LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Solana Beach School District

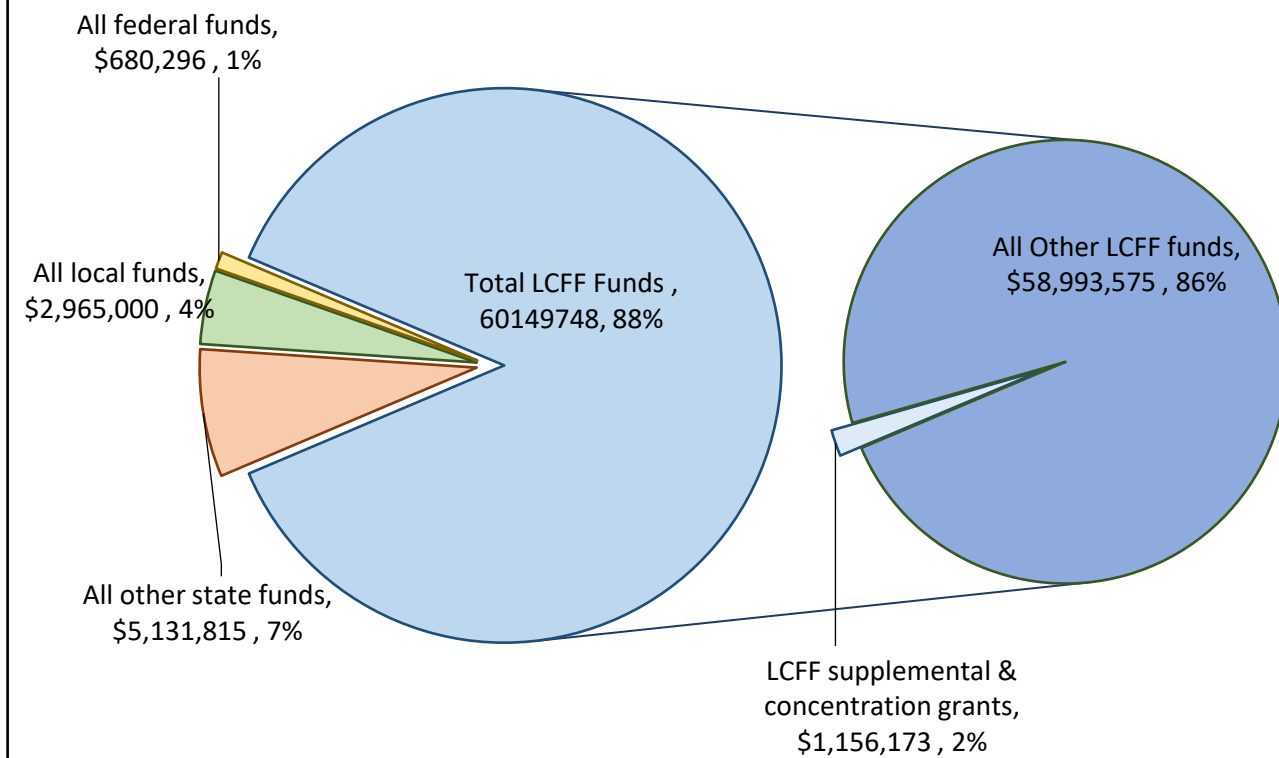CDS Code: 37-68387-0000000

School Year: 2025-2026

LEA contact information: Sabrina Lee, Assoc. Supt., Inst. Svcs., sabrinalee@sbsd.net , (858) 794-7138

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

- All federal funds, $680,296 , 1%
- All local funds, $2,965,000 , 4%
- All other state funds, $5,131,815 , 7%
- Total LCFF Funds , 60149748, 88%
- All Other LCFF funds, $58,993,575 , 86%
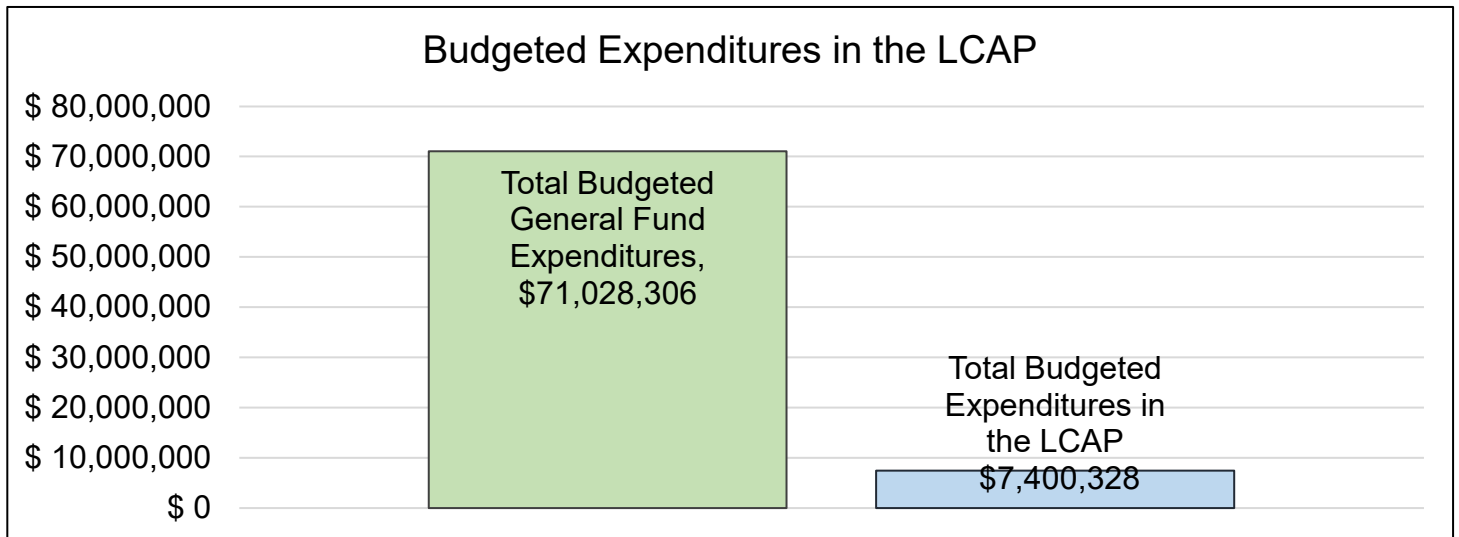- LCFF supplemental & concentration grants, $1,156,173 , 2%

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

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Solana Beach School District is $68,926,859.00, of which $60,149,748.00 is Local Control Funding Formula (LCFF), $5,131,815.00 is other state funds, $2,965,000.00 is local funds, and $680,296.00 is federal funds. Of the $60,149,748.00 in LCFF Funds, $1,156,173.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $71,028,306

Total Budgeted Expenditures in the LCAP $7,400,328

This chart provides a quick summary of how much Solana Beach School District plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solana Beach School District plans to spend $71,028,306.00 for the 2025-2026 school year. Of that amount, $7,400,328.00 is tied to actions/services in the LCAP and $63,627,978.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
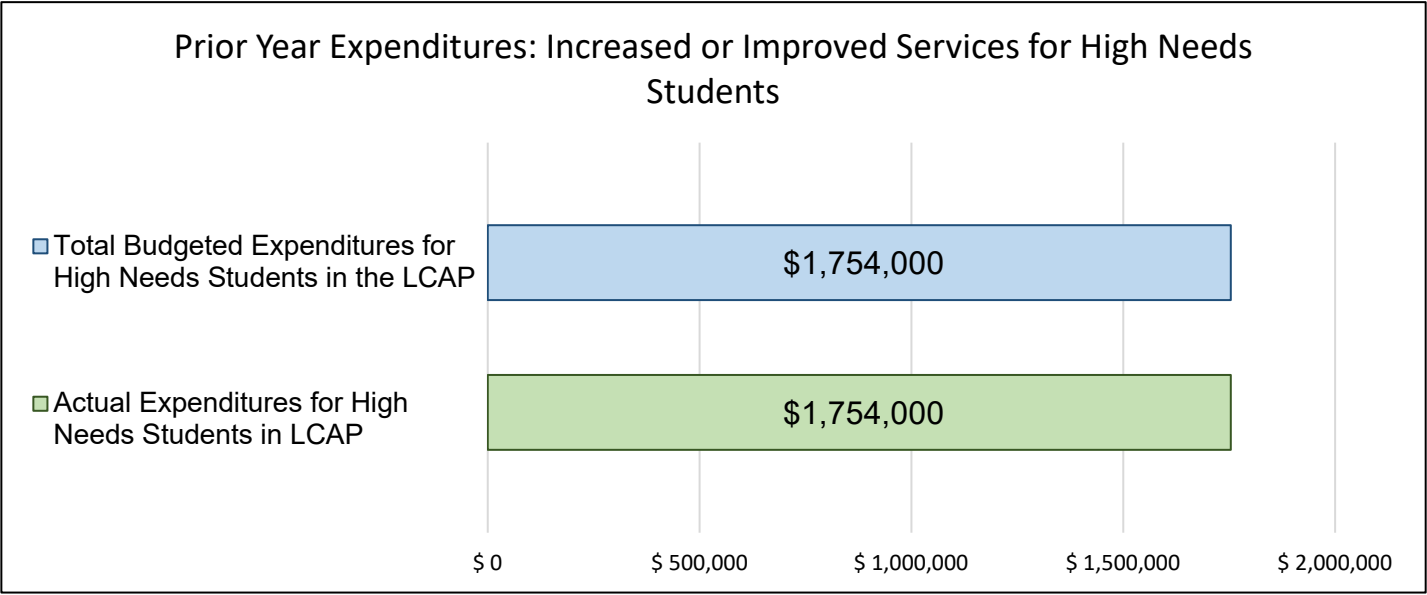
The $63,627,978 in General Fund budgeted expenditures not included in the Local Control and Accountability Plan represents the District's Base Program, which includes salary and benefits for general education, special education programs, other certificated staff, classified and administrative staff, materials and supplies, maintenance and operations, facilities, and all other costs associated with carrying out the goals and actions described in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

LCFF Budget Overview for Parents

In 2025-2026, Solana Beach School District is projecting it will receive $1,156,173.00 based on the enrollment of foster youth, English learner, and low-income students. Solana Beach School District must describe how it intends to increase or improve services for high needs students in the LCAP. Solana Beach School District plans to spend $1,710,432.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-2025

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,754,000
☐ Actual Expenditures for High Needs Students in LCAP	$1,754,000

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Solana Beach School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Solana Beach School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, Solana Beach School District's LCAP budgeted $1,754,000.00 for planned actions to increase or improve services for high needs students. Solana Beach School District actually spent $1,754,000.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Solana Beach School District	Sabrina Lee, Associate Superintendent Instructional Services	sabrinalee@sbsd.net, 858-794-7138

Plan Summary 2025-2026

General Information

The Solana Beach School District (SBSD), nestled on the north coast of San Diego County, serves approximately 2,600 students. Instruction is designed to support learners in finding their voice, building their skills, and applying those skills to support positive environments. Students engage in a comprehensive learning program and positive learning environments. The emphasis is on core standards instruction, provided through a continuous progressive curriculum. State and local assessments provide evidence that student needs are being met. District schools consistently rank at or near the top in district, county, and state accountability measures. SBSD students and schools have received numerous awards and have been recognized at county, state, and national levels for a variety of accomplishments.

SBSD is committed to achieving its district mission, "Where learners find their voice, share their gifts, and advance the world." Coupled alongside is the district vision of "Inspiring wonder and discovery in learning and life." The Solana Beach School District Equity Statement: "Solana Beach School District is committed to providing equitable opportunities through inclusive learning environments where each person is valued, connected, and treated with dignity and respect in order to achieve their greatest potential" enhances and sharpens the actualization of the mission and vision. Additionally, District students are supported in their ongoing development of six Student Promotion Profile Descriptors. The Solana Beach Student Promotion Profile is a set of six dispositions or attributes identifying what all students will be able to do to demonstrate they are ready for success in middle school, high school, college, career, and life: Acting Resourcefully, Practicing Civic Mindedness, Thinking Interdependently, Learning Endlessly, Living Adventurously, and Leading Boldly. Guided by the District Mission, Vision, Equity Statement, and Student Promotion Profile, the goals and actions identified will continue to equip and support the overall achievement and well-being of students while at SBSD and beyond.

Solana Beach School District is comprised of seven elementary schools: Solana Vista (Grades K-3), Skyline (Grades 4-6 and a K-6 Global Education Program), Solana Santa Fe (Grades K-6), Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-6), and Solana Ranch (Grades K-6), along with a Special Education Preschool program and a Child Development Center (toddler, preschool, before and after school support and services).

SBSD's demographic breakdown includes 14.6% Socioeconomically Disadvantaged students, 10.8% English Learners, and less than 1% Homeless and Foster Youth. 10.3% of SBSD students are Students with Disabilities being supported by an Individualized Education Program (IEP). Of the 437 students in the Socioeconomically Disadvantaged subgroup during the 2023-2024 school year, 38% attended either Solana Vista or Skyline Elementary, with each of the other SBSD campuses housing, on average, 12% of the students in the Socioeconomically Disadvantaged subgroup.

The Solana Beach School District English learner population varies by community. Over 95% of the English learners at Solana Vista (Grades K-3) and Skyline Elementary (Grades 4-6 and a K-6 Global Education Program), both situated within the boundaries of the city of Solana Beach, have a home language of Spanish. Four SBSD campuses - Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-6), and Solana Ranch (Grades K-6) - are geographically located in the city of San Diego, in the Carmel Valley community, and the majority of English learners at these sites have a home language of Korean or Mandarin. SBSD's seventh campus, Solana

Santa Fe (Grades K-6), is in the city of Rancho Santa Fe. The most common home language of Solana Santa Fe's English learner population is Spanish (30% of English learners), with 25% of the English learner students speaking a home language of Mandarin.

Reflections: Annual Performance

Students in the Solana Beach School District (SBSD) continue to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and Mathematics. The 2024 California School Dashboard Academic Indicators show the Solana Beach School District as a whole to be in the Blue (highest) performance level in mathematics, and in the Green (high) for ELA. All seven elementary schools within the District placed within either the Blue or Green performance levels in ELA and mathematics. There is one student group performance level that will be monitored and supported in the areas of ELA and Mathematics, Students with Disabilities. There was a decrease in performance levels, yielding an orange (Low) performance level. District English Learner Progress in 2024 was reported at the Green performance level. All student subgroups placed within the Blue or Green performance levels in ELA and Mathematics, with the exception of the Students with Disabilities Subgroup (orange performance level for both ELA and Mathematics).

The SBSD Suspension Rate performance level is Blue. An analysis of 2024 California School Dashboard data reflective of the 2023-2024 school year revealed an improvement from the previous year performance level in the area of student attendance. SBSD decreased chronic absenteeism rates districtwide by 4.8% from the previous year, yielding a blue performance level. All district wide student subgroups similarly placed within the Blue or Green performance level for Chronic Absenteeism in 2024, with the exception of the Homeless student group. Homeless students' rate of chronic absenteeism improved by 12.8% from the prior year, however at 13.2% chronically absent, the rate of chronic absenteeism for homeless students is still considered high.

All LREBG funds received to date have been used by the end of the 2024-2025 school year.

Reflections: Technical Assistance

Not Applicable

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

Not Applicable

Support for Identified Schools

Not Applicable

Monitoring and Evaluating Effectiveness

Not Applicable

Engaging Educational Partners

To support the continuous learning and well-being of all students, Solana Beach School District (SBSD) solicited input and feedback from a variety of educational partners via an LCAP input survey as well as through face-to-face empathy interviews and focus groups with students, families, educators, and community partners representing all students, including historically marginalized student populations. SBSD collected student feedback through student empathy interviews as part of the District's ongoing equity team work and equity visits. Student feedback and survey results were reviewed and examined for patterns and common themes.

SBSD surveyed families, certified and classified staff during March of 2025 using a School Climate and LCAP Input Survey open to all families, community members, and staff. The survey was provided to families in English, Spanish, and Mandarin. Approximately 730 respondents completed the School Climate and LCAP Input Survey, including classified and certificated staff, as well as families and students. Families had the option to indicate whether their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP.

In addition, multiple venues for educational partner input were provided through in-person and hybrid meetings, communication through email and phone calls, and public board meetings. Educational partner engagement opportunities included: District English Learner Advisory Committee (DELAC), Site/District Staff Meetings, Districtwide Updates and Dialogue Meetings, District Leadership Team Meetings, Board of Education Meetings, Education Coalition Meetings, Parent/Guardian Advisory Roundtables, Site ELAC and Parent Advisory Meetings, Special Education Parent/Guardian Advisory Council, regularly scheduled bargaining group meetings - Solana Beach Teachers' Association (SBTA) and Solana Beach Association of Support Professionals (SBASP), and Solana Beach Schools Foundation (SBSF) Meetings.

Participants at various meetings and empathy interview opportunities included: teachers and classified staff members from every school site, parents/guardians, students, administrators (including principals and assistant principal) from every school site and the District Office, community partners, Board of Education members, bargaining unit representatives, and foster youth/homeless support staff. This included gathering input from students, families, and parent advisory groups representing student subgroups and historically underperforming populations.

Educational Partner(s)	Process for Engagement
Students	In the fall of 2024 and again in the early spring of 2025, each school campus engaged in site equity visits. These visits included empathy interviews and, in some cases, focus group conversations, with students representing a broad range of demographics and subgroups. In December of 2024, SBSD fifth and sixth grade students participated in the California Healthy Kids Survey (CHKS) Core Module in order to assess student perceptions and experiences related to school climate, connectedness, and learning engagement, supports for social-emotional learning, and health-related and behavioral learning barriers.

Educational Partner(s)	Process for Engagement
Parents/Guardians/Caregivers	All Parents/Guardians/Caregivers: All Parents/Guardians/Caregivers were encouraged to complete the School Climate and LCAP Input Survey. Multiple survey invitation and reminder messages were sent in English, Spanish, and Mandarin via the districtwide family messaging system throughout the month of March, 2025. Invitations and links to participate were shared on district social media channels (Facebook, Instagram). Each site administrator reinforced the invitation to participate in the survey multiple times through their weekly newsletters, also translated as appropriate for the school community. Short urls and QR codes were placed in all front lobbies and families were invited to use campus devices to complete the survey before or after their parent teacher conferences (week of March 10-March 14). Additionally, PTO and PTA parent leaders, DELAC leaders, and the SBSD Spanish bilingual community liaison amplified the call for all families to participate in the survey via their various communication and networking means including email, social media, and face-to-face conversations. Families had the option to self-identify if their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP, allowing survey data to be disaggregated by these subgroups: DELAC In March, 2025, the Solana Beach School District English Learner Advisory Committee (DELAC) engaged in a review and discussion of the District's LCAP goals in coordination of the principles of California's English Learner Roadmap. DELAC members suggested action steps to support the actualization of the LCAP goals specifically for multilingual learners as well as ideas for overcoming barriers. Special Education Parent/Guardian Advisory Council (PAC) In April, 2025 the SBSD PAC met to discuss recommended supports for Students with Disabilities being served through an IEP to further develop inclusion practices and build a stronger sense of belonging. Regularly scheduled Parent/Guardian Advisory Roundtables Regularly scheduled Solana Beach Schools Foundation (SBSF) meetings Regularly scheduled Special Education/Guardian Advisory Council meetings
Certificated Teachers	All certificated teachers were encouraged to complete the School Climate and LCAP Input Survey and were given time at a staff meeting in March for this purpose. Bargaining Unit - Solana Beach Teachers' Association (SBTA) - regularly scheduled meetings Regularly scheduled Updates and Dialogue Meetings (all staff)
Classified Staff Members	All classified staff members were encouraged to complete the School Climate and LCAP Input Survey and were supported by site administrators in setting aside time for and/or accessing the appropriate technology needed for this purpose. Bargaining Unit - Solana Beach Association of Support Professionals (SBASP) - regularly scheduled meetings Regularly scheduled Updates and Dialogue Meetings (all staff)

Educational Partner(s)	Process for Engagement
Leadership Team	In May 2025, the Solana Beach Beach School District Leadership Team (Senior Cabinet, School Site Administrators) met to review performance on state and local indicators (for example, the California School Dashboard performance indicators and local i-Ready data sets) alongside local Social Emotional Learning (SEL) screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics. Regularly scheduled Leadership Team Meetings
Community Partners	In May 2025, the Solana Beach Education Coalition (a coalition of community partners and public school representatives whose mission is supporting equitable academic and social emotional outcomes for Solana Beach children and caregivers) met to review performance on state and local indicators alongside local Social Emotional screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics. Regularly scheduled DELAC meetings Regularly scheduled Education Coalition meetings Regularly scheduled Board of Education meetings SELPA

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

The most common trend noted across all educational partner feedback opportunities was an overall satisfaction with the core learning program and student outcomes across multiple measures (i.e., standardized testing scores, teacher and family observations, students' self-reports of feeling confident and accomplished in their academics). As a next step, educational partners suggested enhancements to the instructional program including individualizing instruction for learners and incorporation of more hands-on learning experiences. Goal 1, Actions 1.1 and 1.2 were developed to integrate this feedback.

A second strong trend in the data indicated ongoing and increased targeted attention to students' social and emotional needs, fostering a positive school community, ensuring safety, and providing appropriate support for students with behavioral challenges. Feedback suggested Social and Emotional Learning support that continues to develop and maintain student resilience, flexibility, and social skills. Goal 2, Action 1.1 was developed to integrate this feedback.

A third theme noted in Likert-scale survey questions, open-ended survey comments, and focus groups was an overall strong satisfaction with parent/guardian engagement, education, and two-way communication. While a point of pride and celebration, parent/guardian/caregiver outreach and engagement is something that must be continually maintained through proactive efforts and the LCAP is reflective of these efforts Goal 2, Action 2.3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each and every student will demonstrate growth towards meeting or exceeding grade-level standards.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Student Achievement, Priority 7 Course Access, Priority 8 Student Outcomes

An explanation of why the LEA has developed this goal.

During the 2022-2023 school year, Solana Beach School District (SBSD) as a whole continued to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and mathematics. On the 2023 ELA Smarter Balanced Summative Assessment, 84.56% of students either met or exceeded standard, with 81.81% of students meeting or exceeding standard in the area of Mathematics. In addition, 71.80% of students met or exceeded standards on the California Science Test (CAST) and 69.7% of English learner students made progress toward English language proficiency according to the California School Dashboard English Learner Progress Indicator (ELPI).

During the 2023-2024 school year, the local measure used to monitor student progress toward proficiency toward grade-level standards was Curriculum Associates' i-Ready diagnostic. As of January, 2024, 80% of all K-6 students were on track to meet or exceed standard in Reading by the end of the 2023-2024 school year, and 77% of K-6 students were on track to meet or exceed standard in Mathematics.

In light of the above baseline metrics, SBSD's goal is to maintain the overall high level of student academic achievement and English learner progress toward English proficiency while focusing on acceleration of growth across all content areas for students in historically underperforming subgroup populations, with an ultimate goal of increasing the percentage of Students with Disabilities being served by an IEP and Socioeconomically Disadvantaged students meeting or exceeding grade level standard over time. A 2022 study conducted by Curriculum Associates indicated that students performing two or more years below grade level are likely to reach grade level proficiency across multiple measures if they can meet their i-Ready Stretch Growth targets for two years in a row, therefore progress toward i-Ready annual Stretch Growth targets is one of the metrics being used to monitor progress on this LCAP Goal.

Research shows that students' academic performance is positively influenced by student engagement and agency. This is especially salient in the relationship between engagement and outcomes for historically underperforming populations such as Socioeconomically Disadvantaged students, Students with Disabilities being served by an IEP, and students at risk of becoming long-term English learners. In alignment with the SBSD Mission, Vision, Student Promotion Profile Descriptors, and Equity Statement, LCAP Goal 1 includes action steps designed to boost student engagement and agency through deployment of evidence-based practices to support implementation of standards and student application of interdisciplinary, hands-on, project-based learning.

Additionally, research has illuminated a learning-outcomes gap between Socioeconomically Disadvantaged student populations and more well Socioeconomically resourced peers. In an effort to promote equitable outcomes for each and every learner, LCAP Goal 1 encompasses an action step of enrolling four-year-old students in a pre-kindergarten program designed to develop early literacy, numeracy, and critical thinking skills alongside kindergarten readiness dispositions.

The 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Additionally, educational partner input included a recommendation for enhance personalized learning and support (tailored learning paths, individualized instruction, and increased support resources to meet diverse student needs effectively, including challenging advanced learners), increased implementation of innovative teaching methods and hands-on learning experiences and maximization to support structures including intervention services during the school day and into expanded learning time frames. LCAP Goal 1 includes action steps developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1 State Standards Student Achievement Student Outcomes	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results	January 2024 i-Ready Reading Diagnostic: A. 57% of All B. 58% of Students with Disabilities (SwD) C. 57% of English Learners (ELs)	December 2024 i-Ready Reading Diagnostic: A. 51% of All B. 49% of SwD C. 39% of ELs		A. Maintain 55-60% of All B. Maintain 55-60% of SwD C. Maintain 55-60% of ELs	A. All: -6% B. SwD: -9% C. ELs: -18%
1.2 State Standards Student Achievement Student Outcomes	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results	January 2024 i-Ready Math Diagnostic: A. 52% of All B. 47% of SwD C. 54% of ELs	December 2024 i-Ready Math Diagnostic: A. 43% of All B. 35% of SwD C. 46% of ELs		A. Maintain 50-55% of All B. 50-55% of SwD C. Maintain 50-55% of ELs	A. All: -9% B. SwD: -12% C. ELs: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3 State Standards Student Achievement Student Outcomes	Percent of K-4 students achieving **50%** of their annual Stretch Growth Target on local end of year i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results ***The target of 50% was updated in the 2025–26 LCAP due to a correction.**	May 2024 i-Ready Reading Diagnostic: A. 78% of All B. 70% of SwD C. 80% of ELs	May 2025 i-Ready Reading Diagnostic: A. 80% of All B. 70% of SwD C. 72% of ELs		A. Maintain 75-80% of All B. 75-80% of SwD C. Maintain 75-80% of ELs	A. All: +2% B. SwD: +0% C. ELs: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4 State Standards Student Achievement Student Outcomes	Percent of K-4 students achieving **50%** of their annual Stretch Growth Target on local end of year i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results ***The target of 50% was updated in the 2025–26 LCAP due to a correction.**	May 2024 i-Ready Math Diagnostic: A. 80% of All B. 72% of SwD C. 80% of ELs	May 2025 i-Ready Math Diagnostic: A. 82% of All B. 66% of SwD C. 78% of ELs		A. Maintain 75-80% of All B. 75-80% of SwD C. Maintain 75-80% of ELs	A. All: +2% B. SwD: -6% C. ELs: -2%
1.5 Student Achievement Student Outcomes	Reclassification Rate Data Source: Local Reclassification Data	2023-2024 Rate of Reclassification of English Learners: 11% Reclassification Rate	2024-2025 Rate of Reclassification of English Learners: 19.5% Reclassification Rate		Maintain a 10-15% Reclassification Rate	Rate of Reclassification of English Learners: Increased 8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6 Student Achievement Student Outcomes	Percent of English learners who: » decreased at least one ELPI level » maintained ELPI Levels 1, 2, and 3 » progressed at least one ELPI level » maintained ELPI Level 4 Data Source: CA Schools Dashboard English Learner Progress Indicator (ELPI)	Spring 2023 ELPI: » 12.4% of ELs decreased at least one ELPI level » 17.1% of ELs maintained ELPI Levels 1, 2, and 3 » 54.1% of ELs progressed at least one ELPI level » 16.5% of ELs maintained ELPI Level 4	Spring 2024 ELPI: » 14% of ELs decreased at least one ELPI level » 21% of ELs maintained ELPI Levels 1, 2, and 3 » 48% of ELs progressed at least one ELPI level » 17% of ELs maintain ELPI Level 4		» Fewer than 10% of ELs decrease one or more ELPI levels » 15-20% of ELs maintain ELPI Levels 1, 2, and 3 » 55-60% of ELs progress at least one ELPI level » 10-15% of ELs maintain ELPI Level 4	» +1.6% of ELs decreased one or more ELPI levels » +3.9% of ELs maintained ELPI Levels 1, 2, and 3 » -6.1% of ELs progressed at least one ELPI level » +0.5% of ELs maintained ELPI Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7 State Standards Student Achievement Student Outcomes	Percent of students in grades 3–6 who meet or exceed standard in English language arts (ELA) Data Source: California Assessment of Student Performance and Progress (CAASPP)	Spring 2023 CAASPP ELA: A. 85% of All B. 46% of Swd C. 72% of Socioeconomically Disadvantaged (SED) D. 41% of ELs >12 months Preliminary Spring 2024 CAASPP ELA (97% of student scores available): A. 82% of All B. 37% of Swd C. 66% of SED D. 31% of ELs >12 months ***The baseline of 41% of ELs >12 months was updated in the 2025–26 LCAP due to a correction.**	Spring 2024 CAASPP ELA: A. 82% of All B. 37% of Swd C. 70% of SED D. 31% of ELs >12 months Preliminary Spring 2025 CAASPP ELA (98% of student scores available): A. 83% of All B. 43% of Swd C. 63% of SED D. 39% of ELs >12 months		A. Maintain 80-85% of All B. 45-50% of SwD C. 70-75% of SED D. 70-75% of ELs >12 months	Spring 2023 compared to 2024 CAASPP ELA: A. -3% of All B. -9% of Swd C. -2% of SED D. -10% of ELs >12 months Preliminary Spring 2024 compared to 2025 CAASPP ELA (98% of student scores available compared to 97% in 2024): A. +1% of All B. +6% of Swd C. -3% of SED D. +8% of ELs >12 months

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8 State Standards Student Achievement Student Outcomes	Percent of students in grades 3–6 who meet or exceed standard in mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	Spring 2023 CAASPP Math: A. 81% of All B. 44% of SwD C. 61% of SED D. 40% of ELs >12 months Preliminary Spring 2024 CAASPP Math (97% of student scores available): A. 80% of All B. 37% of Swd C. 60% of SED D. 45% of ELs >12 months *The baseline of 40% of ELs >12 months was updated in the 2025–26 LCAP due to a correction.	Spring 2024 CAASPP Math: A. 80% of All B. 37% of Swd C. 65% of SED D. 44% of ELs >12 months Preliminary Spring 2025 CAASPP Math (98% of student scores available): A. 82% of All B. 40% of Swd C. 58% of SED D. 43% of ELs >12 months		A. Maintain 80-85% of All B. 45-50% of Swd C. 65-70% of SED D. 70-75% of ELs >12 months	Spring 2023 compared to 2024 CAASPP Math: A. -1% of All B. -7% of Swd C. +4% of SED D. +4% of ELs >12 months Preliminary Spring 2024 compared to 2025 CAASPP Math (98% of student scores available compared to 97% in 2024): A. +2% of All B. +3% of Swd C. -2% of SED D. -2% of ELs >12 months

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9 State Standards Student Achievement Student Outcomes Course Access	Percent of students in grade 5 who meet or exceed standard in Science Data Source: California Science Test (CAST)	Spring 2023 CAST: A. 72% of All B. 33% of SwD C. 58% of SED D. 12% of ELs >12 months Preliminary Spring 2024 CAST (97% of student scores available): A. 71% of All B. 35% of Swd C. 48% of SED D. 14% of ELs >12 months *The baseline of 12% of ELs >12 months was updated in the 2025–26 LCAP due to a correction.	Spring 2024 CAST: A. 71% of All B. 35% of Swd C. 52% of SED D. 14% of ELs >12 months Preliminary Spring 2025 CAST (98% of student scores available): A. 72% of All B. 20% of Swd C. 48% of SED D. 24% of ELs >12 months		A. Maintain 70-75% of All B. 35-40% of Swd C. 50-55% of SED D. 55-60% of ELs >12 months	Spring 2023 compared to 2024 CAST: A. -1% of All B. +2% of Swd C. -6% of SED D. +2% of ELs >12 months Preliminary Spring 2024 compared to 2025 CAST (98% of student scores available compared to 97% in 2024): A. +1% of All B. -15% of Swd C. +0% of SED D. +10% of ELs >12 months

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10 State Standards Course Access	Percent of students in grade 5 participating in Physical Fitness Testing (PFT) Data Source: Physical Fitness Data	Physical Fitness Testing 2024 participation rates: - 98% of 5th grade students participated in 3 of 5 domains - 97% of 5th grade students participated in 4 of 5 domains - 94% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: 96% - Aerobic Capacity 98% - Abdominal Strength 98% - Trunk Strength 96% - Flexibility 98% - Upper Body Strength	Physical Fitness Testing 2025 participation rates: 98% of 5th grade students participated in 3 of 5 domains 98% of 5th grade students participated in 4 of 5 domains 96% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2025 districtwide 5th grade participation in each domain: 97% - Aerobic Capacity 98% - Abdominal Strength 98% - Trunk Strength 98% - Flexibility 98% - Upper Body Strength		Physical Fitness Testing 2024 participation rates: - Maintain 95-100% of 5th grade students participating in 3 of 5 domains -Maintain 95-100% of 5th grade students participating in 4 of 5 domains - Maintain 90-95% of 5th grade students participating in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: -Maintain 95-100% of 5th grade students participating in each individual domain	Physical Fitness Testing 2024 to 2025 participation rates: » +0% of 5th grade students participated in 3 of 5 domains » +1% of 5th grade students participated in 4 of 5 domains » +2% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2024 compared to 2025 districtwide 5th grade participation in each domain: » +1% - Aerobic Capacity » +0% - Abdominal Strength » +0% - Trunk Strength » +2% - Flexibility » +0% - Upper Body Strength

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11 Student Outcomes	Percent of students in Grade 5 and 6 who report Meaningful Participation in School Data Source: California Healthy Kids Survey (CHKS)	December 2023 CHKS: A. 55% of Grade 5 B. 52% of Grade 6	December 2024 / January 2025 CHKS: A. 54% of Grade 5 B. 51% of Grade 6		A. 70% of Grade 5 B. 70% of Grade 6	A: Grade 5: -1% B: Grade 6: -1%
1.12 Basic Services	Annual Solana Beach School District Board of Education resolution showing sufficiency of instructional materials Data Source: Board of Education resolution	Annual 2023-2024 BOE resolution showing sufficiency of instructional materials	Annual 2024-2025 BOE resolution showing sufficiency of instructional materials		Maintain annual BOE resolution showing sufficiency of instructional materials	Maintained Baseline
1.13 Basic Services	Appropriately credentialed and assigned teachers: 100% of teachers are appropriately assigned and fully credentialed Data Source: School Accountability Report Card (SARC) and district Audit Reports	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)		Maintain 100% of teachers appropriately assigned and fully credentialed (per SARC and Audit Reports)	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14 Course Access Student Outcomes	100% of students, including unduplicated students and students with Individualized Education Plans will participate in a broad course of study aligned to state standards Data Sources: Attendance Records, Equity Visits, and Student Work Samples	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples show 100% of 2023-2024 students (including unduplicated students and students with students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples show 100% of 2024-2025 students (including unduplicated students and students with students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media		Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples will show maintenance of 100% of students (including unduplicated students and students with students with Individualized Education Plans) participating in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15 State Standards Course Access Student Outcomes	Academic content and performance standards (ELA, ELD/ELA, Math, History-Social Science, and Science) adopted by the state board will be implemented, including access by English Learners to academic content standards and English Language Development standards. Data Sources: Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.		Evidence gathered from Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) will show maintenance of full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	Maintained Baseline

Goal Analysis for [LCAP Year]

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.

The 2024-2025 launch of newly-adopted History/Social Science curriculum materials aligned with the California History/Social Science Standards and Framework was a success. Professional learning occurred in August of 2024, with an emphasis on maximizing the instructional resources using hands-on, integrated, and project-based approaches. Follow-up support was provided via onsite workshops during student early-release time as well as through the support of instructional coaches or Teaching and Learning Project Specialist. Follow-up topics included supporting multilingual learners in accessing History/Social Science content and integration of History/Social Science topics with English Language Arts.

The initial phase of implementation of Assembly Bill 285, requiring a course of study to emphasize the causes and effects of climate change and methods to mitigate and adapt to its effects, took place during the 2024-2025 school year. District staff partnered with classroom teachers to develop and pilot Environment Stewardship instructional resources. Districtwide implementation of Environmental Stewardship will continue during the 2025-2026 school year.

District teachers on special assignment were trained and deployed in a peer coaching support model with a goal of enhanced implementation of standards-aligned instruction through student application of interdisciplinary, hands-on, project-based learning. Some classroom teachers, specialists, and integrated teams partnered with the Instructional Services team throughout the school year, creating tangible outcomes in programmatic refinements and student achievement. Due to an unexpected staffing leave, progress made towards the coaching model were limited.

A layered, multi phased professional learning series supported capacity building for K-2 classroom teachers, supporting specialists, and site administrators in Science of Reading best practices for literacy instruction. This process dovetailed into the selection of a Reading Difficulties Risk Screener as required by California Senate Bill 114. Ongoing support for educators in the 2025-2026 school year will include:

- Implementation of the District-adopted screening instruction to identify those at risk for reading difficulties
- Ongoing support with evidence-based strategies for literacy/reading instruction, including support for students at risk for reading difficulties
- Ongoing refinement of cohesive and comprehensive multi-tiered system of support for students success, including screening, progress monitoring, benchmark assessments, and contingencies for students exceeding expected pace of proficiency at grade-level standard as well as defined, evidence-based supports for students who are not meeting grade-level proficiency at an expected pace

2024-2025 successfully launched Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria. Analysis of the inaugural Jumpstart student's yearlong progress and assessment of their transition into Kindergarten / early Kindergarten performance is ongoing. Jumpstart will continue as a district pilot in the 2025-2026 school year.

The District is offering a Summer Enrichment program in the summer of 2025 and socioeconomically disadvantaged students are provided with scholarships to attend summer enrichment classes.

Ongoing goals for the 2025-2026 and 2026-2027 school years include:

- Professional learning and coaching support in implementation of 2023 Mathematics Framework and Science Curriculum
- Piloting of Science and Mathematics curriculum aligned to California State Standards and 2023 California Mathematics Framework for potential adoption

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

Action Item 1.1 expenses were 12% lower than the allocated amount due to position vacancies. Action Item 1.2 expenses were 13% lower than the allocated amount due to lower substitute and professional development costs.

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

Actions 1.1 - 1.7 have resulted in measurable improvements or maintenance of high baseline metrics according to Metrics 1.3, 1.4, 1.5, 1.7, 1.8, and 1.9. Overall student academic performance remains strong, with students showing steady growth throughout the school year based on multiple measures.

Relative to Metrics 1.1 and 1.2, baseline data was gathered in January of 2024, whereas Year 1 Outcome percentages were collected in December of 2024 (one month earlier than in the prior school year). Year 1 outcomes being lower than expected progress toward Year 3 targets are likely partially a results of the truncated timeline.

An area of focus moving forward are targeted action steps to raise the level of student engagement as reported through Metric 1.11: the percentage of students in Grades 5 and 6 who report "Meaningful Participation in School" via the California Healthy Kids Survey.

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.

In the analysis of Metrics 1.3 and 1.4, it was discovered that the original baseline metrics contained a typographical error. The reported baselines represent percentages of K-4 students achieving 50% of their annual Stretch Growth Target on local end of year i-Ready Reading and Math Diagnostic Assessment. The error has been corrected so the Metrics now read:

- 1.3 Percent of K-4 students achieving *50%* of their annual Stretch Growth Target on local end of year i-Ready Reading Diagnostic Assessment
- 1.4 Percent of K-4 students achieving *50%* of their annual Stretch Growth Target on local end of year i-Ready Math Diagnostic Assessment

(the previous language indicated "K-4 students achieving 100% of their annual Stretch Growth Target")

In the analysis of Metrics 1.7, 1.8, and 1.9, it was discovered that the original baseline metrics contained a typographical error. The reported Preliminary Spring 2024 CAASPP baselines for English Learners enrolled in U.S. schools for greater than 12 months included students who had been Reclassified as Fluent English Proficient. The error has been corrected so the Metrics now read:

- Preliminary Spring 2024 CAASPP ELA (97% of student scores available): 31% of ELs >12 months
- Preliminary Spring 2024 CAASPP Math (97% of student scores available): 45% of ELs >12 months
- Preliminary Spring 2024 CAST (97% of student scores available): 14% of ELs >12 months

These updates reflect the original intent of the associated metrics and ensure accuracy or annual outcome reporting moving forward.

As part of our reflection on practice, we identified a need to strengthen our science instructional program and ensure alignment with the Next Generation Science Standards (NGSS). Feedback from teachers, classroom observations, and student performance data indicated inconsistencies in the implementation of NGSS-aligned instruction across grade levels. To address this, we enhanced the description of Action 1.1 for the coming year with the following addition: piloting science curriculum options that are fully aligned to NGSS. This pilot will provide teachers with the opportunity to explore high-quality materials, engage in professional learning, and provide feedback that will inform a thoughtful and inclusive adoption process. The goal is to build systemwide capacity and ensure students have equitable access to rigorous, standards-aligned science instruction.

Additionally, working toward elevating students' self-reporting on meaningful participation in school (Metric 1.11) has shifted professional learning goals for the 2025-2026 school year. While professional learning will continue to focus on Implementation of State State Standards (Action 1.1), the specifics of professional learning, collaboration, and coaching support will emphasize specific evidence-based pedagogical moves designed to elevate the student learning experience.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of state standards	- Ensuring all teachers have appropriate credential to support students - Purchasing and replacement of standards-aligned adopted and supplementary materials as needed (e.g. History/Social Science, ELA/ELD materials, Mathematics, Science other content area materials as identified) - Continued professional learning and coaching support in implementation of History-Social Science curriculum materials, adopted during the 2024-2025 school year, in alignment with the California History/Social Science Standards and Framework - Professional learning and coaching support in implementation of Assembly Bill 285, requiring a course of study to emphasize the causes and effects of climate change and methods to mitigate and adapt to its effects (e.g. units of study, expansion of Environmental Stewardship connections) - Piloting of Science curriculum aligned to NGSS standards to support adoption - Convening of Math Leadership Task Force to support understanding and capacity for future professional learning of new Math Framework in preparation for Math Curriculum Adoption 2026-27 Certificated staff to support enhanced implementation of standards-aligned instruction through student application of interdisciplinary, hands-on, project-based learning to include: - increased connections between concepts learned in the classroom and relevant impact to society through classroom projects - analysis and refinement of learning tasks to further advance student agency and engagement - design thinking and engineering design processes - opportunities to share learning beyond the classroom walls to positively impact the community (i.e., service learning projects) - actualization of the District Mission, Vision, and Student Promotion Profile Descriptors, empowering student voice and student in exploring interests, passions and relevant connections to the world - Environmental Stewardship programs to foster student understanding and application of environmental literacy - Staff research and exploration of quality language program models (FLES or FLEX) in support of skills reflective of a global world	$1,627,718	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional learning and collaboration for enhanced instruction	Professional learning, collaboration, and coaching support in: - Evidence-based methods for boosting student engagement and agency in their learning experiences connected to relevant real world experiences (e.g. Powerful Learning Practices) - Exploration of AI tools to support enhanced instruction and work efficiency adhering to ethical and responsible uses - Screening students to identify those at risk for reading difficulties - Evidence-based strategies for structured literacy/reading instruction including support for students at risk for reading difficulties - Refinement of cohesive and comprehensive multi-tiered system of support for students success, including screening, progress monitoring, benchmark assessments, and contingencies for students exceeding expected pace of proficiency at grade-level standard as well as defined, evidence-based supports for students who are not meeting grade-level proficiency at an expected pace	$273,000	No
1.3	English Language Development (ELD)	Professional learning and coaching support in implementation of California English Language Development (ELD) Standards and English Learner Roadmap	$0	Yes
1.4	Jumpstart Program	Second year of pilot of Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria	$439,580	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Targeted and Intensive Supports - All Students	Additional targeted and intensive support services are provided to students who do not make expected progress toward achieving grade level standards - Certificated staff, with paraprofessional support will provide targeted instruction to students monitored in four to six week cycles to support skill acquisition and proficiency towards standards - i-Ready Learning Pathways will be used to support targeting specific skills at a student's level of performance - Targeted math intervention using curriculum (e.g. Do the Math) and Cognitively Guided Instruction strategies - Targeted reading intervention curriculum and evidenced based strategies to support skill proficiency (e.g. Sonday System, Orton-Gillingham) - Licensed Clinical Social Worker (LCSW) will continue to support in 2025-26 with coordinated services around mental health, alongside Social Emotional Learning (SEL) teams and School Social Work Interns - District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW	$0	No

| 1.6 | Targeted and Intensive Supports - Unduplicated Populations | Additional targeted and intensive support services are provided to unduplicated students who do not make expected progress toward achieving grade level standards:

 - Certificated staff, with paraprofessional support, build upon primary language assets and deliver direct instruction to unduplicated students, provide professional learning to staff and consult with classroom teachers

 - English Language Development (ELD) support teachers and staff utilize targeted strategies and curriculum to support English learners in achieving standards. This may include direct instruction to students, the use of instructional strategies to support with English Language Development (e.g. Guided Language Acquisition Design (GLAD) strategies)

 - Services for English learners focus on students reclassifying prior to exiting the district in grade six

 - English Learner support staff monitor student progress before and after reclassification, and provide targeted supports if a student's performance falls below the reclassification criteria

 - ELD Standards and the California English Learner Roadmap are used to enhance programs and supports in service of building English Proficiency

 - Targeted math intervention using evidence-based strategies and supplemental resources

 - A full-time and part-time bilingual community liaisons provide outreach to families, support translation, and connect families to resources and/or community organizations

 - Extended day and extended year learning opportunities are provided for unduplicated students

 - Socioeconomically disadvantaged students are provided with scholarships to attend summer enrichment, summer intervention classes, or extended day opportunities

 - Outreach is provided to families of foster youth and homeless students to coordinate services

 - Additional social and emotional learning supports provided as needed to ensure an optimal learning environment

 - Preschool learning opportunities provided for socioeconomically disadvantaged students

 - Licensed Clinical Social Worker (LCSW) will continue to support in 2025-26 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns | $1,392,936 | Yes |

Action #	Title	Description	Total Funds	Contributing
		- District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW		
1.7	Targeted and Intensive Supports - Students with Disabilities	Additional targeted and intensive support services are provided to students with disability who do not make expected progress toward achieving grade level standards - Certificated staff, with paraprofessional support provided targeted instruction to students with disability and collaborate with classroom teacher to support students - Lexia Core Five Reading will be used as an additional support to assess, monitor and advance student progress - Targeted math support using curriculum (e.g. Do the Math) and Cognitively Guided Instruction strategies - Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment - Licensed Clinical Social Worker (LCSW) will continue to support in 2025-26 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns - District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL needs of students under the supervision of the LCSW	$0	No

Goal

Goal #	Description	Type of Goal
2	Each and every student will feel connected, engaged, and supported in a positive, safe, and inclusive school environment that fosters physical, social and emotional well-being.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 3 Family Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

During the 2022-2023 school year, Solana Beach School District (SBSD) maintained a "Standard Met" status across the California School Dashboard Local Indicators related to Goal #2 (Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey) as well as a low suspension rate for the "All students" group.

During the 2023-2024 school year, the California Healthy Kids Survey was administered to Grade 5 and Grade 6 students, and results revealed positive outcomes in the areas of School Connectedness, Caring Adults, Social and Emotional Learning Supports and Anti-Bullying Climate. Additionally, the local School Climate and LCAP survey administered in March, 2024 included a high level of both staff and parent/guardian/caregiver agreement with such statements as: "Students are aware of their own

areas of strength and areas for growth;" "The school environment is welcoming for students and adults;" "Students feel a sense of connection to others at school;" and "Students and their families' cultures/heritages area acknowledged and respected."

SBSD's goal is to maintain/improve these positive trends while addressing specific areas where multiple data sources have revealed an opportunity for refinement and improvement for the overall student population and/or specified subgroup populations.

One area to be addressed under LCAP Goal #2 is Chronic Absenteeism. The rate of chronically absent students is calculated each school year as a percentage of students absent for 10 percent or more of the instructional days they were enrolled in Solana Beach School District. In 2022-2023, the District as a whole received an "orange" performance level for Chronic Absenteeism for All Students as well as for five student subgroups. An analysis of 2023 California School Dashboard data reflective of the 2022-2023 school year revealed low performance in the area of student attendance (a high level of Chronic Absenteeism) at three school campuses. Action 2.2 was developed in response to Chronic Absenteeism baseline data.

Staff and parent/guardian/caregiver input via the the local School Climate and LCAP survey and during Spring, 2024 empathy interviews and focus groups included a consistent theme of calling for continued emphasis on Social and Emotional Learning and the building of inclusive environments. Action 2.1 was developed in response to this feedback.

LCAP Goal 2 and the related Metrics and Actions reinforce the core principle *All Learning is Social and Emotional* with a goal of developing common understanding and language among students, staff, and families that SEL is embedded in all interactions and interdisciplinary learning activities, rather than a separate program. In addition, Actions are geared toward enhancing a culture where *all* the adults in the school buildings are collectively responsible for supporting student needs, with continued use of multiple sources of data to inform tiered approaches to programming and services matched to individual student needs.

Additionally, as shared above in connection to LCAP Goal 1, the 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Therefore, action steps have been included in an effort to boost student engagement and agency.

Parent/guardian/caregiver survey respondents and focus group participants praised current efforts and reinforced a preference for ongoing two-way communication and parent engagement and education opportunities. Action 2.3 is reflective of this feedback.

Lastly, trends arose in the School Climate and LCAP survey related to students having ample opportunities for physical activity and adequate options for nutritious food. Action 2.4 was developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1 Pupil Engagement School Climate	Percent of students in Grade 5 and 6 who report feeling safe at school Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 88% of Grade 5 B. 91% of Grade 6	December 2024/January 2025 CHKS: A. 91% of Grade 5 B. 91% of Grade 6		A. 90-95% of Grade 5 B. Maintain 90-95% of Grade 6	A: +3% of Grade 5 B: +0% of Grade 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2 Family Involvement School Climate	Percent of respondents who report "The school environment in safe, clean, and structured to foster learning" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 96% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree	March, 2025 Local School Climate and LCAP Survey A. 98% of parents/ guardians/ caregivers Strongly Agree or Agree B. 96% of staff Strongly Agree or Agree		A. Maintain 95-100% of parents/ guardians/ caregivers Strongly Agree or Agree B. 95-100% of staff Strongly Agree or Agree	A: +2% of parents/ guardians/ caregivers B: +2% of staff
2.3 Pupil Engagement School Climate	Percent of students in Grade 5 and 6 who report School Connectedness Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 85% of Grade 5 B. 82% of Grade 6	December 2024 CHKS: A. 84% of Grade 5 B. 83% of Grade 6		A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	A: -1% of Grade 5 B: +1% of Grade 6
2.4 Family Involvement School Climate	Percent of respondents who report "Students feel a sense of connection to others at school" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 90% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree	March, 2025 Local School Climate and LCAP Survey A. 93% of parents/ guardians/ caregivers Strongly Agree or Agree B. 95% of staff Strongly Agree or Agree		A. Maintain 90-95% of parents/ guardians/ caregivers Strongly Agree or Agree B. Maintain 90-95% of staff Strongly Agree or Agree	A: +3% of parents/ guardians/ caregivers B: +1% of staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5 Pupil Engagement School Climate	Percent of students in Grade 5 and 6 who report Caring Adults in School Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 80% of Grade 5 B. 79% of Grade 6	December 2024 CHKS: A. 80% of Grade 5 B. 78% of Grade 6		A. Maintain 80-85% of Grade 5 B. 80-85% of Grade 6	A: +0% of Grade 5 B: -1% of Grade 6
2.6 Pupil Engagement School Climate	Percent of students in Grade 5 and 6 who report Social and Emotional Learning Supports Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 81% of Grade 5 B. 80% of Grade 6	December 2024 CHKS: A. 81% of Grade 5 B. 78% of Grade 6		A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	A: +0% of Grade 5 B: -2% of Grade 6
2.7 Pupil Engagement	District Attendance Data Source: Attendance Report	2023-2024 Overall District Attendance Rate: 96%	2024-2025 Overall District Attendance Rate: 96%		Maintain Overall District Attendance Rate of 95% or Higher	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8 Basic Services Family Involvement Pupil Engagement	Chronic Absenteeism Rate Data Sources: DataQuest / California School Dashboard	Spring 2023 Chronic Absenteeism: A. 9.3% - All (Orange performance level) B. 13.5% - Students with Disabilities (SwD) (Yellow performance level) C. 13.6% - Socioeconomically Disadvantaged (SED) (Yellow performance level) D. 11.5% - English Learners (EL) (Orange performance level) E. 15% - Solana Santa Fe Elementary (Red performance level)	Spring 2024 Chronic Absenteeism: A. 4.4% - All (Blue performance level) B. 8.7% - Students with Disabilities (SwD) (Green performance level) C. 9.6% - Socioeconomically Disadvantaged (SED) (Green performance level) D. 4.1% - English Learners (EL) (Blue performance level) E. 4% - Solana Santa Fe Elementary (Blue performance level)		A. All - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) B. SwD - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) C. SED - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) D. - EL - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) E. Solana Santa Fe Elementary - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard)	Chronic Absenteeism Rate: A. All: -4.9% B. SwD: -4.8% C. SED: -4% D. EL: -7.4% E. Solana Santa Fe Elementary: -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9 Pupil Engagement School Climate	Percentage of staff indicating "Students understand the expectations for behavior in the classroom and throughout the school" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 80% of staff responding "Strongly Agree" or "Agree"	March, 2025 Local School Climate and LCAP Survey 80% of staff Strongly Agree or Agree		85% of staff respond "Strongly Agree" or "Agree"	+0%
2.10 Pupil Engagement School Climate	Percentage of staff indicating "Students behavioral success is supported at school" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 77% of staff responding "Strongly Agree" or "Agree"	March, 2025 Local School Climate and LCAP Survey 83% of staff Strongly Agree or Agree		85% of staff respond "Strongly Agree" or "Agree"	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11 Pupil Outcomes School Climate	Percentage of students self-reporting alignment with CASEL Competencies - percentage of students answering "Yes" (Grades K-2) or "Almost Always" / "Often" (Grades 3-6) Data Source: Local Social Emotional Learning (SEL) Universal Screener	Winter 2024 SEL Universal Screener » 87% - I have a trusted adult at school » 75% - I know how to calm myself down when I am upset » 87% - I like who I am » 76% - I think about making responsible decisions before I act » 91% - I have one or more good friends at school » 76% - I work well with others in a group » 83% - I listen to other people's ideas » 82% - I feel cared for and accepted at school	Winter 2025 SEL Universal Screener 85% - I have an adult at school I can go to if I need help. 76% - I know how to calm myself down when I am upset 88% - I like who I am 77% - I think about making responsible decisions before I act 92% - I have one or more good friends at school 76% - I work well with others in a group 82% - I listen to other people's ideas 87% -I feel there are one or more adults at school who care about me. 80% - I feel like I belong at school		» 90% - I have a trusted adult at school » 80% - I know how to calm myself down when I am upset » 90% - I like who I am » 80% - I think about making responsible decisions before I act » Maintain 90-95% - I have one or more good friends at school » 80% - I work well with others in a group » Maintain 80-85% - I listen to other people's ideas » 85% - I feel cared for and accepted at school	-2% - I have a trusted adult at school +1% - I know how to calm myself down when I am upset +1% - I like who I am +1% - I think about making responsible decisions before I act +1% - I have one or more good friends at school 0% - I work well with others in a group -1% - I listen to other people's ideas n/a (new baseline) - I feel there are one or more adults at school who care about me. n/a (new baseline) - I feel like I belong at school
2.12 Basic Services Family Involvement	Percentage of families indicating "Students have ample opportunities for physical activity" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 81% of families responding "Strongly Agree" or "Agree"	March, 2025 Local School Climate and LCAP Survey 88% of families Strongly Agree or Agree		85% of families responding "Strongly Agree" or "Agree"	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13 Basic Services Family Involvement	Percentage of families indicating "Students are provided with options for nutritious food" Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 76% of families responding "Strongly Agree" or "Agree"	March, 2025 Local School Climate and LCAP Survey 74% of families Strongly Agree or Agree		80% of families responding "Strongly Agree" or "Agree"	-2%
2.14 School Climate	Suspension Rate Data Source: California School Dashboard	Spring 2023 California School Dashboard Suspension Rate: 0.4%	2024 Dashboard: 0.2% Suspension Rate		Maintain Suspension Rate Below 1%	Maintained Suspension Rate Below 1%
2.15 School Climate	Expulsion Rate Data Source: School Accountability Report Card (SARC)	Spring 2022 SARC Expulsion Rate: 0%	Spring 2023 SARC Expulsion Rate: 0%		Maintain Expulsion Rate Below 0.1%	Maintained Expulsion Rate Below 0.1%
2.16 Basic Services	Facilities Report Data Source: School Accountability Report Card (SARC) and Facility Inspection Tool (FIT) Report	Spring 2023 SARC and FIT Report 100% of schools at the "Good" or better rating	Spring 2024 SARC and FIT Report 100% of schools at the "Good" or better rating		Maintain 100% of schools will at the "Good" or better rating	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17 School Climate Family Involvement	Parent/ Guardian/ Caregiver participation and engagement in advisory groups, events, engagement forums, and education opportunities (including families of unduplicated students and students with exceptional needs) Data Sources: - Meeting records/minutes - Agendas - Sign In sheets - Meeting input/feedback surveys	2023-2024 Parent/ Guardian/ Caregiver Participation and Engagement: » 100% (6 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	2024-2025 Parent/ Guardian/ Caregiver Participation and Engagement: » 30-50% (2-3 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 20-70% (2-5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings		Maintain: » 80-100% (5-6 out of 6) of campuses represented at each DELAC meeting » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	» -70-50% of campuses represented at each DELAC meeting » -50-0% of campuses represented at each Parent Advisory Roundtable meeting » Maintained 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » Maintained 85% participation in Back-to-School Night and Open House events » Maintained Meeting quorums at School Site Council (SSC) site meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18 School Climate Family Involvement	Parent/ Guardian/ Caregiver two-way communication Data Sources: - Communication viewing metrics, where available - Meeting/event attendance - Meeting /event input/feedback surveys	Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). - 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) - 85% participation in Back-to-School Night and Open House events	Ongoing weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). - 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) - 85% participation in Back-to-School Night and Open House events		Maintain: - Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). - 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) - 85% participation in Back-to-School Night and Open House events	Maintained Baseline

Goal Analysis for [LCAP Year]

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.

All Goal 2 Actions have been implemented as planned and the related metrics (2.1 - 2.18) indicate strong success. One notable area of celebration for the Solana Beach School District is the drastic decline in Chronic Absenteeism rates from the Baseline for all district wide student groups. Additionally, Solana Santa Fe Elementary's All Students group moved from the Red (lowest) performance level in 2023 for Chronic Absenteeism to the Blue (highest) performance level in 2024.

Review of parent engagement metrics showed a decline in participation in advisory group meetings over the past year. While this trend is concerning, it is important to note that families who were unable to attend meetings were still provided with key updates and follow-up notes via email, along with opportunities to share input through alternative channels such as surveys and direct communication. Despite these efforts, overall engagement levels remained lower than anticipated.

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

Action Item 2.3 expenses were 18% lower than the allocated amount due to position vacancies.

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

The positive metrics represented in the Goal 2 Year 1 Outcomes were supported by a combination of efforts detailed in Action Steps 2.1 - 2.6 including cohesive structures for gathering and responding to student self-assessment and feedback, deployment of Site Equity Teams in support of overall student wellness, inclusion, and belonging, ongoing professional learning, and coaching support, and close partnerships with families.

In particular, the strong effectiveness of actions selected to reduce chronic absenteeism included enhancing evidence-based positive conditions for learning and family education and awareness around the importance of attendance.

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.

There was an addition to the action steps for 2.2 that includes ongoing data analysis of attendance reporting to support internal collaboration between district staff and school site administrators.

We remain committed to ensuring all families have equitable access to engagement opportunities and a voice in school and district decision-making. In response to decreased rates of participation in parent advisory groups (DELAC, Parent Advisory Roundtable), we have gathered input from the members of the parent advisory groups and modified action step 2.3, aimed at increasing parent participation.

Finally there was a modification to action step 2.4 on how students will support the development and distribution of educational videos on "offer vs. serve" 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	- District Wellness Committee to support student actualizing wellness Board policy, refining action steps and evaluating progress to support overall student wellness (physical and social-emotional), guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies - Local Social-Emotional Learning (SEL) Universal Screener administered two times a year as a means of identifying students who may need additional targeted supports - Ongoing deployment of Site Equity Teams in support of overall student wellness, inclusion, belonging, and achievement - Ongoing Site Equity visits that provides data and collaboration on patterns and trends of student wellness, inclusion, belonging, and achievement to support next steps - Ongoing refinement of Effective Schoolwide Environment Plans (ESEPs), including a tiered approach to proactively supporting and reinforcing expected behavior and site supports for unexpected behaviors - Ongoing refinement of Effective Classroom Environment Plans (ECEPs), including a tiered approach to proactively supporting and reinforcing expected classroom behavior and actions to support unexpected behaviors - Continued building of common understanding and language around bullying (what bullying is/is not, strategies for reporting allegations of bullying, and staff requirements in addressing allegations) - Professional learning and coaching support in supporting overall student wellness (physical and social-emotional) - Professional learning and coaching support in addressing and celebrating each learners' unique gifts, needs, strengths and talents - District staff and Site SEL teams support coordinated services for all students to promote a positive school climate at each school site. In addition, site SEL teams provide or coordinate targeted services to identified students, including students of unduplicated populations. Site SEL teams may include: school counselors, guidance instructors, school psychologists, licensed clinical social worker, school social work interns, district administrative staff and/or teachers on special assignment, principals and site teachers and support staff - Refinement of cohesive and comprehensive multi-tiered system of support for student success, including screening and ongoing monitoring of student progress relative to SEL Scope and Sequence, with defined, evidence-based supports for students who are not meeting developmental proficiency at an expected pace	$996,904	No

Action #	Title	Description	Total Funds	Contributing
		- Licensed clinical social worker supports coordinated services around mental health, alongside SEL teams and school social work interns - School counselor staffing of 1.0 FTE at each school campus - Partnership with local and county mental health support resources to promote a positive climate and address wellness initiatives		
2.2	Chronic Absenteeism	- Professional learning, collaboration, and coaching support in enhancing evidence-based positive conditions for learning including authentic academic engagement, student agency, physical and emotional health and safety, and a strong sense of belonging, connection, and support - Family education and awareness on such topics as when (and when not) to stay home ill; long-term impacts of absences on academics, SEL, peer relationships, and behavior - Parent/guardian/caregiver engagement in understanding the purpose and requirements around proactive absence management systems such as Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings - Ongoing monitoring of attendance in order to provide early, supportive intervention in the form of personalized outreach to students and families - Ongoing data analysis with District staff and school site administrators of attendance patterns and reporting	$0	No

Action #	Title	Description	Total Funds	Contributing
2.3	Parent/Guardian/Family Engagement	- Promotion of parent/guardian/caregiver education, with specific outreach to unduplicated families around resources available to support students, strategies to foster student wellness and academic growth, and managing healthy technology and internet usage at home - Ongoing engagement of parents/guardians/caregivers through regular input surveys and parent leadership/advocacy groups and both the district and site level (i.e., ELAC, DELAC, Parent Advisory Committee (PAC), PTO/A Roundtable) - Expand parent leadership/advocacy group participation outreach efforts and offer meetings at varied times/formats to increase accessibility for families, with continued follow-up and opportunities for input provided to those unable to attend in person - Bilingual Community Liaisons (Spanish and Mandarin) provide outreach to families, support translation and interpretation, and network with community organizations in support of families - Promotion and support of engagement opportunities including: School Site Council, DELAC and ELAC meetings, Back-to-School and Open House events, STREAM events, Family/Guardian Conferences two times each year, parent/guardian workshops, opportunities to volunteer on campus, PTA/PTO meetings and events, and events sponsored by the Solana Beach Schools Foundation - Evaluation and refinement of methods and content of communication to maximize partnerships between school and home - Parent/guardian/caregiver options (virtual, in-person) for school related meetings to support student success	$91,142	No

Action #	Title	Description	Total Funds	Contributing
2.4	Physical Activity and Nutrition	- Child Nutrition Services (CNS) will evaluate and provide students with fresh, healthy, and appealing meals, aligned to state and federal health guidelines and mandates - Family outreach and engagement, including maintaining list of Frequently Asked Questions on its webpage related to required daily nutritional requirements set forth by the United States Department of Agriculture (USDA) -CNS collaboration with student leaders to develop and produce educational video clips that explain the "Offer vs. Serve" meal service concept, daily nutritional requirements, and healthy food choices. These student-led videos will be uploaded to the CNS webpage and regularly maintained to ensure relevance and accessibility for all students. - CNS partnership with school sites and student leaders to gather feedback from students and provide a venue for student voice on new recipes and food items - Ongoing professional learning and training focused on food handling safety, scratch cooking, plant based recipes, and local foods - Physical fitness and education around the benefits of being physically active will continue to be incorporated into the instructional day	$58,644	No
2.5	Physical Safety and Optimal Learning Environments	- District Safety Committee to evaluate safety protocols and procedures, making recommendations to ensure alignment with education code, board policy, and the most progressive practices as supported by law enforcement and the San Diego County Office of Education safety resources - Related supplies maintained to optimize safe environments - Site safety and security features/procedures evaluated and updated as needed - Visitor Management System (e.g. *Raptor*) and ongoing refinement of system controls in support of safe and optimal learning environments (i.e., electronic locks, building management systems), to include related staff training - Ongoing updates, inspections, maintenance and repairs ensure students are learning in optimal environments - Evaluation and updating, as needed, learning environments to foster collaboration, creativity, communication, and critical thinking, while adhering to fire code and safety provisions - Energy conservation programs and systems reviewed and implemented as appropriate - Portable HEPA filters maintained to maximize air quality as needed	$2,579,048	No

Action #	Title	Description	Total Funds	Contributing
2.6	Partnership and Cohesion with External Community Partners	- Participation in Solana Beach Education Coalition and San Dieguito Alliance for Drug Free Youth networking opportunities in order to collaborate and maximize efforts in partnership with community service organizations (i.e., Casa de Amistad, Boys and Girls Club, San Dieguito Alliance for Drug Free Youth, La Colonia de Eden Gardens, Del Sol Lions Club) - School site and preschool staff crossover communication when students, including students with disabilities being served by and IEP, transition from community preschool programs (Casa de Amistad, SBSD Child Development Center) to kindergarten - School site and San Dieguito Union High School District (SDUHSD) staff crossover communication in support of maximizing student wellness resources (e.g. suicide prevention, mental well-being, physical safety, building communications, supporting students and families, connections to law-enforcement and other resources) and to support transition from SBSD to SDUHSD	$0	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,156,173	N/A

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
3.88%	0%	$0	3.88%

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 #(s)	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
Goal 1; Action 3	**Action:** English Language Development (ELD) **Need:** Solana Beach School District English learners annually comprise between 11-13% of the overall student population. During the 2024-2025 school year, 20 newcomer English learner students joined the Solana Beach School District midyear or later, half of whom enrolled in Grades 4-6. SBSD English learners who have been enrolled in a United States school for more than one year show inconsistent results on the ELA, Math, and Science components of state standardized testing. Additionally, 14% of English learners decreased one ELPI level during the 2023-2024 school year, which was an increase of 2% from the prior school year. **Scope:** LEA-wide	Professional learning and coaching will continue to strengthen all teacher and staff members' implementation of California English Language Development (ELD) Standards and English Learner Roadmap.	CAASPP and i-Ready Diagnostic results for English Learners Reclassification Rate CA Schools Dashboard English Learner Progress Indicator (ELPI)
Goal 1; Action 4	**Action:** Jumpstart Program **Need:** Socioeconomically disadvantaged (SED) students have a lower rate of proficiency in comparison to the general student population according to state standardized testing in ELA, Math, and Science. English Learners also have a lower rate of proficiency in comparison to the general student population according to state standardized testing in ELA. **Scope:** LEA-wide	Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria prioritizes enrollment for Unduplicated Pupils, with Priority 1 being Socioeconomically Disadvantaged Students and Priority 2 being English Learners.	CAASPP and i-Ready Diagnostic results for Socioeconomically Disadvantaged Students and English Learners

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
Goal 1; Action 6	**Action:** Targeted and Intensive Supports - unduplicated student groups **Need:** English Learners (EL) and Socioeconomically Disadvantaged (SED) Students have lower rates of proficiency in comparison to the general student population according to the locally administered i-Ready Reading and Math Diagnostics and state standardized testing in ELA, Math, and Science. **Scope:** Limited to unduplicated student groups	Unduplicated students will be supported on multiple fronts, including targeted academic supports aligned to the ELD standards and English Learner Roadmap, evidence-based pedagogical practices designed to engage each and every learner, family outreach and engagement, and social and emotional learning supports, where needed.	CAASPP and i-Ready Diagnostic results for English Learners Reclassification Rate CA Schools Dashboard English Learner Progress Indicator (ELPI) CAASPP and i-Ready Diagnostic results for Socioeconomically Disadvantaged Students

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.

N/A

Additional Concentration Grant Funding

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

N/A

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  o If the LEA has unexpended LREBG funds the LEA must provide the following:

    ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

        o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;

  - **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; and

- For charter schools, see *Education Code* Section 47606.5.

- **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.

    o   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.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

- 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.

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

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

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

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

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

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

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

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

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

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

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

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

▪   The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o   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.

  o   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.

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

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.

- 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    ▪ Identify the action as an LREBG action;

    ▪ Include an explanation of how research supports the selected action;

    ▪ Identify the metric(s) being used to monitor the impact of the action; and

    ▪ Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action

and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**

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

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

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

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

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

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

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

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

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