



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	Amy O'Hehir Principal	ohehira@cambriansd.com (408) 377-3321

Goals and Actions

Goal

Goal #	Description
1	High Academic Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC data or local assessment data - All Students	<p>ELA SBAC 2019 - All students 18.7 points above standard</p> <p>Fastbridge ELA 2021- All students 20% are some or high risk</p>	<p>ELA SBAC scores will be released in the Fall of 2022</p> <p>Fastbridge ELA 2022 - All students 23% are some or high risk in March 2022</p>	<p>ELA SBAC 2022 - All students 34.8 points above standard</p> <p>Fastbridge ELA 2023 (aReading) - All students 23% are some or high risk in March 2023</p>	<p>ELA SBAC 2023 - All students 40.2 points above standard</p> <p>Fastbridge ELA 2024 (aReading) - All students 28% are some or high risk in March 2024</p>	All students will be 30 points above standard
ELA SBAC data or local assessment data - Hispanic	<p>ELA SBAC 2019 - Hispanic Students 32.2 points below standard</p> <p>Fastbridge ELA 2021- Hispanic Students 35% are some or high risk</p>	<p>ELA SBAC scores will be released in the Fall of 2022</p> <p>Fastbridge ELA 2022 - Hispanic Students 53% are some or high risk in March 2022</p>	<p>ELA SBAC 2022 - Hispanic Students 24.9 points below standard</p> <p>Fastbridge ELA 2023 (aReading) - Hispanic Students 44% are some or high risk in March 2023</p>	<p>ELA SBAC 2023 - Hispanic Students 23.3 points below standard</p> <p>Fastbridge ELA 2024 (aReading) - Hispanic Students 51.8% are some or high risk in March 2024</p>	Hispanic Students will perform at standard
ELA SBAC data or local assessment data - SED	<p>ELA SBAC 2019 - Socioeconomically Disadvantaged Students 46.3 points below standard</p>	<p>ELA SBAC scores will be released in the Fall of 2022</p>	<p>ELA SBAC 2022 - Socioeconomically Disadvantaged Students 33.9 points below standard</p>	<p>ELA SBAC 2023 - Socioeconomically Disadvantaged Students 19.5 points below standard</p>	Socioeconomically Disadvantaged Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fastbridge ELA 2021- Socioeconomically Disadvantaged Students 40% are some or high risk	Fastbridge ELA 2022 - Socioeconomically Disadvantaged Students 50% are some or high risk in March 2022	Fastbridge ELA 2023 (aReading) - Socioeconomically Disadvantaged Students 32% are some or high risk in March 2023	Fastbridge ELA 2024 (aReading) - Socioeconomically Disadvantaged Students 41% are some or high risk in March 2024	
Math SBAC data or local assessment Data - All Students	Math SBAC 2019 - All students 18.1 points above standard Fastbridge Math 2021 - All students 18% are some or high risk	Math SBAC scores will be release in the Fall of 2022 Fastbridge Math 2022 - All students 32% are some or high risk in March 2022	Math SBAC 2022 - All students 17.1 points above standard Fastbridge Math 2023 (aMath) - All students 24% are some or high risk	Math SBAC 2023 - All students 35.8 points above standard Fastbridge Math 2024 (aMath) - All students 26% are some or high risk	All students will be 25 points above standard
Math SBAC data or local assessment Data - Hispanic	Math SBAC 2019 - Hispanic Students 53.2 points below standard Fastbridge Math 2021 - Hispanic students 42% are some or high risk	Math SBAC scores will be release in the Fall of 2022 Fastbridge Math 2022 - Hispanic Students 52% are some or high risk in March 2022	Math SBAC 2022 - Hispanic Students 45.7 points below standard Fastbridge Math 2023 (aMath) - Hispanic Students 36% are some or high risk in March 2023	Math SBAC 2023 - Hispanic Students 19.3 points below standard Fastbridge Math 2024 (aMath) - Hispanic Students 49% are some or high risk in March 2024	Hispanic Students will perform at standard
Math SBAC data or local assessment Data - SED	Math SBAC 2019 - Socioeconomically Disadvantaged Students 61.4 points below standard	Math SBAC scores will be release in the Fall of 2022 Fastbridge Math 2022 - SED students 52%	Math SBAC 2022 - Socioeconomically Disadvantaged Students 51.9 points below standard	Math SBAC 2023 - Socioeconomically Disadvantaged Students 19.5 points below standard	Socioeconomically Disadvantaged Students will perform at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fastbridge Math 2021 - 51% are some or high risk	are some or high risk in March 2022	Fastbridge Math 2023 (aMath) - Socioeconomically Disadvantaged Students 35% are some or high risk in March 2023	Fastbridge Math 2024 (aMath) - Socioeconomically Disadvantaged Students 40% are some or high risk in March 2024	
Annual SARC - All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	All students will continue to have access to state-aligned instructional materials and resources, including technology devices & internet access.
English Learner Reclassification Rate	English Learner Reclassification Rate - 12% of our English Language Learners have been reclassified	English Learner Reclassification Rate - 8.5% of our English Language Learners have been reclassified	English Learner Reclassification Rate - 13% of our English Language Learners have been reclassified	English Learner Reclassification Rate - 12% of our English Language Learners have been reclassified	Farnham School will reclassify 20% of our English Language Learners will be reclassified by 2023-24 school year.

Goal Analysis

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

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

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

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Identifying and implementing intervention programs for ELA and Math to provide additional or extended learning supports to target student subgroups performing below grade-level standards, including EL, SED, and SpEd students, was very effective this year due to our ability to continue to provide time for the grade level teams to work in collaborative groups to dig deeper into the FastBridge Screener data. We served first through fifth-grade students in phonics intervention, including using the Leveled Literacy Intervention program. Our SpEd students continued use of the Sonday system to help support their letter, sound, and word knowledge. We had three Instructional Support Specialists on our site this school year. They provided targeted intervention support for students in phonics, Leveled Literacy Intervention, and English Language Development. Collaboration with the Instructional Specialist, ISS, and Teachers happened regularly throughout the school year. There were six dedicated days for Professional Learning Community collaboration focused on reading.

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.

We will continue to implement grade level team collaboration to support Professional Learning Community (PLC) during the school day in order to make connections between student achievement and best teaching practices.

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	Farnham School will provide high qualified 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
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	___% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	80% of teachers implementing best Tier 1 instructional practices consistently.	90% of teachers are implementing best Tier 1 instructional practices consistently.	95% of teachers are implementing best Tier 1 instructional practices consistently.	100% of teachers implementing best Tier 1 instructional practices consistently.
Annual SARC - 100% of Teacher appropriately assigned	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	100% of Teachers appropriately assigned.	Farnham/CSD will maintain its' highly effective process for teacher recruitment, selection and support
Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	___% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	85% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.	90% of teachers/staff indicated 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
	established in 2021-22)				

Goal Analysis

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

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

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

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

There 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.

MTSS/Leadership Team was established. Due to so many new staff members we got a slow start with inputting data into SWIS. After several our team was able to focus in our monthly meetings, with every other month looking at SST referrals and the opposite month looking at SWIS Data to drive the plan forward. The Cambrian School District provided many district-wide trainings to support our staff this school year. 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.

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.

No changes were made as we have made and maintained significant progress on our goals. With new staff members we have been able to create onboarding resources in order to provide opportunities for these teachers to ask questions and be supported throughout their first years at Farnham and beyond.

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	Farnham Elementary School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Students reported that they feel like they do well in school.	68% of students reported that they feel like they do well in school.	78% of students reported that they feel like they do well in school.	75% of students in 3rd-5th grade reported that they feel like they do well in school.	95.2% of students in 2nd -5th grade reported that they try their best to do well in school.	85% of students in 3rd-5th grade will report that they feel like they do well in school by 2023-2024.
School Climate Survey - Students reported that they like school	79% responded that they always or often like school	78.4% of students reported that they always or often like school.	72% of students in 3rd-5th grade reported that they always or often like school.	85% of students in 2nd - 5th grade reported that they always or most of the time like being a student at Farnham.	85% of students in 3rd-5th grade will report that they always or often like school by 2023-2024.
Chronic Absenteeism Rate	5.3% of our students are chronically absent according to the 2019 California Dashboard	14% of our students are chronically absent according to our Power School data.	23.5% of students chronically absent in 2022	7% of our students have been chronically absent in the 2023-2024 school year.	2% of students will not be chronically absent by 2023-2024
Suspension Rate	0 students suspended in 2020-2021	0 students suspended in 2021-2022	1 student suspended in 2022-2023	3 students were suspended in the 2023-2024 school year. This is 1% of our student population.	Maintain less than 1% of students to be suspended by 2023-2024
SWIS Major Office Referrals	Less than 1% of students received a Major office referrals in 2020-2021	Less than 1% of students received a Major office referral in 2021-2022.	Less than 1% of students received a Major office referral in 2021-2022.	4% of our students received an office referral in 2023-2024 school year. The most common referral was	Maintain less than 1% of students to receive a major office referral

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The most common referral was physical aggression on the playground (34% of total Major Referrals).	The most common referral was physical aggression on the playground (34% of total Major Referrals).	physical aggression on the playground (47% of total Major Referrals).	

Goal Analysis

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

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

The attendance numbers are much closer to expected chronic absenteeism rates. When making the phone calls to check in with families regarding attendance we have learned the stories of our students and their families and understood the needs that they have. We have collaborated with our Student Services team in order to provide transportation to several students. This has greatly increased attendance for those in need of additional assistance. Our student behavior data has changed due to the staff being vigilant with adding information to the data system that tracks the referrals. This has allowed us to make adjustments in supervision during recess time.

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.

We no longer require a stipend for the Art Vista director due to the State of California funding provided with Prop 28. Our intention is to shift this stipend to support our Maker lab (The Farnham Fab Lab) in the upcoming 2024-2025 school year.

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

Our students love being at school. In collaboration with our school district, we have provided many opportunities for our students to show their unique talents. Each student is provided rich instruction in the core curricular areas (Science, Math, English Language Arts, and Social Studies) as well as been provided specialized instruction in music, art, physical education, and performing arts. We will continue to provide this rich environment for all of our students.

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.

We have our Falcon Fab Lab up and running this school year. We will work to employ a dedicated person to oversee our Fab Lab. We will also have a rotation for classes to visit our Farnham Garden on a regular basis. We have a small dedicated group volunteers who are currently running the garden, but will look to have volunteers from each classroom to support students in this outdoor learning space.

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	Farnham School will 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
Establish parent support groups <ul style="list-style-type: none"> New families Families who speak another language other than English (translators) School/Home Liaison 	Parents' prioritization of support for parent focus groups and parent organizations is 55% in District's Parent LCAP Survey (0 Parent Support Groups)	We have increased the use of translators for our conferences, IEP meetings, and office interactions.	All staff members feel comfortable using the Language Line to support communication with our multilingual families. We have held one Spanish Speaker Night with a focus on how school works.	All staff members feel comfortable using the Language Line to support communication with our multilingual families. Our Multi-lingual families reported that they feel supported in the school setting due to the increase in our use of Language Line resources.	Establish parent support groups <ul style="list-style-type: none"> New families Families who speak another language other than English (Translators) School/Home Liaison
Parent participation in school events, such as Parent Conferences, Principal's Coffees, Parent Workshops, etc.	98% of community participated in the goal setting conferences, 25% of parents participate in the Principal Coffee/Chats	98% of community participated in the goal setting conferences, 25% of parents participate in the Principal Coffee/Chats	98% of community participated in the goal setting conferences, 25% of parents participate in the Principal Coffee/Chats	99% of the community participated in the goal setting conferences. There were only a few Principal Coffee/Chats due to low turnout.	Maintain community involvement in goal setting conferences as well as participation in Principal Coffee/Chats
Parent Participation in School Committees, such as School Site Council, ELAC, Home	Farnham has all positions required filled on all committees. The	Farnham has all positions required filled on all committees. The	Farnham has all positions required filled on all committees. The	Farnham has all positions required filled on all committees. The	Increase participation by 15% of families to attend and participate in HSC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& School Club Meetings, etc.	meeting participation usually consists of sitting Board or committee members only.	meeting participation usually consists of sitting Board or committee members only.	meeting participation has increased to include the sitting Board, committee members, and Classroom Liaisons.	meeting participation has increased to include the sitting Board and committee members.	

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these 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.

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.

Farnham continues to grow and reflect on how to support our diverse community. Efforts towards supporting our growing multilingual community will continue. We have begun to reach out to families to ask if they would be willing to be a point of contact for our new families. We were able to connect new families with veteran families to support our new families.

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 Zones 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, Farnham continues to face unexpected challenges with an increase in major discipline referrals. Efforts to reengage and support students in regular attendance was supported with resources provided by our student services department. Moving forward, these areas will remain a focus for Farnham.

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.

Farnham will continue to provide translation resources and encourage our multilingual families to participate in all school events. We will also continue to provide a platform for our newsletters to be translated into all languages. The Home and School Club has all Board positions filled with co-leads. This will allow for more work to be divided among the volunteers, resulting in less stress on these individuals. Counseling services will be maintained at Farnham and additional behavior specialist technician support hours will be increased to address the general education classrooms' needs.

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	Amy O'Hehir Principal	ohehira@cambriansd.com (408) 377-3321

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.

Farnham School Vision and Mission

The staff at Farnham Elementary School believes that children learn best in a variety of ways. We believe in a cooperative educational community that supports the importance of education. Students, staff, parents, and community leaders share the responsibility to educate our students. We strive to encourage our students to be literate, reflective, citizens who uphold strong educational and social standards.

At Farnham, students strive for academic excellence supported by a compassionate and collaborative community. We celebrate diversity and honor each child as a unique individual.

About Farnham Elementary School

At Farnham, we believe that educating children is the responsibility of the total school community. The staff is dedicated to providing powerful learning experiences that meet the needs of all of our students. We create a caring environment where students feel safe, take risks in their learning, and develop lifelong learning skills. Farnham has strong parent involvement. We are proud of the many volunteers that provide services to our school. We offer a wide variety of activities that promote a well-rounded educational experience. We believe Farnham is a great school. We are proud of our students, parents, staff, and community as they work together for student achievement. Like all schools in the Cambrian School District, we are a California Distinguished School. Located in West San Jose, bordering Los Gatos and Campbell, Farnham serves a total student enrollment of 376 students ranging from grades TK-5.

Farnham serves a diverse group of students. Our student population is: 15% English Learners representing over 50 languages spoken in the district, 55% of the students qualify for the free and reduced-price school lunch, 10% of the students receive special education services.

Life Skills

Our LifeSkills program is used throughout the school to provide positive guidelines for behavior. Weekly assemblies and recognition encourage students to use these skills.

PBIS

PBIS stands for Positive Behavior Support and Interventions. All Cambrian Schools participate in the PBIS program. Our goal is to work together to create and maintain a school environment that is Predictable, Positive, Safe, and Consistent. Our three primary school rules are the Farnham Three Personal Standards: Solve Problems, Make Good Decisions, and Show Respect. During the school year, we are defining, teaching, reviewing, and modeling positive social and behavioral expectations in all areas of the school based on what these three expectations look like and sound like in each location. The expectations, language, and follow-through are the same for everyone.

Parent Involvement

Farnham parents are collaborative partners in the education of their children. These organizations offer many opportunities for parents to stay actively involved in their child's education. The School Site Council advises site administration on programs and expenditures in the Local Control and Accountability Plan (LCAP). The English Language Advisory Committee (ELAC) advises site administration on programs and expenditures related to our English Language Learner program. The Home and School Club brings parents, students, and our community together for a variety of activities. Our Home and School Club raises a significant amount of money to support the school program with field trips, technology, assemblies, etc. These include events such as our Pumpkin Walk, Walkathon, Art Show, Olympic Day, Family STEAM Night, Movie Nights, and dining out events. Parents help in our classes as reading/math volunteers and Falcon Fab Lab support, Project Cornerstone Asset Building Champions, and Garden Adventures docents. Parents are also invited to participate as volunteers in all of the HSC community events mentioned above. Finally, events such as our music program provide additional opportunities for the community to participate in our program.

Professional Development

Staff development is designed in our primary areas of focus: English Learner instruction, GLAD, Zones of Regulation, Benchmark Advanced, guided reading, Common Core State Standards (CCSS) for Math and ELA, Next Generation Science Standards, and differentiation. Using CCSS assessments, professional development is aligned with district, school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced in areas such as math, science, or language arts, specific time through either teacher release days or 2 hours on early release days is dedicated to staff development to ensure the even and effective implementation of the program.

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

compared with prior year performance).

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

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

The Academic Indicator is based on student performance on the Smarter Balanced Assessments and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics, administered each spring to students in grades three through eight. Based on the 2023 CA School Dashboard, the following performance levels were achieved by Farnham in the Overall Academic Performance Indicator for ELA and Math (Priority 1 & Priority 2): - Farnham School: ELA - "Green"; Math - "Blue"

The 2023 CA Dashboard Academic Indicator for English Language Arts (ELA) and Math reveals strong academic performance at Farnham. 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 Farnham 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.

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

The English Learner Progress Indicator (ELPI) shows the percentage of current English learner (EL) students making progress at the state, district, and school level toward English language proficiency or maintaining the highest performance level in the English Language Proficiency Assessments for California (ELPAC). Below are the ELPI results from Farnham Charter School: 58.8% of ELs are progressing toward English language proficiency, an increase of 4% from 2022.

The 2023 CA Dashboard English Learner Progress Indicator reveals mixed results for the district as a whole. 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 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 improvement in the district's English Learner Program.

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

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

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

The staff expressed a need for professional growth in various areas over the next three years. Key areas of interest include student achievement and assessment, particularly in 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 latest 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 student's 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

- 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.

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%.

We 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

- Farnham Charter School's rate was 0.3% (Green).

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 will establish systems to regularly monitor attendance data and hold schools accountable for reducing chronic absenteeism among these student groups, setting clear goals and benchmarks within the LCAP and reviewing progress regularly. By integrating these strategies, the district aims to reduce chronic absenteeism and support the overall success and well-being of our SED, SWD, and EL students.

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. Farnham's School Climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to our students in grades 2-5, provides insights into the effectiveness of the district's Social-Emotional Learning (SEL) programs and other climate initiatives. All survey results were very positive indicating that our students like school, feel safe at school, and have a trusted adult on campus.

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 nonnative English speakers and how language development is addressed. Additionally, we will seek opportunities for group activities that promote interaction and cultural immersion.

Final Reflection Summary

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 at the same time 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.

N/A

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.

Farnham is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Farnham is not eligible for developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

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

Farnham is not eligible for comprehensive support and improvement plans.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>School Site Council & English Language Advisory Council (voted to combine meetings)</p>	<p>The Farnham School Site Council and English Language Advisory Council comprises of site administrator, teachers, classified staff, special ed teachers, and parent leader representatives. This committee reviews, provides input, and advises our school on the LCAP annual updates and the development of the new Farnham LCAP each year. The meeting agendas and minutes can be accessed at the Farnham website: https://farnham.cambriansd.org/families/school-site-council-english-learner-advisory-committee.</p> <p>Farnham used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below are the dates the Farnham School Site Council & English Language Advisory Council convened in 2023-24. All meetings were conducted in person. - November 13, 2023, February 5, 2024, March 18, 2024, and April 22, 2024.</p>

Educational Partner(s)	Process for Engagement
Farnham MTSS Committee	<p>The Farnham MTSS Committee supports our school 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. 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 meets monthly throughout the school year.</p>
Instructional Leadership Council (ILC)	<p>The Cambrian School District's Instructional Leadership Council (ILC) is a collaborative body of site administrators, site instructional leaders, district department heads, and cabinet members. Its primary purpose is to provide strategic guidance and oversight for the district's 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.</p> <p>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.</p>

Educational Partner(s)	Process for Engagement
CSD Governing School Board and LCAP Public Review	<p>The CSD Governing School Board holds public meetings twice monthly throughout the year. The Governing Board of Trustees comprises five elected members and serves a four-year term. Elections are held in even-numbered years, and terms are staggered to ensure that only 2 or 3 seats are open each election. The Cambrian Board of Trustees works with the Superintendent to:</p> <ul style="list-style-type: none"> - Provide direction for the district - Establish District policies and procedures - Ensure accountability - Provide community leadership on behalf of the district and public education <p>The Governing Board meetings' agendas and minutes can be found at the following website: https://www.cambriansd.org/board-of-trustees</p>
CSD LCAP Advisory Committee	<p>The District LCAP Advisory Committee comprises district and site administrators, teachers, classified staff, special ed teachers, the CDTA president, the CSEA president, and parent leader representatives, including each school site's parent representatives from SSC and ELAC. This committee reviews, provides input, and advises the district on the LCAP annual updates and the development of the new district LCAP each year. The meeting agendas and minutes can be accessed at the district website: https://www.cambriansd.org/Page/1753.</p> <p>CSD used various methods of engagement and communication to engage with our educational partners throughout the 2023-24 school year. Through these processes, including various community input surveys, CSD conducted an internal review of programs and services based on the most recent state and local data available to determine areas' successes and needs for improvement. Input and responses from the various school sites and districtwide committees and venues, as well as input surveys, were examined, shared, and discussed with all educational partners, including the CSD LCAP Advisory Committee, the District ELAC to inform the development of the Local Control Accountability Plan for 2024-27. Members of each committee were provided numerous opportunities to learn, get clarification, and provide input during our meetings throughout the year. Below is the list of dates the District LCAP Advisory Committee convened in 2023-24. All meetings were conducted in person.</p> <ul style="list-style-type: none"> - October 24, 2023

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> - December 12, 2023 - January 23, 2024 - February 27, 2024 - March 26, 2024 - April 30, 2024
Home and School Club	<p>The Farnham Home and School Club consists of parents, teachers, the administrator, and community members. It meets monthly to discuss school initiatives and community-building opportunities. The Home and School Club informs families of upcoming volunteer opportunities and community events. All parents and staff are automatically members of the HSC and are encouraged to participate in meetings and activities. The Home and School Club is instrumental in providing supplementary funds for our students. These funds cover the expense of field trips, assemblies, and supplemental instructional supplies and materials.</p>

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

- The School Site Council (SSC) and English Learner Advisory Committee (ELAC) were involved in developing the Local Control Accountability Plan, including feedback and suggestions. Reviewed LCAP goals and progress with our School Site Council and ELAC over annual meetings, reviewing assessment data, survey results, etc. Early in the year, our ELAC and SSC committees merged and met to enrich discussions. Reviewed community survey results with both teams and discussed their feedback. Full agendas and minutes for both teams are available at <https://farnham.cambriansd.org/for-families/school-site-council-english-learner-advisory-committee>.
- Staff reviewed LCAP goals and provided feedback via an online survey for each goal at the scheduled staff meeting on April 19, 2023. Staff also participated in a district-wide professional learning survey.
- Positive Behavior Intervention Support (PBIS) SWIS data was reviewed with staff in December and March 2024 at our year-end Leadership/MTSS team meeting. We will review target areas for support on campus and student referrals to date and use this data to plan our focus for next year.
- A community survey was developed and issued to parents in February and March 2024. Multiple emails and written reminders were sent out. A total of 55 families responded. The results were disseminated to HSC, SSC, and ELAC at our staff meetings from February through April.
- Students in grades 2-5 were given a school climate survey in March. The results have been used to help identify school climate priorities for the 2024-2025 year. Farnham improved in all areas. Results were shared with staff and with students in grades 2-5.
- Home and School Club meetings were held on the first Tuesday of each month, adjusting to accommodate events and holidays. Reviewed LCAP goals and progress over a series of meetings during the year, reviewing assessment data, survey results, etc.
- School Tours were held 3 times: 01/22/2024, 02/08/2024, and 03/08/2024.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC:

1. Informing and educating all stakeholder groups about the SPSA/LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. These sessions aimed to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders, including parents, students, school faculty and staff, and teacher representatives, were invited to attend these meetings. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees/Chats. The Principal and staff leadership facilitated and presented all meetings when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district and site website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

2. Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team of teachers, staff, parents, principals, and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, the School Site Council, the English Learner Advisory Committee (ELAC), and parents during our Principal's Coffee. During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans for how to address them. Participants were asked to give feedback on the ideas and suggest new ideas to consider. In addition, surveys covering the areas connected to the 8 state priority areas were sent to the Farnham community, Farnham staff, and Farnham student body. The results of this survey were summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principal's Coffees/Chats. These sessions provided the site with clear areas of identified needs and suggested strategies to address those needs. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

3. Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals, actions, and services. Goals were developed to correspond with the district's strategic plan, current school performance on local and state assessments, and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

- Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
- Proficiency Rates on the State ELA and Math assessments
- CELDT/ELPAC scores
- English Learner Redesignation rates
- Results from the Community, Staff, and Student LCAP Surveys
- PBIS Tiered Fidelity Inventory (TFI)
- Fastbridge aReading & aMath scores

4. Review the draft LCAP for 2024-2025 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led

directly to the goals, progress indicators, and actions that appear in this LCAP.

5: Based on the final review, the LCAP was revised. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Farnham School will provide high-quality and dynamic instruction for ALL students while preparing them for college and career readiness, specifically focusing on increasing academic performance for all Hispanic/Latino, Socioeconomically Disadvantaged, English learners, and Students with Disabilities. Every student has the potential for academic excellence and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment in ELA/Literacy	<p>2023 CAASPP Data</p> <p>67% of Farnham students met or exceeded the standard</p> <p>48% of SED students met or exceeded the standard</p> <p>21% of EL students met or exceeded the standard</p>			80% of all students will meet or exceed the standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% of Hispanic/Latino students met or exceeded the standard 31% of Students with Disabilities met or exceeded the standard				
1.2	CSD FastBridge aReading End of Year Benchmark	FastBridge Benchmarks for aReading for Spring 2024 administration period for Grades 2-5: 73% of all students are on or above grade level and low risk at grade-level standards 59% of SED students are on or above grade level and low risk at grade-level standards 31% of EL students are on or above grade level and low risk at grade-level standards 45% of Hispanic/Latino students are on or above grade level and low risk at grade-level standards 45% of Students with Disabilities are on or above grade level and low risk at grade-level standards			80% of all students will be above grade level and low risk	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Smarter Balanced Assessment in Math	2023 CAASPP Data 66% of Farnham students met or exceeded the standard 54% of SED students met or exceeded the standard 35% of EL students met or exceeded the standard 33% of Hispanic/Latino students met or exceeded the standard 42% of Students with Disabilities met or exceeded the standard			75% of all students will meet or exceed the standard	
1.4	CSD FastBridge aMath End of Year Benchmark	FastBridge Benchmarks for aMath for Spring 2024 administration period for grades 2-5: 74% of all students are on or above grade level and low risk at grade-level standards 60% of SED students are on or above grade level and low risk at grade-level standards 51% of EL students are on or above grade level and low risk at grade-level standards 51% of Hispanic/Latino students are on or			80% of all students will be above grade level and low risk	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		above grade level and low risk at grade-level standards 43% of Students with Disabilities are on or above grade level and low risk at grade-level standards				
1.5	English Learner Reclassification Rate	58.8% of students making progress toward English Proficiency. Increased by 4% in 2023			70% of students making progress toward English Proficiency.	
1.6	Access to Standards Aligned Instructional Materials	In 23-24, 100% of students have access to state-aligned instructional materials and resources, including technology devices & internet access according to the Williams Report.			All students have access to state-aligned instructional materials and resources, including technology devices & internet access.	
1.7	Implementation of State Standards	In 23-24, state standards were fully implemented as verified by data collection obtained through routine classroom observations.			State standards will be fully implemented as verified by data collection obtained through routine classroom observations.	

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. These services will include training, program materials, and personnel costs. The primary focus will be on students identified as English learners, low-income, Foster/Homeless Youth, and Students with Disabilities. Additionally, any student identified by staff as needing extra support will receive these services.	\$50,000.00	Yes
1.2	Office Supplies & Equipment	Provide basic supplies for instruction	\$25,000.00	No
1.3	ELA & Math ParaEducators	Increased small group instruction during core curriculum for the early grades	\$98,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	ELD Academy	Provide explicit instruction in English Language Development to Level 1 EL students as an extended day opportunity	\$6,800.00	Yes
1.5	Testing Coordinator Stipend	Stipend to support state mandated assessments for 3rd-5th grade students	\$750.00	No
1.6	Substitute Supported Assessment Release	Sub release to complete progress monitoring assessments (FastBridge, etc.)	\$2,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Farnham School will provide high qualified staff through recruitment, retention, and professional development so every student thrives.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our main focus is to provide a place where students feel welcome and supported, and their voices make a difference. It is imperative that our staff continues to learn and grow along with our students. Providing professional development opportunities allows for this growth to happen in our community. Staff members working collaboratively to learn and problem-solve create an innovative community of learners working, sharing, and learning together. 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers.	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.	
2.2	Principal Walkthrough Observation Tool for school wide Tier I high quality instructional practices, including, but	Classroom walkthroughs were conducted by the District Cabinet leadership team			95% of Farnham teachers will implement Tier I high-quality instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	not limited to, GLAD, Guided Reading, Integrated/Designated ELD, etc.	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 walkthroughs. However, no formal data was collected.			practices according to the Principal Walkthrough Observation Tool.	
2.3	Professional Development, Training & Staff Collaboration Time Evaluations/Reflections Tool	In 2023-24, based on staff evaluation surveys from all the districtwide professional learning days, on average, 95% of Farnham 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 5 being the most effective.			Based on the total responses from the PD Evaluation Surveys, at least 90% or more of Farnham teachers/staff will indicate that the professional development, training & staff collaboration was an effective use of their 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
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, GLAD, other)	\$3,375.00	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.		No

Action #	Title	Description	Total Funds	Contributing
2.3	New Teacher and Staff Support	The district will provide comprehensive support and training for new teachers, including the Beginning Teacher Support and Assistance (BTSA) program, mentor-teacher support, and coaching for special education staff. This action also includes an additional day for new 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.		No
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.		
2.5	Equity & Inclusion Team	We began utilizing a walkthrough tool to evaluate our campus for equitable practices. 2023-2024 practice began. The team will include a classified staff member, a certificated staff member, an instructional specialist, parents, students, community members, and administrators.	\$1,850.00	Yes
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).		Yes
2.7	Teacher Learning Labs	Release time for teachers to collaborate, observe peers, and debrief after	\$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Farnham Elementary School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

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. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, they must want to be at school. Our stakeholders determined that if we empower students with leadership experiences and increase opportunities for student recognition, we impact the way students experience school, resulting in students who are more confident, feel a sense of belonging, and want to include others. In the School Climate Survey (March 2024) taken by second, third, fourth, and fifth graders, 85% responded that they always or often like school, 95% reported that they try their best to do well at Farnham, and 67% indicated that good behavior is noticed at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Daily Attendance Rate	Farnham daily attendance rate is 96%			Farnham's daily attendance rate will be	
3.2	Percentage of students who were chronically absent: All Students, Hispanics, ELs, SED, and SWD	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	CA School Dashboard: Chronic Absenteeism Rate	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	
3.4	CA School Dashboard: The percent of students suspended one or more times.	All: TBD Hispanics:TBD EL: TBD SED: TBD SWD: TBD			All: TBD Hispanics: TBD EL: TBD SED: TBD SWD: TBD	
3.5	School Climate Survey: The percentage of students in grades 2-5 reporting that they feel safe at school most or all of the time.	86% of Farnham students feel safe at school most or all of the time.			90% of Farnham students feel safe at school most or all of the time.	
3.6	Percent of students receiving a Major Office Referral (Major Referral defined by the CSD PBIS Behavior Matrix)	10.6% of Farnham students received a Major Office Referral.			4% of Farnham students received a Major Office Referral.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing General Education Behavior Support & Sustaining PBIS	<p>Farnham will continue to relaunch and maintain 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 Farnham.</p> <p>In addition, the general education behavior specialist will help enhance student engagement, reduce disciplinary incidents, and improve overall academic outcomes by fostering a positive environment and supporting teachers, staff, and students.</p> <p>Rewards will be purchased for staff and students to support PBIS buy-in from the community and promote recognition of people using our three personal standards.</p>	\$2,500.00	No
3.2	Enhancing Student Attendance through A2A Implementation	<p>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, reduced chronic absenteeism, and improved academic performance, aligning with LCAP goals for a supportive educational environment.</p>		No

Action #	Title	Description	Total Funds	Contributing
3.3	Enhancing SocialEmotional 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.	\$21,000.00	Yes
3.4	Starting Arts Performing Arts	Starting Arts - Performing arts classes for all students. This provides an opportunity for all students	\$8,960.00	No
3.5	Noon Duty Supervision	We will keep our ratios of students to adults to provide an orderly and safe environment for all students during lunch and recess.	\$60,000.00	No
3.6	Safety	Provide an extra crossing guard at Woodard and Twilight to ensure student safety when coming to school and leaving to go home.	\$4,500.00	No
3.7	Health Office Supplies	Provide extra supplies for the Farnham Health Office	\$500.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Farnham School will 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.	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.

Strong connections between schools, families, and the community are vital for student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being. In meetings and surveys, our stakeholders determined that for our students to reach their full potential, their parents, families, and community stakeholders must be partners in the education and support of all students' success in school. In the LCAP Parent Survey (April 2024), stakeholders prioritized support for parent focus groups and parent organizations (55% of those surveyed). There was also an emphasis on the importance of overcoming the barriers that prevent families from being able to volunteer.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement Survey: The percentage of all parents who responded "Strongly Agree" or "Agree" to the parent survey item: Parents have opportunities to give input into the decision-making process at Farnham.	All: 49% Students with Special Education Services: 80% English Learners: 68%			All: 80% Students with/ Special Education Services: 90% English Learners: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Engagement Survey: The percentage of all parents who responded "Often" or "Always" to the parent survey item: Parents feel informed about Cambrian's and the school's procedures, policies, and decision making processes.	All: 44% Students with Special Education Services: 80% English Learners: 50%			All: 80% Students with/ Special Education Services: 90% English Learners: 80%	
4.3	Parent Engagement Survey: The percentage of all parents who responded "Well" or "Very Well" to the parent survey item: Parents feel Farnham and the district engage parents from diverse backgrounds.	All: 44% Students with Special Education Services: 80% English Learners: 68%			All: 80% Students with/ Special Education Services: 90% English Learners: 80%	
4.4	Family participation in school events, such as Goal Setting Conferences, parent education opportunities, and educationally-based community events	98% of the Farnham Families participated in the goal-setting conferences in Fall 2023			100% of the Farnham Families will participate in the goal-setting conferences in Fall 2026	

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 Farnham 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.		

Action #	Title	Description	Total Funds	Contributing
4.2	Translation Services	Continue to use translation services (e.g., Language Line) to communicate with parents who do not speak English so they are informed and encouraged to participate in school programs and activities to support their child.		Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Supplemental Targeted Instruction & Intervention</p> <p>Need: ELD, language arts, and math.</p> <p>Scope: Schoolwide</p>	We have equity gaps in ELA and Math, and for our new English Language Learners, Identify and implement small group instruction in ELA and Math to provide additional or extended learning supports to target student subgroups performing below grade level standards, including EL, SED, and SpEd students. This will allow for heterogeneous groupings for collaborative work supported by additional educators.	FastBridge scores in early literacy, aReading, early math, aMath, and ELPAC scores. Student data in identified subgroups will be monitored throughout the year to ensure academic growth.

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
1.3	<p>Action: ELA & Math Paraeducators</p> <p>Need: EL, Foster Youth, and Low Income students benefit from small group instruction.</p> <p>Scope: Schoolwide</p>	Identify and implement small group instruction in ELA and Math to provide additional or extended learning support to target student subgroups performing below grade-level standards, including EL, SED, and SpEd students. This will allow for heterogeneous groupings for collaborative work supported by additional educators.	Student interviews of our Focal Scholars, Surveys to monitor student engagement, and gather baseline data for number of projects completed.
2.5	<p>Action: Equity & Inclusion Team</p> <p>Need: Our students stories need to be shared and heard in order for them to feel that they belong in order to create a safe space for learning. Educators that understand their students and are able to empathize with their situations will be able to make a bigger impact on their learning.</p> <p>Scope: Schoolwide</p>	Creates a safe space for students and promotes an understanding of our students to the staff.	Empathy interviews, surveys, and student achievement data
2.6	<p>Action: Targeted Professional Development for Supporting Unduplicated Students</p> <p>Need:</p> <p>Scope: Schoolwide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.3</p>	<p>Action: Enhancing Social Emotional Learning Through Structured Recess and Lunchtime Activities</p> <p>Need: Unduplicated Pupils, who include English learners, low-income students, and foster youth, often face unique challenges that can affect their social, emotional, and academic development. Recess is a critical time for all students to engage in physical activity, social interaction, and unstructured play, which is essential for their overall well-being and academic success. However, Unduplicated Pupils may not fully benefit from this time without specialized support and supervision due to various barriers.</p> <p>Scope: Schoolwide</p>	<p>Providing specialized support and supervision will provide enhanced safety and inclusion, targeted social skills development, emotional support, language acquisition and practice, equitable access to resources, and additional monitoring and addressing behavioral issues.</p>	<p>Student empathy interviews will be conducted to ensure that students are participating and benefiting from this specific service.</p>
<p>4.2</p>	<p>Action: Translation Services</p> <p>Need: Our multi-lingual families desire to understand the education system in which their child participates.</p> <p>Scope: Schoolwide</p>	<p>Having family support at home allows all of our students to thrive. Multilingual families who have translation services can confidently support their child at home with school expectations.</p>	<p>Multilingual learner parents' participation in meetings.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: ELD Academy</p> <p>Need: Our population of English Language Learners is increasing and their need for additional opportunities to learn English is essential for their success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	English Language Learners will be provided an opportunity to participate in our after-school extended day program.	Students will participate in oral interviews to determine effectiveness of the extended day ELD Academy.

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$273,935.00	\$7,300.00	\$10,500.00		\$291,735.00	\$232,450.00	\$59,285.00

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 Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farnham 1st-5th Grade	2024-2025	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
1	1.2	Office Supplies & Equipment	All	No				2024-2025	\$0.00	\$25,000.00	\$20,000.00		\$5,000.00		\$25,000.00	
1	1.3	ELA & Math ParaEducators	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	\$98,000.00	\$0.00	\$98,000.00				\$98,000.00	
1	1.4	ELD Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Farnham	2024-2025	\$6,800.00	\$0.00		\$6,800.00			\$6,800.00	
1	1.5	Testing Coordinator Stipend	All	No				2024-2025	\$750.00	\$0.00	\$750.00				\$750.00	
1	1.6	Substitute Supported Assessment Release	All	No					\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.9							2024-2025								
2	2.1	Maintain Staff Training and Professional Development	All	No				2024-2025	\$0.00	\$3,375.00	\$3,375.00				\$3,375.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	English Learners, Foster Youth, Low Income, and Students with Disabilities All Students with Disabilities	No				2024-2025								

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	2.3	New Teacher and Staff Support	All		No				2024-2025								
2	2.4	Leveraging Online and In-House Professional Development							2024-2025								
2	2.5	Equity & Inclusion Team	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	\$1,400.00	\$450.00	\$1,850.00				\$1,850.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
2	2.7	Teacher Learning Labs	All		No				2024-2025	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.1	Enhancing General Education Behavior Support & Sustaining PBIS	All		No				2024-2025	\$2,500.00	\$0.00	\$2,000.00		\$500.00		\$2,500.00	
3	3.2	Enhancing Student Attendance through A2A Implementation	All		No				2024-2025								
3	3.3	Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	\$0.00	\$21,000.00	\$21,000.00				\$21,000.00	
3	3.4	Starting Arts Performing Arts	All		No				2024-2025	\$0.00	\$8,960.00	\$3,960.00		\$5,000.00		\$8,960.00	
3	3.5	Noon Duty Supervision	All		No					\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
3	3.6	Safety	All		No					\$4,500.00	\$0.00	\$4,500.00				\$4,500.00	
3	3.7	Health Office Supplies								\$0.00	\$500.00		\$500.00			\$500.00	
4	4.1	Parent and Community Education and Engagement							2024-2025								
4	4.2	Translation Services	English	Learners	Yes	Schoolwide	English Learners		2024-2025								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$170,850.00	0.000%	0.000 %	Total:	\$170,850.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$170,850.00

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Farnham 1st-5th Grade	\$50,000.00	
1	1.3	ELA & Math ParaEducators	Yes	Schoolwide	English Learners Foster Youth Low Income		\$98,000.00	
1	1.4	ELD Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Farnham		
2	2.5	Equity & Inclusion Team	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,850.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.3	Enhancing SocialEmotional Learning Through Structured Recess and Lunchtime Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		\$21,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Translation Services	Yes	Schoolwide	English Learners			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$193,500.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA/ELD Professional Development	No	\$0.00	
1	1.2	Benchmark Curriculum Professional Development to support the workshop model	No	\$5,000.00	
1	1.3	GLAD Professional Development	No	\$0.00	
1	1.4	Mathematics Differentiation Professional Development	No	\$0.00	
1	1.5	Science	No	\$0.00	
1	1.6	Technology	No	\$0.00	
1	1.7	Intervention Support	Yes	\$49,000.00	
1	1.8	Enrichment Support	No	\$5,000.00	
1	1.9	Office Supplies & Equipment	No	\$35,000.00	
1	1.10	NGSS	No	\$1,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Provide extended day enrichment and support activities	No	\$3,400.00	
1	1.12	ELD	Yes	\$3,400.00	
1	1.13	Para educators for grades K-1	No	\$10,000.00	
2	2.1	Farnham Leadership Voice	No	\$3,500.00	
2	2.2	Farnham Special Education Team	No	\$0.00	
2	2.3	MTSS - Tier 1 & Tier 2	No	\$0.00	
2	2.4	Professional Development	No	\$0.00	
2	2.5	Grade Level Collaboration	No	\$0.00	
2	2.6	Professional Learning Communities	No		
3	3.1	Tier 1 Social Emotional Learning	No	\$0.00	
3	3.2	Community Building	No	\$0.00	
3	3.3	Enrichment Opportunities	No	\$0.00	
3	3.4	Counseling	No	\$20,000.00	
3	3.5	Zones of Regulation	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	MTSS	No	\$0.00	
3	3.7	Extracurricular learning opportunities	No	\$0.00	
3	3.8	Family Outreach Team	No	\$0.00	
3	3.9	Friday Morning Assembly	No	\$0.00	
3	3.10	Makerspace	No	\$10,000.00	
3	3.11	Professional Learning Community	No	\$0.00	
3	3.12	Noon Duty Supervision	No	\$20,000.00	
3	3.13	Inclusion & Equity Committee	No	\$0.00	
3	3.14	Project Cornerstone	No	\$0.00	
3	3.15	Safety	No	\$4,500.00	
3	3.16	Health Office Supplies	No	\$500.00	
3	3.17	Library Software Site License	No	\$13,000.00	
3	3.19	Performing arts	No	\$7,200.00	
3	3.20	Improve Attendance	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Volunteers	No	\$0.00	
4	4.2	Parent Education	No	\$1,000.00	
4	4.3	School Committees	No	\$0.00	
4	4.4	Translation Services	Yes	\$2,000.00	
4	4.5	Professional Learning Community	No	\$0.00	
4	4.6	Parent Information events and School Activities	No	\$0.00	
4	4.7	Farnham Representation on District Committees	No	\$0.00	
4	4.8	Home Visits	No	\$0.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$54,400.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Intervention Support	Yes	\$49,000.00			
1	1.12	ELD	Yes	\$3,400.00			
4	4.4	Translation Services	Yes	\$2,000.00			

2023-24 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2023

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

English Learner Advisory Committee
Thomas Wei

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

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

This LCAP was adopted by the SSC at a public meeting on April 22, 2024.

Attested:



Principal, Amy O'Hehir on April 22, 2024



SSC Chairperson, Patricia Lee on April 22, 2024