to support Price Middle School with an additional 1.0 FTE teacher position. This additional support is crucial for developing a master schedule that facilitates targeted interventions while preserving the integrity of the core instructional program. By carefully managing resources and time, Price Middle School can provide each student with the necessary support to thrive. This initiative supports the district's goals of improving student outcomes and promoting educational equity.	$150,000.00	No

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.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 2 was established to recognize educators' critical role in student success. The district aims to attract, retain, and develop skilled educators dedicated to meeting all students' diverse needs.

Actions and Metrics:
- Maintain Staff Training and Professional Development: Providing ongoing professional development to keep teachers and staff updated on best practices.
- Enhancing Staff Collaboration and Professional Learning Communities: Encouraging collaboration among educators to share strategies and improve teaching.
- New Teacher, Administrator, and Staff Support: Offering support to new staff members to ensure their success and retention.
- Leveraging Online and In-House Professional Development: Utilizing various platforms for professional development.
- Targeted Professional Development for Supporting Unduplicated Students: Focusing on strategies to support high-needs students.

These actions ensure that educators are well-equipped to deliver high-quality instruction and meet the needs of every student, thus improving overall educational outcomes.?

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 Appropriately Assigned Based on the Annual	(2023-2024) 100%			(2026-2027) 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Accountability Report Card (SARC)					
2.2	Average Rating on the Annual CA Dashboard Local Indicator on the Implementation of Academic Standards Self-Reflection Tool is 4 or 5. The average rating is inclusive all self-reflection ratings in Sections 1-4 of the Reflection Tool.	(2023-2024) 4			(2026-2027) 4 or 5	
2.3	Average Rating on the Annual CA Dashboard Local Indicator on the Support for Teachers and Administrators Self-Reflection Tool is 4 or 5. The average rating is inclusive of all three items of the rubric in Section 5 of the Academic Standards Self-Reflection Tool.	(2023-2024) 4			(2026-2027) 4 or 5	
2.4	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was as an effective use of time", with Staff Indicating	(2023-2024) 77%			(2026-2027) 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" or "Strongly Agree"					
2.5	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was relevant to improving my instruction," with Staff Indicating "Agree" or "Strongly Agree"	(2023-2024) 83%			(2026-2027) 85%	
2.6	Percentage of Tenured and GLAD Certified Trained Teachers Implementing GLAD Instructional Model through Principal's Clasroom Walkthrough Observation Tool.	Baseline to be established in Fall 2024			(2026-2027) 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	Maintain Staff Training and 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 RJ Practices, Equity, EduClimber, NGSS, UPK, other)	$214,000.00	No
2.2	Enhancing Staff Collaboration and Professional Learning Communities	The district 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. The district 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.	$46,000.00	No
2.3	New Teacher, Administrator, and Staff Support	The district will provide comprehensive support and training for new teachers and administrators, including the Beginning Teacher Support and Assistance (BTSA) program and mentor-teacher support and coaching for special education staff. This action also includes an additional day for new	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers to learn and familiarize themselves with the district-adopted core curriculum, instructional model, and local assessments. In addition, the district will host a Staff Orientation for all new district employees. These additional days are specific for new teachers and staff.		
2.4	Leveraging Online and In-House Professional Development	The district will continue using the self-paced professional learning platform Alludo to provide asynchronous professional development for teachers. Additionally, the district will support the Technology and Innovation Mentorship Program (TIMS) to develop teacher leaders and build site capacity, offering further support for teachers. This initiative will focus on technology integration and the impact of educational technology on student outcomes.	$15,000.00	No
2.5	Equitable Services Under ESSA for Private School Participation	The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), includes provisions for the participation of private school children and teachers under Sections 1117 and 8501. The district consults with non-profit private schools within its area to ensure equitable services for eligible students. St. Francis Cabrini School is the sole non-private school participating in the Title II program.	$5,000.00	No
2.6	Targeted Professional Development for Supporting Unduplicated Students	The district will implement professional development on culturally responsive teaching, differentiated instruction, trauma-informed care, and family engagement. Continuous coaching, PLCs, and resource allocation will support teachers. Progress will be monitored and evaluated. This action is primarily targeted to support differentiated instruction to address the needs of our high-needs students (English learners, foster youth, and low-income).	$103,000.00	Yes

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.

Goal 3 focuses on creating a supportive, inclusive school environment that enhances student well-being and engagement. This goal addresses the physical, social, emotional, and cultural factors influencing students' educational experiences.

Actions and Metrics:
- Maintain Program Specialist for Student Services: Providing specialized support for student services.
- Comprehensive Counseling and Mental Health Support: Offering mental health services to support students' emotional well-being.
- Enhance SEL Support, School Climate, and Extended Day Programs: Strengthening social-emotional learning (SEL) and improving the overall school climate.
- Targeted Support for Foster and Homeless Youth: Providing additional support for vulnerable student populations.
- Enhanced Health Services through El Camino Grant: Improving student health services.
- Enhancing General Education Behavior Support & Sustaining PBIS: Implementing Positive Behavioral Interventions and Supports to improve behavior and school climate.
- Enhancing Student Attendance through A2A Implementation: Focusing on improving student attendance rates.
- Enrollment/Engagement & Support Specialist for Improving Attendance: Addressing attendance issues through targeted support.
- Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities: Using structured activities to support SEL.

These actions aim to foster a positive and inclusive environment supporting students' development and readiness to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of CSD School Sites Passing the Williams Compliance Review for "Facilities are in good repair" as Measured by the FIT Tool	(2023-2024) 6 out of 6			(2026-2027) 6 out of 6	
3.2	Average Daily Attendance Rate	(2023-2024) 95%			(2026-2027) 95% or Above	
3.3	CA Dashboard: Suspension Rate	(Fall 2023) All Students: 1.9% English Learners: 1.5% Socio-Economically Disadvantaged: 2.6% Students w/ Disability: 3.2% Hispanics: 1.9%			(Fall 2026) All Students: 1.0% English Learners: 0.5% Socio-Economically Disadvantaged: 1.0% Students w/ Disability: 1.5% Hispanics: 1.0%	
3.4	CA Dashboard: Chronic Absenteeism Rate	(Fall 2023) All Students: 10.9% English Learners: 14.8% Socio-Economically Disadvantaged: 23.9% Students w/ Disability: 15.7% Hispanics: 17.5% Hispanics:TBD			(Fall 2026) All Students: 7% English Learners: 10% Socio-Economically Disadvantaged: 15% Students w/ Disability: 10% Hispanics: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Number of Middle School Dropouts	(2023-2024) 0			(2026-2027) 0	
3.6	Number of Explusions	(2023-2024) 0			(2026-2027) 0	
3.7	CSD Annual PBIS School Climate Survey: Percentage of Students Response "Most" or "All the Time" to the Following Question: "I feel safe at school."	Grades 2-8 All Students: 85% (Spring 2024) English Learners: TBD (Spring 2025) Socio-Economically Disadvantaged: TBD (Spring 2025) Foster Youth: TBD (Spring 2025) Students w/ Disability: TBD (Spring 2025)			(Spring 2027) - Grades 2-8 All Students: 100%	
3.8	CSD Annual PBIS School Climate Survey: Percentage of Students Response "Most" or "All the Time" to the Following Question: "There is an adult who will help me if I need it."	Grades 2-8 All Students: 71% (Spring 2024) English Learners: TBD (Spring 2025) Socio-Economically Disadvantaged: TBD (Spring 2025) Foster Youth: TBD (Spring 2025)			(Spring 2027) - Grades 2-8 All Students: 90% English Learners: 90% (Spring 2025) Socio-Economically Disadvantaged: 95% (Spring 2025)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/ Disability: TBD (Spring 2025)			Foster Youth: 100% (Spring 2025) Students w/ Disability: 90% (Spring 2025)	
3.9	CSD PBIS Behavior Matrix: Annual Percentage Major Office Referral	(Spring 2024) 11%			(Spring 2027) 5%	

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	Maintain Program Specialist for Student Services	The full-time Program Specialist will focus on student services, coordinating support for students with disabilities, low-income students, and foster/homeless youth. Key duties include developing and implementing intervention programs, monitoring student progress, collaborating with educators and families, and ensuring compliance with district policies. The specialist will also provide professional development and resources to staff to enhance student support strategies.	$170,000.00	No
3.2	Comprehensive Counseling and Mental Health Support	District-wide counseling and mental health services will be provided to support the social-emotional needs of students facing challenges that cause disengagement or struggles at school. These services will be maintained at current levels across all school sites. Nugent Counseling Services will deliver these services, primarily targeting English learners, low-income students, and Foster/Homeless Youth. However, all students identified by staff as needing additional support will also have access to these services.	$486,000.00	Yes
3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	The district will allocate an additional 0.5 Full-Time Equivalent (FTE) Assistant Principal at Price Middle School to enhance support for Positive Behavioral Interventions and Supports (PBIS), improve school climate and improve student engagement.	$110,000.00	Yes
3.4	Targeted Support for Foster and Homeless Youth	The district will provide additional resources and services tailored to the needs of students identified as Foster and/or homeless youth. Support will be determined based on individual needs through a referral process and/or when these students are not making adequate progress academically, socially, or emotionally. Support includes vouchers for transportation between home and school, additional meals during weekends, access to extended day programs, tutoring, educational technology devices, and internet access, and other family and social services. These services will be coordinated through our Educational Services and Student Services departments. This action primarily targets Foster and Homeless Youth to support students and families experiencing hardship and homelessness.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Enhanced Health Services through El Camino Grant	The district will provide a 1.0 Full-Time Equivalent (FTE) district school nurse and provide school health clerk support and training. These integrated health services are contingent upon funding from the El Camino Grant.	$157,000.00	No
3.6	Enhancing General Education Behavior Support & Sustaining PBIS	The district will enhance general education behavior support by adding a 1.0 FTE Behavior Specialist Tech. The General Education Behavior Specialist is crucial for addressing student behavioral needs and promoting a positive school climate. This specialist will work closely with teachers, administrators, and parents to develop and implement behavior intervention plans tailored to individual student needs. They will provide direct support and strategies to students struggling with behavioral issues, conduct staff training sessions on effective behavior management techniques, and analyze behavioral data to identify trends and areas for improvement. By fostering a supportive environment, the General Education Behavior Specialist will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes. Additionally, the district will continue to support schools in relaunching and maintaining the implementation of Positive Behavioral Interventions and Supports (PBIS) with fidelity. This action will facilitate collaboration, planning, and the execution of a PBIS implementation action plan at each site.	$108,000.00	No
3.7	Enhancing Student Attendance through A2A Implementation	The 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,	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
		reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment. This action was developed, in part, to address the district-wide and school-wide (Bagby) red indicators for chronic absenteeism for low-income students.		
3.8	Enrollment/Engagement & Support Specialist for Improving Attendance	The 0.50 FTE Enrollment & Engagement Specialist will boost attendance in ATSI-identified schools by assisting with enrollment, increasing family involvement, addressing attendance barriers, and providing support services. The specialist will foster a supportive environment through workshops, data analysis, and collaboration with school staff and community organizations, ensuring students and families receive the necessary resources and guidance for academic success.	$56,000.00	No
3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Enhancing students' social-emotional learning through structured activities during recess and lunchtime. Collaborating with Valley Sports, every school will receive extra support for recess and lunchtime by incorporating structured physical and sports activities. Through this extra recess and lunch support will be provided to all students, this action was developed with our English Learners, Foster Youth, and Low-Income students in mind to address their social-emotional learning needs.	$120,000.00	Yes

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 well-being.	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.

The district recognizes the importance of strong connections between schools, families, and the community in enhancing student success. Goal 4 aims to cultivate these relationships to support student well-being and academic achievement.

Actions and Metrics:
- Parent and Community Education and Engagement: Enhancing engagement through various committees and partnerships.
- Family Engagement & Support Specialist: Providing dedicated support for family engagement.
- Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education: Offering services to support English Learner families.
- Enhancing Engagement Through Thought Exchange: Using interactive platforms to engage with educational partners.
- Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement: Improving communication and engagement strategies.

These actions are designed to build a supportive and engaged community that collaborates with schools to enhance students' educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Engagement Survey:	(Spring 2024)			(Spring 2027)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Parents Who Responded "Strongly Agree" or "Agree" to the Following Survey Item: "Parents have opportunities to give input into the decision-making process at school."	All: 58.7% English Learners: 86.7% Students w/ Disabilities: 52.1%			All: 80% English Learners: 90% Students w/ Disabilities: 80%	
4.2	Annual Parent Engagement Survey: Percentage of Parents Who Responded "Often" or "Always" to the Following Survey Item: "Parents feel informed about Cambrian's and the school's procedures, policies, and decision-making processes."	(Spring 2024) All: 62.8% English Learners: 73.3% Students w/ Disabilities: 58.3%			(Spring 2027) All: 80% English Learners: 90% Students w/ Disabilities: 80%	
4.3	Parent Engagement Survey: Percentage of Parents Who Responded "Well" or "Very Well" to the Following Survey Item: "Parents feel the schools and the district engages parents from diverse backgrounds."	(Spring 2024) All: 52.1% English Learners: 60% Students w/ Disabilities: 58.3%			(Spring 2027) All: 80% English Learners: 90%Students w/ Disabilities: 80%	
4.4	Number of Parents Attending Meetings that Meet the Needs of UPP.	(2023-2024) District English Parent Information Night: 55			(2026-2027) District English Parent Information Night: 150	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District ELAC: Three out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings.			District ELAC: Six out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings.	
4.5	Number of Educational Partners Participating in the Annual LCAP Input ThoughtExchange	(2023-2024) 224 Participants			(2026-2027) 1000 Participants	
4.6	All Educational Partner Groups Represented on the District LCAP Advisory Committee; Students, Parents (including ELs & Students w/ IEPs), Classified & Certificated Staff, CDTA & CSEA. and School and District Administrators	(2023-2024) Except for the student group, all educational partner groups are represented on the district LCAP advisory committee.			(2026-2027) All Educational Partner Groups Represented on the District LCAP Advisory Committee.	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Education and Engagement	The district and school sites will enhance parent and community education and engagement by coordinating and facilitating various site and districtwide committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Strategic Plan/LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Additionally, the district will maintain and expand partnerships with community organizations such as Project Cornerstone, Health Connected, San Jose City Public Library, Santa Clara County Office of Education, My City Forest, Harvest Food Bank, and other potential community services to provide parent education workshops. Through these coordinated efforts, continuous opportunities for parent and community education and engagement will be ensured.	$35,000.00	No
4.2	Family Engagement & Support Specialist	The Santa Clara County Office of Education has granted the district funding to sustain a 0.50 FTE specialist role focused on family engagement. This specialist will enhance parent participation in programs to elevate their children's academic performance and social-emotional well-being. The district will offer consistent engagement opportunities for parents of English Learners, facilitating their involvement at the district level to support their children's high academic achievements.	$56,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	The district will provide Language Line & Communicaid services to enhance communication during English learner-parent conferences, meetings, IEP/504s, and other interactions across various sites and departments. Additionally, the district will support the creation of parent heritage language focus groups and host various informational meetings and workshops for English Learner parents. This service is primarily aimed at students identified as English learners but is available to all students recognized by staff as needing extra primary language support. In addition, the district will organize a series of educational workshops specifically designed for parents of English learners. These workshops will cover topics such as understanding the English Language Development (ELD) standards, navigating the school system, supporting literacy and language development at home, and accessing community resources.	$120,000.00	Yes
4.4	Enhancing Engagement Through Thought Exchange	Using Thought Exchange will help the district foster inclusive and dynamic engagement among educational partners, including students, parents, teachers, and community members. The district aims to enhance participation by replacing traditional surveys with an interactive platform that ensures diverse voices are heard. This process facilitates collaborative problem-solving, turning challenges into opportunities for growth. It builds transparency and trust, leading to informed decision-making and quicker responses to feedback, allowing real-time adaptation to community needs. Thought Exchange promotes continuous improvement and provides an equitable platform, ensuring a comprehensive understanding of community needs. Integrating Thought Exchange into the LCAP creates a more responsive, inclusive, and effective plan for the district.	$31,000.00	No
4.5	Enhancing Parent and Community Engagement through the Coordinator of Marketing,	The district will maintain a 0.50 FTE Coordinator of Marketing, Communications, and Community Engagement, leveraging various communication methods, including social media. To further enhance communication, the district will continue facilitating parent engagement and providing necessary support services to effectively engage the community	$109,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Communications, and Community Engagement	and parents. The district and school sites will employ multiple methods of communication, including email, text messaging, and regular newsletters, through the Blackboard and SMORE communication systems.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,756,105	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.187%	1.206%	$381,518.02	6.393%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Targeted Instruction & Intervention **Need:** The significant achievement gaps and the necessity for educational equity drive the need for supplemental targeted instruction for unduplicated students, such as English learners, low-income students, and foster	By providing additional resources, personalized tutoring, and specialized programs, the district ensures that unduplicated pupils receive the focused attention they need to succeed. Offering these services on an LEA-wide basis ensures equity, allowing all students, regardless of their school, to access high-quality support. This approach also enables the district to efficiently allocate resources, standardize intervention practices, and monitor progress uniformly,	Local Reading Assessment (Grades K-8), CAASPP ELA 3-8 ELPAC, and Student Participation

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
	youth, as well as students with/ disabilities. These students often require individualized support due to language barriers, socioeconomic challenges, and emotional needs. Tailored instruction addresses these issues, providing personalized academic support and fostering better long-term outcomes. **Scope:** LEA-wide	ensuring that all unduplicated pupils benefit from consistent and effective educational interventions.	
1.2	**Action:** Targeted Expanded Educational Resources and Digital Learning for UPP **Need:** The identified need for Targeted Expanded Educational Resources and Digital Learning for UPP stems from the disparities in educational access and quality that underserved populations face. These gaps hinder academic achievement and future opportunities. By providing tailored educational materials and leveraging digital platforms, UPP can enhance learning experiences, bridge educational divides, and empower students with the skills and knowledge necessary for success in an increasingly digital world. **Scope:**	The actions address the needs of unduplicated pupils by delivering customized educational resources and digital learning tools during and beyond the school. This support caters to these students' unique challenges, such as language barriers and socioeconomic disadvantages. Providing these resources, LEA-wide ensures consistent support across all schools.	The district monitors the number of UPP students participating in the blended learning Imagine Learning Language/Literacy and Imagine Math Tier I Intervention blended learning program during and beyond the school day. The district will monitor UPP ELA and math outcomes embedded in the program to assess program effectiveness. The district will also monitor the number of UPP students participating in the loan program for digital learning devices, such as iPads and Chromebooks, provided by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		the district for use at home.
1.5	**Action:** Provision of Instructional Specialists **Need:** Based on state and local assessments, our unduplicated pupils are not achieving in ELA and Math compared to other student groups. Additionally, the Chronic Absenteeism rates for these students are higher than those of many other student groups and "all" students, as reflected on the 2023 CA Dashboard. Unduplicated students and students with disabilities require additional tailored academic and socio-emotional support. They face language barriers, learning gaps, and limited resources and need differentiated instruction and intervention programs. This action was developed, in part, to address the district-wide and school-wide (Bagby) red indicators for chronic absenteeism for low-income students. **Scope:** LEA-wide	The district will deploy full-time instructional specialists (IS) at each site to support the needs of unduplicated pupils and students with disabilities. These specialists will primarily coordinate and facilitate targeted services, including Tier II interventions, ELD support, and extended day programs. They will also assist schools by enhancing teacher practices through professional development, co-teaching, and coaching. The specialists will use data-driven instruction to identify and address learning gaps. By providing this support across the LEA, the district aims to close the achievement gap and improve attendance rates for UPP and students with disabilities.	Academic Performance (ELA & Math); Attendance Rates
1.7	**Action:** Addition of Assistant Principal Position at Price Middle School **Need:** While there have been gains, CAASPP and local assessment data for our English Learners, Foster Youth, and Low-Income	One of the assistant principal's primary responsibilities will be supporting the implementation of MTSS at Price Charter Middle and identifying, scheduling, and implementing targeted interventions. While their primary focus will be on unduplicated pupils, MTSS strategies will be implemented school-wide, and any student in need will receive tiered intervention support.	ELA & Math - CAASPP & Local Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students at Price Charter Middle School show a need for continued ELA and Math support and interventions to maintain and/or increase achievement levels. **Scope:** Schoolwide		
1.10	**Action:** Maintaining and Implementing Comprehensive Assessment System **Need:** Our local reading assessments show that our English Learners, Low-Income, and Foster Youth students need earlier identification for support and interventions and need to be closely monitored to ensure reading growth. **Scope:** LEA-wide	The district will maintain and implement a comprehensive assessment system for universal screening and ongoing progress monitoring to support students needing additional support within the MTSS framework. This action is crucial for unduplicated pupils, such as English learners, low-income students, Foster/Homeless Youth, and Students with Disabilities, as it ensures timely identification and tailored interventions to address their unique needs. By applying this system on an LEA-wide basis, the district ensures that all students receive equitable access to necessary resources and support regardless of their background, thereby enhancing overall educational outcomes.	Local ELA Assessments - FastBridge, Curriculum Embedded Assessment, Tier II Progress Monitoring. The district will monitor unduplicated students' results by identifying and providing early reading interventions, as research indicates these have a significant impact on achievement. Through effective progress monitoring and regular assessments, the district aims to enhance unduplicated students' performance on local reading assessments.
2.6	**Action:** Targeted Professional Development for Supporting Unduplicated Students	Targeted professional development equips teachers with skills to meet the needs of unduplicated students, including English learners, foster youth, and low-income students, through culturally responsive teaching, differentiated instruction, and trauma-informed care. This	Academic Performance (ELA & Math); Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improving Instruction for ELs, Low-Income, and Foster Youth **Scope:** LEA-wide	ensures inclusive, supportive learning environments and strengthens family and community engagement. Providing this training LEA-wide ensures consistent, equitable support across the district, closing achievement gaps and enhancing overall student performance.	
3.2	**Action:** Comprehensive Counseling and Mental Health Support **Need:** Additional targeted counseling and mental health support **Scope:** LEA-wide	By providing counseling and mental health services on an LEA-wide basis, the district ensures that all unduplicated pupils receive the support they need to overcome barriers to their educational success, fostering a healthier, more resilient student body.	The district will monitor unduplicated students' data through various outcomes, including academic performance (grades, test scores, attendance), behavioral indicators (disciplinary actions, classroom behavior), and mental health and emotional well-being (counseling attendance, assessments, surveys). This will ensure effective evaluation and enhancement of counseling and mental health services to support the educational success and resilience of unduplicated students.
3.3	**Action:** Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School **Need:**	The additional Assistant Principal's role is crucial in implementing social-emotional learning (SEL) initiatives, improving school climate through positive behavior interventions, and overseeing extended day programs that provide additional academic and extracurricular opportunities. This	Suspension & Chronic Absenteeism - ELs & LI

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
	Additional administrative support is needed to address SEL, student discipline, school climate, and extended day programs for at-risk students - English learners, low-income students, and foster youth. **Scope:** Schoolwide	school-wide approach ensures that all students benefit from a consistent and nurturing environment, which is particularly important for unduplicated pupils who may face unique challenges. Providing these supports on a school-wide basis promotes equity, ensuring every student has access to the resources and interventions needed to thrive academically and socially.	
3.4	**Action:** Targeted Support for Foster and Homeless Youth **Need:** Foster Youth, Homeless Youth **Scope:** LEA-wide	Additional services to ensure school attendance and engagement.	Attendance Rate of Foster & Homeless Youth
3.9	**Action:** Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities **Need:** Additional SEL Support During Unstructured Time **Scope:** LEA-wide	Enhancing social-emotional learning through structured recess and lunchtime activities addresses the needs of unduplicated pupils by promoting inclusivity, emotional well-being, physical health, and social skills. In partnership with Valley Sports, this LEA-wide initiative ensures equitable access to supportive environments where students develop language skills, resilience, and teamwork. Structured play provides safety and reduces unstructured chaos, fostering consistent, high-quality support for all students.	The district will monitor data for unduplicated students by tracking their participation in structured recess and lunchtime activities, assessing improvements in inclusivity, emotional well-being, physical health, and social skills.
4.3	**Action:**	The district is increasing language translation services for EL parents to enhance communication, boost parental engagement, and	Number of EL parents & staff using the services

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
	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education **Need:** EL Parents indicated through our annual survey that they need to enhance language services to understand better the programs and services being delivered and provided at their child's school. **Scope:** LEA-wide	ensure equity and inclusion. This initiative lets parents fully understand school policies and their child's progress, fostering better relationships and trust. Additionally, it aligns with legal requirements to support non-English-speaking families, ultimately improving student outcomes by empowering parents to be more informed and involved. While this service is intended for identified EL students and their families, there may also be a need for multilingual families whose students are not identified as ELs.	

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.

NONE

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.

NA

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	33,855,608	1,756,105	5.187%	1.206%	6.393%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,031,770.00	$3,159,311.00	$332,000.00	$331,000.00	$6,854,081.00	$3,149,170.00	$3,704,911.00

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	Supplemental Targeted Instruction & Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$681,965.00	$180,000.00	$735,965.00			$126,000.00	$861,965.00	
1	1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$247,000.00	$237,000.00			$10,000.00	$247,000.00	
1	1.3	Sustaining Core Curriculum and Supplemental Materials.	All	No			All Schools	2024-25	$0.00	$498,386.00		$498,386.00			$498,386.00	
1	1.4	Integration of Expanded Learning Opportunities Program (ELO-P)	All UPP Students	No			All Schools	2024-25	$0.00	$980,000.00		$980,000.00			$980,000.00	
1	1.5	Provision of Instructional Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$771,805.00	$0.00	$387,670.00	$384,135.00			$771,805.00	
1	1.6	Advancing Technology Priorities	All	No			All Schools	2024-25	$0.00	$175,000.00			$175,000.00		$175,000.00	
1	1.7	Addition of Assistant Principal Position at Price Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School	2024-25	$110,000.00	$0.00	$110,000.00				$110,000.00	
1	1.8	Expansion of the Visual Art Program	All	No			All Schools	2024-27	$408,000.00	$0.00	$40,000.00	$368,000.00			$408,000.00	
1	1.9	Enhanced Support for Elementary PE Program	All	No			Specific Schools: Bagby, Fammatre,	2024-25	$0.00	$41,805.00	$41,805.00				$41,805.00	

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
							Farnham, & Sartorette									
1	1.10	Maintaining and Implementing Comprehensive Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$30,000.00	$55,000.00	$85,000.00				$85,000.00	
1	1.11	Expansion of Transitional Kindergarten Program	All	No			Specific Schools: Bagby, Fammatre, Farnham, Sartorette TK	2024-26	$0.00	$378,120.00		$378,120.00			$378,120.00	
1	1.12	Addressing Disproportionality for Students with Disabilities, English Learners, and Hispanic Students	Students with Disabilities English Learners, Hispanic Students	No			All Schools	2024-27	$86,400.00	$25,600.00				$112,000.00	$112,000.00	
1	1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	Students who performing below grade level expectations and are in need of additional instructional support in ELA or Math	No			Specific Schools: Price Middle School School	2024-25	$150,000.00	$0.00	$150,000.00				$150,000.00	
2	2.1	Maintain Staff Training and Professional Development	All	No			All Schools	2024-25	$39,000.00	$175,000.00		$214,000.00			$214,000.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	All	No			All Schools	2024-25	$0.00	$46,000.00		$46,000.00			$46,000.00	
2	2.3	New Teacher, Administrator, and Staff Support	All	No			All Schools	2024-25	$40,000.00	$0.00	$40,000.00				$40,000.00	
2	2.4	Leveraging Online and In-House Professional Development	All	No			All Schools	2024-25	$15,000.00	$0.00	$15,000.00				$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Equitable Services Under ESSA for Private School Participation	Low Income	No			Specific Schools: St. Francis Cabrini	2024-25	$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$103,000.00	$50,000.00			$53,000.00	$103,000.00	
3	3.1	Maintain Program Specialist for Student Services	All Students with Disabilities English Learner, SED, Foster Youth	No			All Schools	2024-25	$170,000.00	$0.00	$170,000.00				$170,000.00	
3	3.2	Comprehensive Counseling and Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$86,000.00	$400,000.00	$361,330.00	$124,670.00			$486,000.00	
3	3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-25	$110,000.00	$0.00	$44,000.00	$66,000.00			$110,000.00	
3	3.4	Targeted Support for Foster and Homeless Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-25	$0.00	$30,000.00	$20,000.00			$10,000.00	$30,000.00	
3	3.5	Enhanced Health Services through El Camino Grant	All	No			All Schools	2024-25	$157,000.00	$0.00			$157,000.00		$157,000.00	
3	3.6	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			All Schools	2024-25	$93,000.00	$15,000.00	$108,000.00				$108,000.00	
3	3.7	Enhancing Student Attendance through A2A Implementation	All Students with Disabilities Hispanic, English Learners	No			All Schools	2024-25	$0.00	$24,000.00	$24,000.00				$24,000.00	
3	3.8	Enrollment/Engagement & Support Specialist for Improving Attendance	All Students with Disabilities Hispanic & English Learner	No			Specific Schools: Bagby, Fammatre, Farnham, & Price MS	2024-25	$56,000.00	$0.00		$56,000.00			$56,000.00	

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
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$120,000.00	$120,000.00				$120,000.00	
4	4.1	Parent and Community Education and Engagement	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2024-25	$0.00	$35,000.00	$35,000.00				$35,000.00	
4	4.2	Family Engagement & Support Specialist	All	No			All Schools	2024-2027	$56,000.00	$0.00	$12,000.00	$44,000.00			$56,000.00	
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25	$0.00	$120,000.00	$105,000.00			$15,000.00	$120,000.00	
4	4.4	Enhancing Engagement Through Thought Exchange	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2024-25	$0.00	$31,000.00	$31,000.00				$31,000.00	
4	4.5	Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2024-25	$89,000.00	$20,000.00	$109,000.00				$109,000.00	

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
33,855,608	1,756,105	5.187%	1.206%	6.393%	$2,255,965.00	0.000%	6.663 %	**Total:**	$2,255,965.00
								LEA-wide Total:	$2,101,965.00
								Limited Total:	$0.00
								Schoolwide Total:	$154,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Targeted Instruction & Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,965.00	
1	1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,000.00	
1	1.5	Provision of Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,670.00	
1	1.7	Addition of Assistant Principal Position at Price Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School	$110,000.00	
1	1.10	Maintaining and Implementing Comprehensive Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

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 (%)
3	3.2	Comprehensive Counseling and Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,330.00	
3	3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
3	3.4	Targeted Support for Foster and Homeless Youth	Yes	LEA-wide	Foster Youth	All Schools	$20,000.00	
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	Yes	LEA-wide	English Learners	All Schools	$105,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,740,578.00	$7,276,075.00

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	Supplemental Targeted Instruction & Intervention	Yes	$1,039,717.00	540217
1	1.2	Summer Supplemental Targeted Instruction & Intervention Program	Yes	$134,000.00	134000
1	1.3	State Standards-aligned Supplemental Texts, Instructional Materials, and Resources.	No	$50,000.00	50000
1	1.4	Core Program Texts, Instructional Materials, and Resources	No	$1,401,003.00	1400000
1	1.5	Supplemental Targeted Services for Unduplicated Students	Yes	$290,456.00	290456
1	1.6	Expanded Learning Opportunities-Program	No	$925,000.00	925000
1	1.7	Instructional Specialists	Yes	$819,223.00	819223
1	1.8	Educational Technology Tools, Support & Infrastructure	No	$76,750.00	76750
1	1.9	Additional Administrator Support Focus on Targeted Instruction at Middle School	Yes	$90,000.00	90000
1	1.10	Expand District Art Program	No	$365,000.00	400000

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	1.11	Additional Support for Elementary Physical Education Program	No	$40,000.00	46000
1	1.12	Supporting a Comprehensive Assessment Plan	No	$51,000.00	51000
1	1.13	Expansion of the Transitional Kindergarten Program	No	$210,000.00	210000
1	1.14	Implement the Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services to address Significant Disproportionality	No	$100,000.00	100000
2	2.1	Maintain Staff Professional Development Plan	No	$596,985.00	596985
2	2.2	Additional Staff Collaboration Time and Assessment Support for Targeted Instruction and Support (PLC)	No	$76,448.00	76448
2	2.3	New Teacher & Administrator Support	No	$50,000.00	50000
2	2.4	Educational Technology Professional Development Opportunities for Staff	No	$30,000.00	30000
2	2.5	Equitable Services for Private Schools for PD	No	$5,000.00	0
3	3.1	Coordination of Student Support Services	No	$230,348.00	230348
3	3.2	Counseling and Mental Health Services	Yes	$482,643.00	482643
3	3.3	Lunchtime SEL Structured Activities Support	No	$126,000.00	126000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	School Nurse & Additional Office Health Clerk Support	No	$175,000.00	175000
3	3.5	Foster/Homeless Youth Supplemental Services	No	$20,000.00	20000
3	3.6	Supporting PBIS Implementation	No	$15,000.00	15000
3	3.7	Additional Administrator Support for School Climate & Extended Day Enrichment Programs at Middle School	No	$90,000.00	90000
4	4.1	Parent Involvement, Education & Support	Yes	$30,000.00	30000
4	4.2	Enrollment/Family Engagement & Support Specialist	No	$50,000.00	50000
4	4.3	Community and Staff Engagement & Communication	No	$146,005.00	146005
4	4.4	English Learners Language Services	Yes	$25,000.00	25000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,536,124	$2,062,718.00	$1,588,001.00	$474,717.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Targeted Instruction & Intervention	Yes	$974,717.00	500000		
1	1.2	Summer Supplemental Targeted Instruction & Intervention Program	Yes	$34,000.00	34000		
1	1.5	Supplemental Targeted Services for Unduplicated Students	Yes	$264,456.00	264456		
1	1.7	Instructional Specialists	Yes	$384,902.00	384902		
1	1.9	Additional Administrator Support Focus on Targeted Instruction at Middle School	Yes	$90,000.00	90000		
3	3.2	Counseling and Mental Health Services	Yes	$269,643.00	269643		
4	4.1	Parent Involvement, Education & Support	Yes	$20,000.00	20000		
4	4.4	English Learners Language Services	Yes	$25,000.00	25000		

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)
31,634,673	1,536,124	1.37	6.226%	$1,588,001.00	0.000%	5.020%	$381,518.02	1.206%

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

    - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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