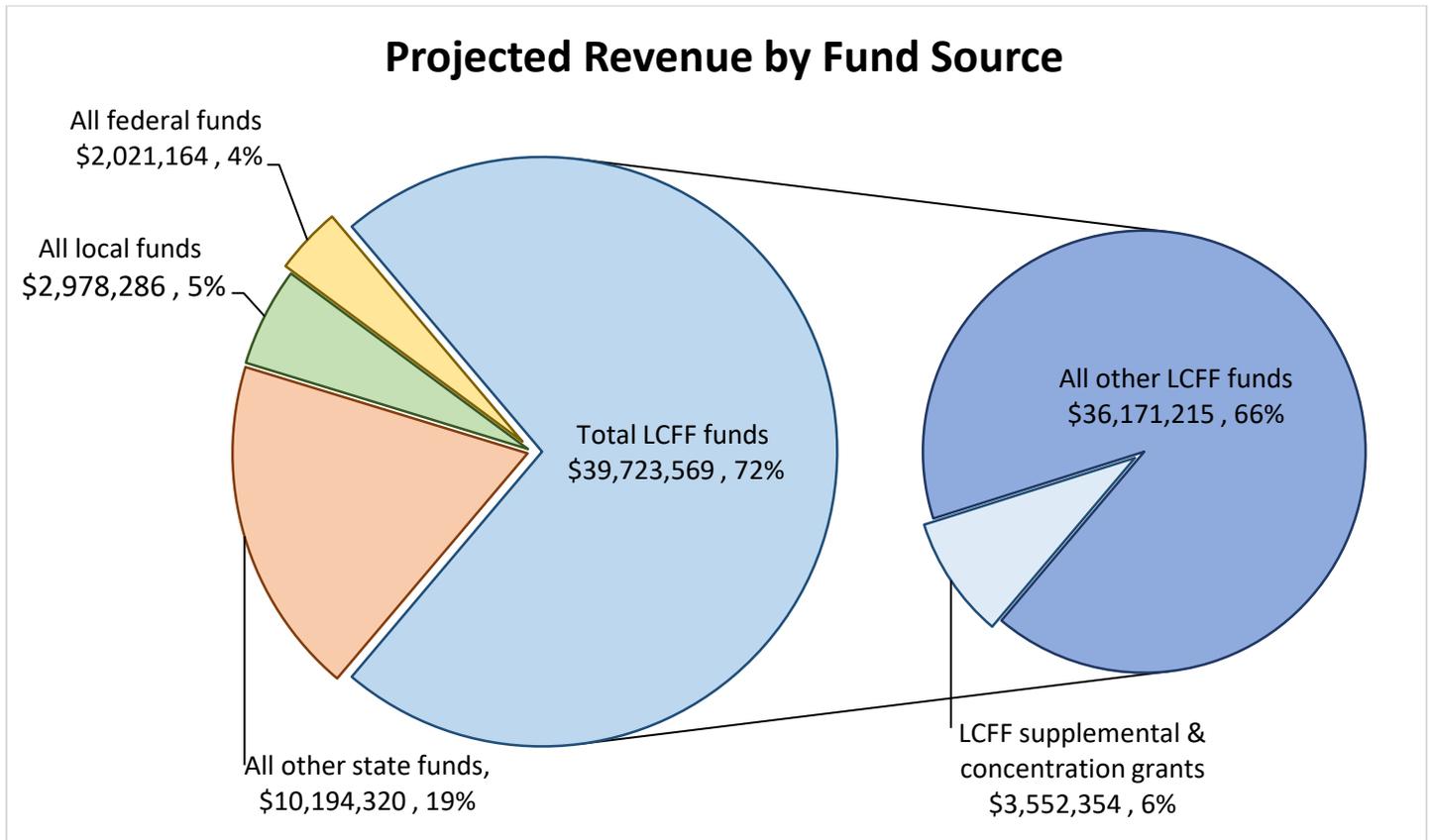# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cypress School District
CDS Code: 30-66480-0000000
School Year: 2025/26
LEA contact information:
Tandy Taylor
Executive Director, Educational Services
ttaylor@cypsd.org
(714) 220-6920

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).
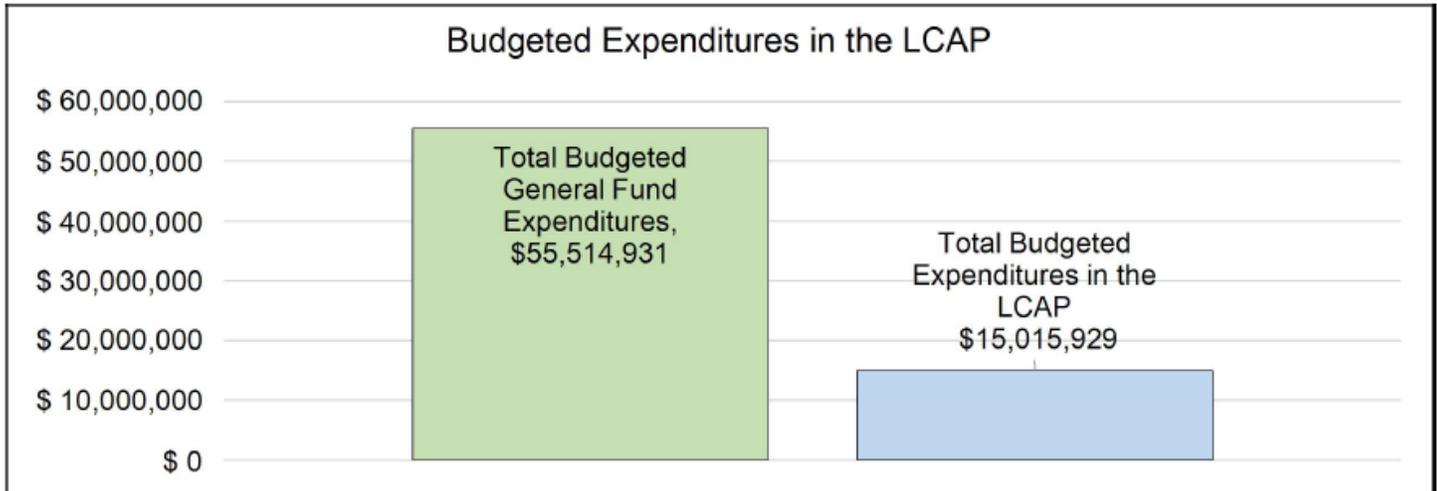
Budget Overview for the 2025/26 School Year

Projected Revenue by Fund Source

All federal funds $2,021,164 , 4%
All local funds $2,978,286 , 5%
Total LCFF funds $39,723,569 , 72%
All other state funds, $10,194,320 , 19%
All other LCFF funds $36,171,215 , 66%
LCFF supplemental & concentration grants $3,552,354 , 6%

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

The total revenue projected for Cypress School District is $54,917,339, of which $39,723,569 is Local Control Funding Formula (LCFF), $10,194,320 is other state funds, $2,978,286 is local funds, and $2,021,164 is federal funds. Of the $39,723,569 in LCFF Funds, $3,552,354 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, $55,514,931

Total Budgeted Expenditures in the LCAP $15,015,929

This chart provides a quick summary of how much Cypress School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.

Cypress School District plans to spend $55,514,931 for the 2025/26 school year. Of that amount, $15,015,929 is tied to actions/services in the LCAP and $40,494,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Cypress School District plans to spend $57,522,640 for the 2025/26 school year. Of that amount, $15,017,058 is tied to actions/services in the LCAP and $42,518,632 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund salaries, utilities, operating costs, and associated costs. The LCAP covers a very small portion of the overall budget. To find more information about the base educational programs provided by the Cypress School District, district plans can be found on the district's website at www.cypsd.org under the Educational Services department. Additionally, you can find information about the district's budget on the Business Services department page.

Increased or Improved Services for High Needs Students in the LCAP for the 2025/26 School Year

In 2025/26, Cypress School District is projecting it will receive $3,552,354 based on the enrollment of foster youth, English learner, and low-income students. Cypress School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cypress School District plans to spend $3,552,354 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024/25

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $3,496,862
- Actual Expenditures for High Needs Students in LCAP: $3,496,862
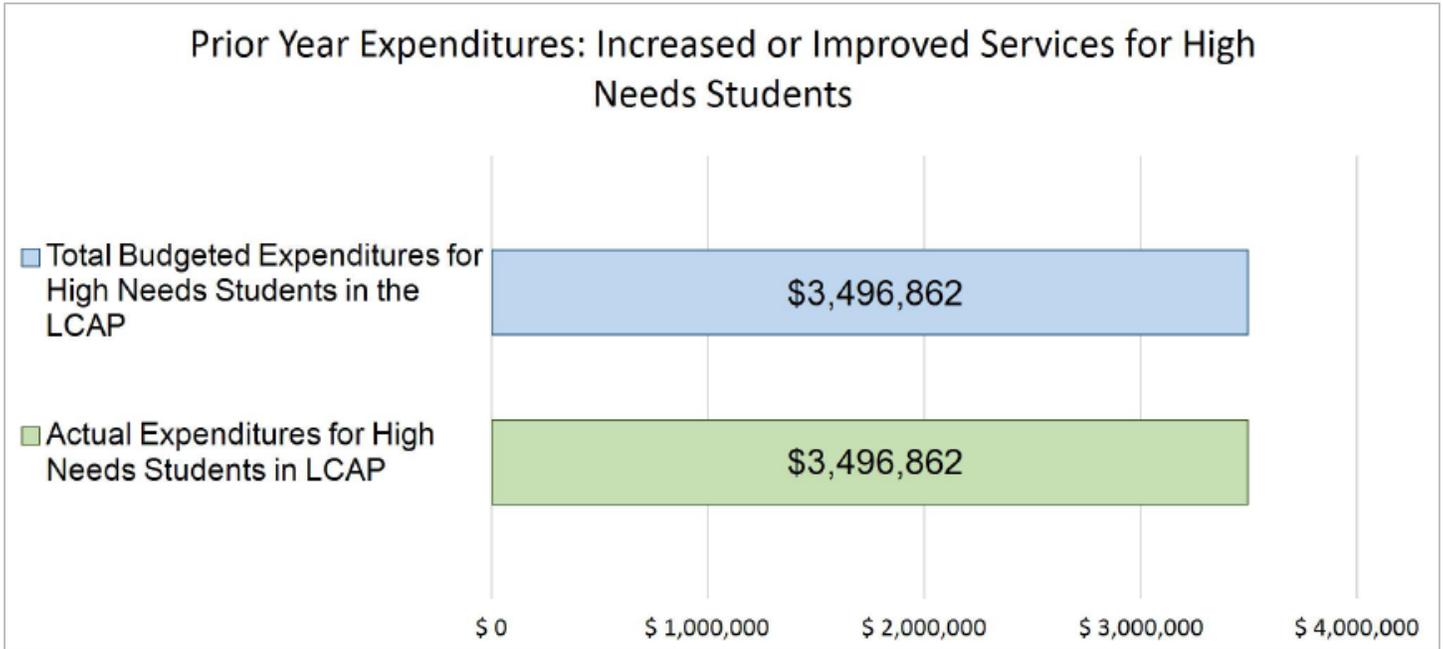
This chart compares what Cypress School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cypress School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2024/25, Cypress School District's LCAP budgeted $3,496,862 for planned actions to increase or improve services for high needs students. Cypress School District actually spent $3,496,862 for actions to increase or improve services for high needs students in 2024/25.

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
Cypress School District	Tandy Taylor Executive Director, Educational Services	ttaylor@cypsd.org (714) 220-6920

Plan Summary [2025-26]

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.

The Cypress School District, nestled within a suburban area of North Orange County, operates six elementary schools serving a dynamic and diverse student body. Annually, we are committed to the education and growth of approximately 3,300 students. Our demographic includes a significant portion of underserved communities, with 46.4% of our students coming from socioeconomically disadvantaged families, 12.5% identified as English learners, 15.7% receiving special education services, and less than 1% being foster youth. This brings our unduplicated population to 51.1%, highlighting the diversity and unique needs within our district.

In alignment with the Cypress School District's mission, vision, and core values, we have collaboratively developed the Local Control and Accountability Plan (LCAP) alongside our dedicated staff, parents, and broader community members. This plan serves as a comprehensive guide aimed at delivering a high-quality, holistic curriculum designed to foster academic excellence. The LCAP emphasizes the importance of maintaining open, transparent communication channels and cultivating stimulating learning environments that cater to the needs of our students. Furthermore, our plan is intricately designed to synchronize with various other plans at the federal, state, and local levels, ensuring a cohesive approach to educational development and student success.

Reflections: Annual Performance

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

In developing the Local Control and Accountability Plan (LCAP) for our school district, a comprehensive review was conducted to assess the efficacy and impact of our educational initiatives across three primary goals: providing comprehensive, well-rounded, and rigorous educational experiences; enhancing parent/guardian and community involvement; and ensuring an engaging, safe, and secure learning environment for all students. This narrative synthesizes the common strengths identified across these goals, reflecting our district's commitment to excellence and continuous improvement in education.

Cypress School District, serving grades TK-6, has an enrollment of 3,300 students. The student population includes 44.7% socioeconomically disadvantaged, 14.0% English learners, and less than 1% foster youth. Over the past five years, our district has experienced notable demographic shifts that have shaped the landscape of student needs and educational priorities. While our total enrollment has decreased by approximately 300 students, the composition of our student population has evolved in significant ways.

One of the most striking changes is the increase in students from socioeconomically disadvantaged backgrounds. This group has grown by 16%, raising our unduplicated count from 41.7% to 51.2%. This shift underscores the increasing need for targeted support services, access to resources, and strategies that promote educational equity.

At the same time, our English learner population has declined by 3%. While this may indicate progress in language acquisition and reclassification efforts, it also signals a need to continually assess how we are supporting multilingual learners and ensuring they receive the appropriate services to thrive academically.

The most substantial increase has been in students receiving special education services, rising from 8.9% to 15.7%. This nearly doubling of students with identified disabilities highlights the growing demand for specialized support, inclusive practices, and well-trained staff to meet the diverse learning needs of our students.

Additionally, while our foster youth population remains below 1%, we must continue to ensure that these students receive the stability and resources they need to succeed.

These demographic changes reflect broader societal and economic trends and reinforce the importance of maintaining a responsive and inclusive educational program.

As we move forward, it is essential to adapt our instructional approaches, intervention services, and resource allocations to meet the evolving needs of our student population effectively.

The California Dashboard report provides a comprehensive overview of the district's performance across various indicators within California's Accountability System.

English Learner Progress

The district has been scored red and declined by 14.7. We saw fewer students who progressed on English Language Development Level in a year.

Academic Performance
English Language Arts (ELA): The district has been scored green, 39.9 points above the standard, a 2 point increase. An area of need is students with disabilities, with performance gaps at Arnold, King, Luther, and Vessels Elementaries. It was noted that King had declined significantly and had the greatest performance gap, scoring red on the 2023 California Dashboard. ELA performance in 2024 for students with special needs at King remained in the red.

Mathematics: The district has been scored green, 25.5 points above standard, essentially maintained with a minor .7 point decline. An area of need is students with disabilities at King, with performance gaps scoring red on the 2024 California Dashboard.

Chronic Absenteeism
The district has been scored green, with 8.1% of students being chronically absent, showing a decline of 4%. Foster youth was identified as an area of need in 2023. This subgroup saw strong improvement with a decrease of 7.8% for the 15 students served in this data collection period. In addition to foster youth districtwide in 2023, students with disabilities at Arnold and students identified as two or more races at King were in the lowest performance level, as indicated on the 2023 California Dashboard. For 2024 students with disabilities at Arnold students chronic absenteeism declined by 10.5% moving to the yellow band and students with two or more races at King students chronic absenteeism declined by 14.1% moving into the green band.

Suspension Rate
The district has achieved a blue rating with a 0.2% suspension rate, which has been maintained.

Local Indicators
The district met standards across all local indicators, including the implementation of academic standards, parent and family engagement, access to a broad course of study, and conditions related to teachers, instructional materials, and facilities.

Goal 1: Comprehensive, Well-rounded, and Rigorous Educational Experiences
Our district takes pride in offering a robust and diversified educational program aligned with the California State Standards. The dedication of our Teachers on Special Assignment (TOSAs), Instructional Coaches, and the emphasis on professional development have significantly bolstered the quality of instruction and student achievement. Adopting state-approved curricula and integrating advanced educational technologies, including applications such as Renaissance Learning and Lexia, have greatly enhanced student learning experiences across grades.

We have successfully implemented programs emphasizing STEM, social-emotional learning (SEL), and small group instruction, ensuring a comprehensive education that addresses academic and social-emotional needs. The effectiveness of our Tier 1 and Tier 2 interventions and the provision of specialized programs for students with special needs demonstrate our district's commitment to inclusivity and high standards for all learners.

Goal 2: Parent/Guardian and Community Involvement

Our district values the partnership between schools, families, and the broader community in fostering an environment conducive to learning and student success. Through communication like school newsletters, Peachjar, and Seesaw, we have established efficient communication channels that ensure parents and guardians are well-informed and actively engaged in their children's education. Our diverse family engagement opportunities, including PTA events, food pantries, and literacy nights, showcase our commitment to building a strong, supportive community around our students.

The use of technology to facilitate parent communication and the proactive efforts of our school administration in keeping parents informed exemplify our approach to transparent and inclusive communication. These efforts strengthen the home-school connection and encourage a collaborative approach to education that values the input and participation of every family.

Goal 3: Engaging, Safe, and Secure Learning Environments
Ensuring the safety and well-being of our students is paramount. Implementing Positive Behavioral Interventions and Supports (PBIS) and comprehensive social-emotional learning (SEL) programs across the district has created a positive and nurturing school culture that supports students' emotional and behavioral needs. Our rigorous safety measures, including a closed campus policy, the Raptor system, and regular emergency preparedness drills, reflect our unwavering commitment to providing a secure learning environment.

Our district's focus on technology and professional development in safety protocols ensures that our staff is well-equipped to maintain a safe and responsive learning environment. The active supervision during recess and lunch times, coupled with effective emergency preparedness training, underscores our dedication to student safety and well-being.

The Equity Report indicates varying performance levels across different student groups, with some areas showing more groups in the green and blue tiers, representing positive outcomes, and others indicating needs for improvement in areas like chronic absenteeism in 2024. As indicated on the CA Dashboard, English Learning proficiency is a new area of need.

The Learning Recovery Emergency Block Grant (LREBG) funds have been spent in support of district goals. As part of our LCAP, the Learning Recovery Emergency Block Grant funds are being allocated to support district goals and Actions 1.1, 1.4, and 3.1 in the 2025/26 school year. Projected expenditures will be reflected under the appropriate goals and actions.

Cypress School District's LCAP directly addresses the needs of our lowest-performing student groups by aligning resources and strategies to support equity and improvement. With over over 46% of students identified as socioeconomically disadvantaged and a sharp increase in students with disabilities (from 8.9% to 15.7%), we have prioritized targeted interventions, inclusive practices, and access to well-trained staff. Data from the California Dashboard highlights areas of need, particularly for students with disabilities at King and Arnold and for English learners, whose proficiency has declined.

Our investments, including Learning Recovery Emergency Block Grant funds, are aligned to LCAP Goals 1.1, 1.4, and 3.1 to strengthen academic supports, improve attendance, and ensure safe, engaging learning environments. Notable improvements in chronic absenteeism among foster youth and other student groups show the effectiveness of focused efforts. Programs such as Lexia, Renaissance Learning, and social-emotional supports enhance learning and student well-being.

This LCAP reflects our commitment to equity, continuous improvement, and ensuring all students—especially those most in need—receive the support necessary to succeed. This snapshot underscores the district's commitment to providing a supportive and effective educational environment, highlighted by strong academic engagement and a focus on creating a healthy, safe, and welcoming school climate.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners Overview	The Local Control and Accountability Plan (LCAP) development process for the Cypress School District was collaborative, involving a wide range of educational partners to ensure a comprehensive and inclusive approach. Input and feedback were systematically solicited through structured committees, regular meetings, and surveys, facilitating a multi-dimensional perspective on the district's priorities and strategies. The district made concerted efforts to include educational partners, families, and community members through school site leadership teams and LCAP surveys. Engagement and participation were facilitated through meetings scheduled across day and evening hours and comprehensive classroom visits, where students' perceptions of the learning environment and safety were also considered. This inclusive and systematic engagement process underscored the district's commitment to creating a responsive and comprehensive LCAP, reflecting all educational partners' collective input and insights in the educational ecosystem. This included interpretation, translation, and accommodations for individuals and families. Below is a timeline overview of the LCAP preparation: October

Educational Partner(s)	Process for Engagement
	• The first Wednesday in October each year is California Basic Educational Data System (CBEDS) day, the annual data collection day for districts November • Uncertified district data becomes available for review November to December • LCAP surveys are opened for Educational Partners, Staff, and Students to complete December to January • Gather staff small group input January to February • Educational Services will analyze LCAP survey data • Gather educational partner small group input March to May • Educational Services uses all the information collected to create a draft LCAP April-June • Educational Services shares and reviews draft LCAP June • Hold a public hearing to solicit comments from members of the community • As needed, revise the draft LCAP • One week after the public hearing, the final draft is presented to the Board of Trustees for approval
District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC)	District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) provided valuable feedback, input, and consultation, ensuring that the needs of English learners and broader district priorities were addressed through regularly scheduled meetings.

Educational Partner(s)	Process for Engagement
Greater Anaheim Special Education Local Plan Area (SELPA)	An administrator of the Greater Anaheim Special Education Local Plan Area (SELPA) partnered with the district, enriching the LCAP with diverse insights and feedback from the special education community. Public input was provided through a meeting and consultation with the SELPA administrator.
Association of Cypress Teachers (ACT) and California School Employees Association, Chapter 325 (CSEA)	Association of Cypress Teachers (ACT) and California School Employees Association, Chapter 325 (CSEA) leadership engaged in monthly discussions with the Superintendent and Executive Director of Human Resources, offering suggestions and recommendations to continuously influence the LCAP's direction.
Certificated and Classified Staff	Certificated and classified staff contributed through various channels, including district and school committees, leadership teams, surveys, and informal meetings, ensuring that the insights from those directly involved in day-to-day educational activities were captured.
Specialized Groups	Specialized groups, such as Specialized Academic Instructors (SAIs), School Psychologists, and Speech and Language Pathologists (SLPs), focused on progress and program improvement for students with exceptional needs, leveraging data and assessments to inform discussions and strategies.
Administrators	Administrators, including principals, played a pivotal role by sharing district and school data, offering additional venues for input, and ensuring that the school-level perspective was integrated into the LCAP.
Families	Families and communities have various opportunities to share family and community perspectives through their school site leadership teams, parent meetings, and LCAP surveys.
Students	TK-grade 6 students have an opportunity to share their perspectives through the student LCAP survey. Students were asked questions regarding their perception of the learning environment and safety. Families with young children are also a voice for their children.
Community Groups & Civic Rights Organizations	As a district, we considered the perspective and insights of community members with a lens of civic right organizations to the extent possible, in identifying the unique need of the district with cultural and linguistic sensitivity when developing the plan.
Tribal Groups	No tribal groups are actively served within the LEA.

In developing our Local Control and Accountability Plan (LCAP), we have identified key areas for improvement across our primary goals, guided by valuable feedback from our school communities. We are committed to providing a safe, engaging, and nurturing environment for every student, fostering both their academic achievements and personal growth. We are committed to addressing these suggestions for improvement, underscoring our dedication to enhancing educational outcomes, community involvement, and the safety and well-being of our students.

Data reviewed included:
- State and district assessments
- Standards-based grades
- Formal and informal observations
- Interviews
- Educational partner input and surveys
- Attendance rates
- Suspensions and expulsions

Educational partners reviewed and discussed the district's effectiveness in taking steps to reach the identified goal and metrics using local measures. The educational partners were familiar with the Cypress School District's history of meeting and exceeding state performance averages.

Goal 1: Comprehensive, Well-rounded, and Rigorous Educational Experiences
In a review of our survey data, educational partners, including parents, community members, teachers, staff, and administrators, 82% indicated that Goal 1 was extremely effective/very effective. Using all the summary feedback and analysis of Goal 1 actions, it was determined that this goal and actions should be maintained, with adjustment to actions to demonstrate the district's multi-tiered system of support for academics.

We acknowledge the need to maintain and purchase robust digital resources and enhance our curriculum to meet the diverse needs of our learners to support differentiation and Universal Design of Learning (UDL), communicate comprehensive support at all tiers of intervention, utilize a wide variety of resources, including digital materials for small group learning, especially in the area of math.

Support staff and TOSAs will continue to provide the primary means for professional development, coaching, and lesson design. Strategies to address our most vulnerable students, socioeconomically disadvantaged students, English learners, foster youth, and students with special needs will be infused into their work.

We will explore broader professional development opportunities, focusing on emerging educational technologies and innovative teaching strategies to further empower our educators. District staff, with teacher input, will continue to collaborate and work to identify resources and support to equip students with the knowledge and skills required for their future success.

Goal 2: Parent/Guardian and Community Involvement
In a review of our survey data, educational partners, including parents, community members, teachers, staff, and administrators, 82%

indicated that Goal 2 was extremely effective/very effective. Using all the summary feedback and analysis of Goal 2 actions, it was determined that this goal and actions should be maintained. Our parent community has recognized our success in reaching families and the need for more inclusive, accessible communication methods. We will work towards enhancing our family engagement opportunities, such as increasing the number of family nights and creating more avenues for school engagement to foster a closer home-school connection. We will strive to improve our translation services, particularly for critical meetings, to ensure all families can fully participate in their child's education. The purpose is to make information more accessible and understandable for our diverse community, thereby enhancing transparency and trust between the school, students, and their families.

Goal 3: Engaging, Safe, and Secure Learning Environments
In a review of our survey data, educational partners, including parents, community members, teachers, staff, and administrators, 81% indicated that Goal 3 was extremely effective/very effective. Using all the summary feedback and analysis of Goal 3 actions, it was determined that these goals and actions should be maintained.

Safety and well-being remain our utmost priorities. In our response to the suggestions for improvement, we will refine our PBIS implementation, with a desire to create more uniformity across the district for a common language. To address the need for a more proactive approach to mental health services and counseling, our district plans to seek additional partnerships and connect families to community resources, enabling more comprehensive support for our students' emotional and psychological needs. Recognizing the importance of preparedness, we will enhance our training programs for staff in emergency procedures, ensuring our schools are well-equipped to handle any situation efficiently and calmly. We will maintain the systems in place for monitoring student attendance with an additional focus on sub-groups, foster youth, students with disabilities, and students identified with two or more races not meeting expectations as indicated on the California Dashboard.

Moving Forward
These initiatives represent our district's responsive and proactive approach to the feedback from our school communities. By addressing these suggestions for improvement, we aim to enrich our educational programs, strengthen our community ties, and ensure a safe and supportive environment for all students. Our focus remains on continuous improvement, driven by our commitment to excellence in education and the welfare of our students.

The DELAC/DAC met three times to review data and make recommendations on how to best meet the needs of the Cypress School District's students, aligned with district goals and state priorities. The committee received updates on progress toward district goals. The DELAC/DAC has recommended that the 2024/25 - 2026/27 LCAP be submitted to the Board for approval.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to California State Standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects a strategic effort to enhance educational quality and ensure all students are equipped with the necessary skills and knowledge to succeed.

1. Educational Quality and Standards Alignment: The district's adoption of a state-approved curriculum and integration of various educational technologies, such as the Freckle and other Renaissance applications, indicate a commitment to maintaining high standards and providing a rich learning environment.

2. Diverse Educational Needs: The district's dedication to implementing effective Tier 1 and Tier 2 interventions and specialized programs, including the needs of English learners and students with special needs, demonstrates its recognition of the diverse educational requirements of its student population.

3. Educational Partner Input: Teachers on Special Assignment (TOSAs) and professional development have been crucial in raising instructional quality. Continuous feedback from staff and other groups through surveys, committees, the DELAC, and the DAC has been integral in shaping a responsive educational framework. Principals have shared crucial data, which has provided further depth to understanding student performance and needs and directly influenced the strategic priorities set within the LCAP.

4. Student Performance Data: The California Dashboard data and local data show variability across different academic subjects, such as in English language arts, amongst differed student subgroups, underscoring the necessity for a well-rounded and rigorous approach to curriculum that can cater to the broad spectrum of student abilities and backgrounds.

5. Community and Educator Engagement: Extensive involvement from the community, including feedback from school site leadership teams and parents through LCAP surveys and classroom engagements, has highlighted the community's perspective on educational priorities, further informing the development of Goal 1. Regular meetings between district leadership and employee associations, such as the

Association of Cypress Teachers (ACT) and the California School Employees Association (CSEA), have facilitated an ongoing dialogue about educational strategies and resource needs, reinforcing the importance of a well-rounded curriculum. Through these inputs and reflections on existing data, it is evident that Goal 1 was crafted to elevate educational standards, address the diverse needs of all student groups, and harness the insights and recommendations from a wide array of district educational partners. This goal embodies the district's proactive approach to fostering an educational environment that is not only rigorous and standards-aligned but also inclusive and responsive to the changing dynamics of its student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Priority 1)	As reported in the California Statewide Assignment Accountability System (CalSAAS) 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners are taught by teachers having the appropriate English learner authorization	As reported in the California Statewide Assignment Accountability System (CalSAAS) 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners are taught by teachers having the appropriate English learner authorization		100% of teachers will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners will be taught by teachers having the appropriate English learner authorization	The district has met this goal. Maintained at 100%.
1.2	Percent of students who will have access to the standards-aligned instructional materials (Priority 1)	As measured by the Sufficiency of Instructional Materials and quarterly William's reports	As measured by the Sufficiency of Instructional Materials and		100% of the students in the school district will have sufficient access to the	The district has met this goal. Maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of the students in the school district have sufficient access to the standards-aligned instructional materials 100% of English learners have sufficient access to the standards-aligned instructional materials	quarterly William's reports 100% of the students in the school district have sufficient access to the standards-aligned instructional materials 100% of English learners have sufficient access to the standards-aligned instructional materials		standards-aligned instructional materials 100% of English learners will have sufficient access to the standards-aligned instructional materials	
1.3	Students, including English learners, receive instruction aligned to California State Standards (Priority 2)	As measured by local data (see metrics 1.9 and 1.10) 100% of students, including English learners, receive instruction aligned to state standards	As measured by local data (see metrics 1.9 and 1.10) 100% of students, including English learners, receive instruction aligned to state standards		100% of students, including English learners, receive instruction aligned to state standards	The district has met this goal. Maintained at 100%.
1.4	ELA (Priority 4)	65.54% met or exceeded the CAASPP ELA standard 51.82% students with disabilities (SWD)	67.76% met or exceeded the CAASPP ELA standard		67% meet or exceed CAASPP ELA standard Decrease SWD not meeting	The district has met this goal. There was an increase in students who met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		districtwide did not meet CAASPP ELA standard 57.5% SWD at King Elementary did not meet CAASPP ELA standard	45.04% students with disabilities (SWD) districtwide did not meet CAASPP ELA standard 62.22% SWD at King did not meet CAASPP ELA standard		CAASPP ELA standard districtwide to 50% Decrease SWD not meeting CAASPP ELA standard at King Elementary to 54.5%	or exceeded the CAASPP ELA standard within the district by over 2%. There was a decrease of 6.76% in students with special needs identified as "Not Met." There was an increase by 4.72% of students with special needs at King Elementary as "Not Met."
1.5	Math (Priority 4)	63.08% met or exceeded the CAASPP math standard	62.2% met or exceeded the CAASPP math standard		65% meet or exceed CAASPP math standard	The district has not met this goal. There was a.88% decline in students who met or exceeded the CAASPP math standard within the district.
1.6	Percentage of English learners who made progress toward English proficiency (Priority 4)	57.5% of English learners are making progress toward English language proficiency	42.8% of English learners are making progress toward English language		58% of English learners will make progress toward English language proficiency	The district has not met this goal. There was a 14.7% decline in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		according to California Dashboard data	proficiency according to California Dashboard data			English learners making progress toward English language proficiency within the district.
1.7	Reclassification rate (Priority 4)	As measured by local data and CALPADS report data, 21% of identified English learners were reclassified (100% of EL students eligible to reclassify)	As measured by local data and CALPADS report data,12.89% of identified English learners were reclassified (100% of EL students eligible to reclassify)		100% of EL eligible student will be reclassified per Education Code requirements. Maintain 21% English learner reclassification rate	The district has not met all outcomes. 100% of EL eligible students were reclassified per Education Code requirements. There was an 8.11% decline in English Learners who were reclassified.
1.8	English learners will be enrolled in an EL instruction program (Priority7/8)	As measured by local data and CALPADS report data, 100% of English learners will be enrolled in an EL instruction program	As measured by local data and CALPADS report data, 100% of English learners will be enrolled in an EL instruction program		100% of English learners will be enrolled in an EL instruction program	The district has met this goal. Maintained at 100%.
1.9	Classroom Observations (Priority 1, 2, 4, 7, 8)	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English learners	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English		100% of classrooms where socioeconomically disadvantaged students, foster youth, and English	The district has met this goal. Maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are taught were visited to monitor the implementation of approved curriculum, district initiatives, and state standards	learners are taught were visited to monitor the implementation of approved curriculum, district initiatives, and state standards		learners are taught will be visited to monitor the implementation of approved curriculum, district initiatives, and state standards	
1.10	Formal and Informal Feedback (Priority 1, 2, 4, 7, 8)	2 Principal data chat meetings 3 Site intervention meetings 100% of staff had access to the TOSA ticket 100% of district committees had a school site representative 100% of committees provided minutes for publication	2 Principal data chat meetings 3 Site intervention meetings 100% of staff had access to the TOSA ticket 100% of district committees had a school site representative 100% of committees provided minutes for publication		Maintain 2 Principal data chat meetings 3 Site intervention meetings 100% of staff will have access to the TOSA ticket 100% of district committees will have a school site representative 100% of committees will provide minutes for publication	The district has met this goal. Maintained at 100%.

Goal Analysis [2024-25]

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.

There were no substantive differences in planned actions and actual implementation of these actions. Overall there were not significant challenges with implementing these actions

1.1 Multi-Tiered System of Support (MTSS)
Our district has successfully implemented a comprehensive Multi-Tiered System of Support (MTSS) that ensures all students have equitable access to high-quality instruction and resources. Through this system, we have achieved 100% access to standards-aligned instructional materials for all students, laying a strong foundation for academic success. Instruction across all core content areas is consistently aligned with the California State Standards, guaranteeing that every learner receives rigorous and relevant teaching.

High-quality, standards-based instruction is delivered daily in all classrooms, supported by regular classroom visits that allow administrators to monitor curriculum implementation and student engagement. This practice not only promotes instructional fidelity but also fosters a culture of continuous improvement.

To meet the needs of our diverse student population, we provide tiered interventions with a strong focus on supporting socioeconomically disadvantaged students, foster youth, and English learners. These targeted supports include the strategic use of supplemental resources and materials designed to enhance learning outcomes for students who require additional assistance.

Our ongoing efforts to differentiate instruction and deliver targeted support are rooted in data-driven decision-making and a firm commitment to equity. By integrating MTSS into our daily practices, we continue to strengthen academic achievement and ensure that all students have the opportunity to succeed.

1.2 & 1.6 Enhanced English Learner Support
While our English Learner academic performance continues to be the green performance band for ELA and Math, there was a decline in the 2024 CAASPP data for students performing above standard ELA (10.7 points) Math (14.6 points). Additionally, the number of students making progress toward English proficiency declined 14.7%. This is a focus area.

We have significantly enhanced support for English learners through a cohesive and strategic approach aligned with our district's goals. Designated and integrated English Language Development (ELD) instruction has been fully implemented across all grade levels, ensuring that English learners receive both dedicated language instruction and meaningful access to core content.

To strengthen instructional practices, teachers participated in targeted professional development focused on effective strategies for English language acquisition. This training has expanded teacher capacity and enriched classroom instruction, contributing to improved outcomes for English learners.

We successfully leveraged educational technology to promote language development and student engagement. Digital tools were thoughtfully integrated to provide customized learning experiences and real-time feedback, supporting diverse language levels and learning needs. In addition, small-group targeted instruction has been a key strategy in addressing individual student progress, allowing for increased interaction and tailored support.

By combining best practices in ELD with innovative tools and professional learning, we are fostering an inclusive and supportive learning environment where English learners thrive both linguistically and academically.

1.3 Effectively Monitored & Assessed Student Progress
Our district used data-driven practices to support student achievement and close learning gaps. We effectively monitored and assessed student progress through ongoing formal intervention processes, including scheduled Student Study Team (SST) meetings for at-risk students. These collaborative meetings allowed staff to review individual student needs, identify barriers to learning, and develop tailored support plans.

Multiple data sources—including formative and summative assessments, benchmark data, and classroom performance—were used to track student progress and guide instructional decision-making. This comprehensive approach enabled educators to identify areas of need early and adjust instruction to better support student learning.

Timely, targeted interventions were implemented as a result of these monitoring systems, ensuring that students received the support they needed when they needed it. These efforts have been instrumental in addressing achievement gaps and promoting academic success for all learners.

1.4 Strengthened Instructional Support
We have taken deliberate steps to strengthen instructional support across the district, ensuring that all students—especially those who are English learners, foster youth, economically disadvantaged, or have disabilities—receive the high-quality instruction and resources they deserve.

Highly qualified non classroom instructional staff were strategically deployed to support the implementation of curriculum and advance districtwide initiatives. These professionals played a critical role in enhancing instruction and providing targeted support where it was most needed.

Technology was thoughtfully integrated into classrooms to broaden access to innovative learning tools and digital resources. This integration supported differentiated instruction, student engagement, and equitable access to educational content.

We ensured all students, including those with Individualized Education Plans (IEPs), had equitable access to tiered interventions that address their academic and social-emotional needs. Our commitment to inclusive practices was further reinforced by the expansion of collaborative preschool and learning center models, which promote early intervention and seamless transitions into the educational system.

Additionally, we enhanced our special education programs with a focus on reducing performance gaps for students with disabilities through targeted instruction and support resouces. These efforts reflect our continued dedication to building a responsive, inclusive, and supportive educational environment for all learners.

1.5 Expanded Professional Development Opportunities
This year, we expanded professional learning opportunities for both certificated and classified staff, enhancing instructional effectiveness and classroom practice.

Staff participated in extensive training designed to deepen content knowledge, refine student engagement strategies, and strengthen equity-focused teaching practices. These professional learning sessions were aligned with district goals and tailored to address the diverse needs of our school community.

Special attention was given to supporting English learners, foster youth, and socioeconomically disadvantaged students. Targeted training equipped educators with the tools and strategies needed to provide culturally responsive instruction, differentiated supports, and inclusive learning environments that promote positive outcomes for all learners.

Through this comprehensive and intentional approach to professional development, we have built a stronger, more informed educational workforce capable of meeting the evolving needs of our students.

1.7 Intensive Supports
Cypress School District ensures equitable access to a full continuum of services and tiered supports for students with exceptional needs. Grounded in the principles of inclusion, individualized support, and educational equity, this action aligns directly with our commitment to providing all students—regardless of ability—with a comprehensive, well-rounded, and rigorous educational experience.

The district has expanded access to collaborative preschool options, including a Preschool through Grade 6 Learning Center model and special day classes to create a range of service delivery models that support students along the continuum of need. These programs are designed to provide specialized instruction in the least restrictive environment (LRE), guided by each student's Individualized Educational Plan (IEP). Ensuring services align with IEP goals is critical for meeting the unique learning and developmental needs of students with disabilities and for ensuring compliance with the Individuals with Disabilities Education Act (IDEA), which guarantees access to a Free Appropriate Public Education (FAPE).

Data continues to indicate that students with disabilities face significant challenges, particularly in English Language Arts (ELA) and mathematics, where their performance remains well below that of their general education peers. These disparities underscore the urgent need for intensive and targeted supports. This action, while implemented districtwide, is being strategically focused at King to address ELA performance gaps through more responsive instructional practices and access to tailored supports.

By aligning programs and services districtwide, the district ensures seamless transitions for students as they progress through various levels of support. This alignment fosters coherence across grade levels and promotes sustained academic growth. Special day classes provide intensive support environments for students whose needs cannot be fully met in a general education setting, reinforcing the district's commitment to equity without compromising access to core academic content.

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

There were no substantive differences in planned actions and actual implementation of these actions, although the LCAP Goal 1.1 will also include the Learning Recovery Emergency Block Grant (LREBG) funds

To support students not meeting academic expectations under MTSS Goal 1.1 and 1.4, the district will strategically utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand and enhance intervention services. These funds will be directed toward implementing tiered academic supports, including small-group instruction, evidence-based intervention programs, and extended learning opportunities tailored to students' individual needs. This approach is rooted in our comprehensive needs assessment, which included a thorough review of student performance data and meaningful stakeholder input. Feedback from educators, families, and community members consistently highlighted the need for timely and targeted support for students performing below grade level. The use of LREBG resources will ensure that identified students—particularly those who are socioeconomically disadvantaged, English learners, or foster youth—receive the focused academic interventions necessary to accelerate learning and close achievement gaps in alignment with the district's MTSS framework.

No actions or strategies we identified as ineffective.

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

Cypress School District has made significant progress in implementing Goal 1, which focuses on providing every student with a comprehensive, well-rounded, and rigorous educational experience. Through a series of coordinated and equity-driven actions, the district has established strong systems of support and instructional improvement that have positively impacted student learning across all grade levels.

A comprehensive Multi-Tiered System of Support (MTSS) has been fully implemented to ensure all students have access to standards-aligned instructional materials and high-quality instruction. Instruction across core subjects is consistently aligned with the California State Standards and supported by regular classroom observations to monitor fidelity and engagement. These efforts have laid the foundation for equitable access to learning and improved academic outcomes, particularly for English learners, foster youth, and socioeconomically disadvantaged students who receive additional support through tiered interventions and targeted resources.

Support for English learners has also been strengthened through the full implementation of both designated and integrated English Language Development (ELD) instruction. Teachers participated in targeted professional development to enhance their instructional strategies and effectively integrate technology to personalize language acquisition and support small-group learning. These enhancements have created inclusive environments where English learners can thrive both linguistically and academically.

Monitoring and assessment practices have been refined to effectively track student progress and guide instructional adjustments. Multiple data sources, including formative and benchmark assessments, are used to inform intervention decisions through structured processes such

as Student Study Team (SST) meetings. These timely interventions have played a key role in addressing learning gaps and supporting student achievement.

Instructional supports have also been strengthened by deploying highly qualified staff, expanding collaborative preschool and Learning Center models, and enhancing services for students with disabilities. These actions have ensured that students with Individualized Education Plans (IEPs) have access to the support and services needed to succeed in both general and specialized settings.

To support continuous improvement, the district has expanded professional development opportunities for certificated and classified staff. Trainings focused on deepening content knowledge, improving engagement strategies, and incorporating equity-focused practices into daily instruction. This ongoing investment in staff capacity ensures that all educators are equipped to meet the diverse needs of students.

The district's efforts to provide intensive supports for students with exceptional needs have included expanding preschool through grade 6 service models, special day classes, and aligning services to meet the requirements of students' IEPs. These supports reflect the district's commitment to inclusion, early intervention, and access to a Free Appropriate Public Education (FAPE), as required by the Individuals with Disabilities Education Act (IDEA).

While implementation across these actions has been successful, student performance data continues to highlight a critical area of ongoing need: the persistent achievement gap in English Language Arts (ELA) and mathematics for students with disabilities. This subgroup consistently performs below their general education peers, prompting a districtwide commitment to intensify support in these areas. Specifically, there is a recognized need for targeted professional development in math and ELA instructional strategies to ensure staff are well-equipped to meet the unique learning needs of students with disabilities.

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 are no material changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections. Cypress School District remains deeply committed to improving outcomes for all learners. As we move forward, the focus will remain on building educator capacity, aligning supports, and ensuring that every student—including those with the greatest needs—has access to the resources, instruction, and opportunities required to achieve academic success. We will adjust our actions to reflect the requirement to include the LREBG funds

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	Multi-Tiered System of Support	Provide a rigorous, high-quality, standards-based instructional program in English language arts, including English language development, mathematics, science, history/social science, visual and performing arts, and physical education aligned to the adopted California state standards. As part of a comprehensive multi-tiered system of support, whole group and targeted instruction for socioeconomically disadvantaged students, foster youth, and English learners will be provided through tiered support to address learning gaps. Supplemental resources and materials will be utilized to meet the learning needs of our diverse learning population, including print and electronic resources. While this serves students districtwide, we expect the impact on academic measures of socioeconomically disadvantaged students, foster youth, and English learners to increase significantly more than the average of all other students. LREBG funds will be used to augment this action, $45,000	$884,600.00	Yes
1.2	English Learner Support	The instructional program for English learner (EL) students will be designed and implemented to ensure they meet English language development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers within a reasonable time and achieve the same rigorous, grade-level academic standards expected of all students. This action is principally directed toward English learners to provide targeted and designated ELD based on the language needs. The district will provide professional development for teachers, focusing on effective EL instruction techniques and integrating advanced educational technologies that facilitate language learning.	$57,417.00	Yes
1.3	Monitoring & Assessing Student Progress	The progress of English learner, foster youth, and socioeconomically disadvantaged students' growth toward expected outcomes is monitored and reviewed by the teacher. Staff will hold formal meetings to address students not meeting expected outcomes, such as intervention or Student	$513,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Study Team (SST) meetings. Staff will assess, review, and report student academic progress using various data sources, such as work samples, observations, and assessments. Data gathered will be used by the teacher, grade, school, and district to determine student progress. State/local assessment data, student work samples, observations, and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. Data systems will be utilized at the district and site levels to assess the whole child and determine targeted support for academic, social, emotional, and behavioral intervention.		
1.4	Instructional Support	Provide school sites with highly qualified staff support who will assist in implementing and monitoring district initiatives, curriculum development, and the integration of technology into the classroom, with a focus on unduplicated pupils. This encapsulates how highly qualified staff support can be instrumental in improving educational outcomes. Providing our schools with highly qualified staff support ensures that our educational initiatives are implemented effectively, are inclusive, and are adaptable to the needs of our English learners, foster youth, and economically disadvantaged students, who face the greatest challenges. LREBG funds will be used to augment this action, $800,996	$1,388,810.00	Yes
1.5	Professional Development	All certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained to implement adopted programs and strategies to provide a comprehensive, well-rounded, and rigorous educational experience. Professional development will be of sufficient intensity and duration to positively impact teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Enhancing educational quality through professional development and collaboration among all certificated and classified staff will directly impact unduplicated pupils (those who are English learners, socioeconomically disadvantaged, or foster youth).	$277,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Support	Increase resources, interventions, and support for long-term English learners with small-group instruction. Implement targeted small-group instruction based on the student's specific language proficiency and academic needs. Provide professional development focused on educational strategies such as scaffolding and culturally responsive teaching. Support engagement with parents, providing them with the tools and knowledge to support their child's language development at home.	$32,201.00	Yes
1.7	Intensive Supports	Provide equitable access for students with exceptional needs to the full array of services and tiered supports based on need and the student's individual educational plan (IEP). This includes but is not limited to, collaborative preschool options, a preschool through grade 6 learning center model, and special day classes. Programs and services are aligned to ensure free appropriate public education (FAPE). The data clearly indicates that students with disabilities face significant challenges within our educational system. This subgroup's performance in ELA and math is notably lower than that of their general education peers, with a substantial negative deviation from the standard. This action, while applied districtwide, will be primarily focused at King Elementary in ELA. The gaps identified underscore the critical need for action to provide these students with equitable access to education, as mandated by the Individuals with Disabilities Education Act (IDEA), which guarantees FAPE. The action to provide equitable access to a continuum of services and tiered supports is rooted in the recognition that students with disabilities have unique learning needs that require specialized attention and resources. The following points elaborate on why this action is necessary. Individualized Educational Plans (IEP): Each student with a disability has an IEP that outlines specific educational goals and the supports needed to achieve them. Disparities in academic performance suggest a need for a robust system that can fully implement these IEPs and ensure that individual goals are met. Aligning services with the specific requirements of each student's IEP ensures that interventions are personalized and directly target the unique educational needs of students with disabilities. This	$10,478,938.00	No

Action #	Title	Description	Total Funds	Contributing
		tailored approach is critical for enabling these students to access the full curriculum and to participate fully in school activities, which is fundamental to their academic and social integration. Specialized Instructional Models:The action calls for collaborative preschool options and learning center models from preschool through grade 6, showing a commitment to early intervention, which is critical for addressing learning difficulties as soon as they emerge. Special day classes provide an environment where students can receive intensive support in a setting tailored to their needs, which can be vital for students where the general education classroom is not the least restrictive environment suitable for them. Aligned Programs and Services: Programs and services need to be aligned across the district to ensure that students with disabilities can access the general education curriculum to the greatest extent appropriate. This alignment supports a seamless transition between different levels of support as students progress through their education. Focus on FAPE: This data-driven action affirms the district's obligation to ensure that students with disabilities receive an education tailored to their unique needs without cost to the family. This includes access to the general education curriculum, specialized instructional strategies, accommodations, modifications, and related services. By taking this action, the district is adhering to legal requirements and addressing the evident performance gaps highlighted by the data. It reflects a commitment to an inclusive educational system where all students, regardless of their abilities or disabilities, can thrive academically and develop to their full potential. It is a proactive step toward ensuring that every student is valued and supported in their individual learning outcomes. This strategic initiative directly supports Goal 1 of our LCAP, which aims to deliver every student a comprehensive, well-rounded, and rigorous educational experience.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a wide variety of parent/guardian and community involvement opportunities with open and transparent communication to assure accurate, timely information.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) for the Cypress School District aims to provide a wide variety of parent/guardian and community involvement opportunities, coupled with open and transparent communication, as a fundamental strategy to enhance educational outcomes and community trust. This goal is critical for several reasons.

Building Community Trust and Engagement
- Enhanced Engagement: Actively engaging parents and the community in the educational process is key to creating a supportive environment for students. When parents/guardians are involved, they can better support their children's learning and development at home, complementing the school's efforts.
- Informed Community: Open and transparent communication ensures that all educational partners can access accurate and timely information about school policies, programs, and their child's progress. This helps build trust and allows parents/guardians and community members to make informed decisions and provide meaningful feedback.

Strengthening Educational Outcomes
- Collaborative Support: Research consistently shows that when parents/guardians are involved in their child's education, students are likely to perform better academically and socially. The school can leverage this collaborative effort to boost student achievement by opening more avenues for involvement.
- Diverse Perspectives: Involving a broad spectrum of the community, including families from diverse backgrounds, enriches the educational environment by bringing in various perspectives and resources that can enhance learning and cultural competence across the student body.

Aligning with Educational Standards and Accountability
- Accountability to Educational Partners: Open communication channels are essential for accountability. They allow the school district to report back to the community about how well it is meeting educational goals and using public resources.
- Alignment with State Priorities: The LCAP is designed to align with state educational priorities, including key components of parent/guardian and community involvement. This alignment fulfills regulatory requirements and promotes a holistic approach to education that includes all educational partners.

Promoting Long-term Sustainability
- Sustainable Support Networks: Building strong relationships with parents/guardians and the community creates an ongoing support network to sustain and enhance educational initiatives.
- Feedback Mechanisms: Continuous feedback from parents/guardians and the community helps the district refine and improve its educational strategies and responses to student needs, ensuring that the education provided remains relevant and effective.

This goal addresses the critical need for parent/guardian and community involvement in the educational process. The Cypress School District aims to enhance educational outcomes, ensure accountability, and build a supportive and engaging community by fostering an inclusive atmosphere of collaboration and open communication. This comprehensive approach is essential to nurturing a thriving educational environment where every student has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation in decision-making district and school advisory committees (Priority 3)	100% of schools had an identified parent representative for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes	100% of schools had an identified parent representative for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes		100% of schools will have identified parent representatives for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes	The district has met this goal. Maintained at 100%.
2.2	Communication (Priority 3)	Provided one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	Provided one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights		Provide one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	The district has met this goal. Maintained: 9 Monthly district newsletters. 12 Monthly board meeting highlights.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 Parent/teacher conference opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger) 1 LCAP Survey 78.9% of educational partners feel there are a variety of opportunities to provide input 84.5% of educational partners feel the district is effective in its communication Disaggregated data regarding opportunities to provide input and effective communication are to be determined in the 2024/25 school year for English learners, foster youth, and socioeconomically disadvantaged student groups	2 Parent/teacher conference opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger) 1 LCAP Survey 83.3% of educational partners feel there are a variety of opportunities to provide input 86.5% of educational partners feel the district is effective in its communication Disaggregated data regarding opportunities to provide input and effective communication are to be determined in the 2024/25 school year for English learners,		2 Parent/teacher conference opportunities 3 Communication Channels 1 LCAP Survey 80% of educational partners feel there are a variety of opportunities to provide input 85% of educational partners feel the district is effective in its communication Target outcomes regarding opportunities to provide input and effective communication for English learner, foster youth, and socioeconomically disadvantaged student groups are to be determined in the 2024/25 school year	2 Parent/teacher conference. opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger). 1 LCAP Survey. Saw an increase of 4.4% of educational partners that feel there are a variety of opportunities to provide input. Saw an increase of 2% of educational partners who feel the district is effective in its communication.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			foster youth, and socioeconomically disadvantaged student groups New Metric for Baseline 100% of families with students in the unduplicated count were offered the LCAP survey. 100% of the DELAC parent representatives rate communication as effective. 100% of the DAC parent representatives rate communication as effective. 100% of the participants in the foster family focus group rate communication was effective.		New Outcome Maintain: 100% of families with students in the unduplicated count will be offered the LCAP survey. 100% of the DELAC parent representatives rate communication as effective. 100% of the DAC parent representatives rate communication as effective. 100% of the participants in the foster family focus group rate communication was effective.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Community connection (Priority 3)	Provided 4 annual community connection events (Back-to-school night, open house, music performances, Every Student Succeeding awards)	Provided 5 annual community connection events (Back-to-school night, open house, music performances, Every Student Succeeding awards)		Provide 5 annual community connection events for families	The district has met this goal. Maintained 2 annual community events.
2.4	Community Group Collaboration (Priority 3)	Cypress School District educational leaders will collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services	Cypress School District educational leaders will collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services		Cypress school district educational leaders collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services	The district has met this goal.

Goal Analysis [2024-25]

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.

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

2.1 Advisory Opportunities & Input
The district has effectively implemented advisory structures that promote inclusive and meaningful family engagement in school and district decision-making. Families are provided with multiple opportunities to participate in shaping educational priorities through well-established advisory committees, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), the District Advisory Committee (DAC), and the Community Advisory Committee for Special Education.

These forums allow for representative input from families of English learners, foster youth, and socioeconomically disadvantaged students, ensuring that diverse voices are reflected in our planning processes. Site-specific ELACs operate according to their bylaws or, when appropriate, are incorporated into SSCs following California State Board of Education guidelines.

The consistent engagement of families through these advisory bodies has strengthened collaboration, enhanced transparency, and supported data-informed decisions that align with community needs. As a result, this action is considered effective in advancing equitable family involvement and reinforcing a shared commitment to student success.

2.2 Communication
The district has successfully implemented a multi-faceted communication strategy that ensures families receive timely and accessible information regarding their child's educational program. A variety of communication tools—including emails, phone calls, text messages, and social media—are used consistently to keep families informed and engaged. District and school websites are regularly maintained to provide up-to-date news, announcements, and resources.

The parent portal continues to serve as an essential tool for annual re-enrollment and allows families to view important student information at a glance, promoting transparency and ease of access. Additionally, the district has prioritized two-way communication by offering multiple opportunities for dialogue through parent-teacher conferences, meetings, and ongoing direct contact with staff via phone or email.

This action is principally directed toward supporting our unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students—by removing barriers to information and strengthening the partnership between home and school. Through intentional outreach and responsive communication practices, the district has enhanced family engagement, supported student success, and ensured equitable access to essential information and services.

2.3 Community Connection
The district has effectively implemented strategies to strengthen community connection and family engagement, ensuring that all families—especially those of foster youth, socioeconomically disadvantaged students, and English learners—have meaningful opportunities to participate in their child's education. Through targeted outreach efforts, schools have made intentional efforts to ensure parent participation reflects the diversity of the school and district communities.

A variety of family involvement opportunities were provided, including workshops and informational meetings such as TK/Kindergarten orientation sessions, a 6th grade transition meeting, and a Career Pathways workshop. These events were designed to equip families with the knowledge and tools to support their children through key educational transitions.

All school sites made appropriate accommodations to ensure access for parents and guardians with disabilities. Translation and interpretation services were provided as needed, reinforcing our commitment to inclusive and equitable communication.

To further support community connection, district staff actively participated in community organizations and engaged in cross-agency articulation efforts to build strong relationships and share the district's mission and vision. These collective efforts have contributed to a more connected and informed school community, demonstrating the effectiveness of this action in fostering a culture of collaboration and shared responsibility for student success.

2.4 Community Group Collaboration

Cypress School District has effectively engaged in strategic collaboration with local, state, and federal organizations to enhance educational opportunities and resources for students. While these partnerships benefit the broader student population, this action is principally directed toward supporting our unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students.

Educational leaders actively partnered with community groups and agencies including the Rotary Club, Anaheim Union High School District, the Orange County Department of Education, Kiwanis International, and the City of Cypress. These collaborations have supported shared initiatives, expanded access to services, and strengthened pathways for student success.

Through this ongoing engagement, the district has reinforced its commitment to equity, resource alignment, and community-based support systems. The impact of these partnerships is evident in the increased opportunities available to students and families, demonstrating the effectiveness of this action in promoting access and achievement for our most at-risk populations.

No actions or strategies we identified as ineffective.

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

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

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

Goal 2 actions have been effectively implemented to promote strong family and community engagement through open, inclusive, and transparent communication. The district has offered a wide range of opportunities for parent and guardian involvement, ensuring that families are informed, connected, and empowered to participate in their child's educational journey.

Advisory committees such as SSC, ELAC, DELAC, DAC, and the Community Advisory Committee have enabled families—particularly those of English learners, foster youth, and socioeconomically disadvantaged students—to engage in meaningful decision-making aligned with school and district priorities.

Timely communication has been achieved through multiple channels, including emails, phone calls, text messages, social media, websites, and the parent portal. Two-way communication is consistently encouraged through conferences, meetings, and direct outreach, with accommodations and translation services provided to ensure equitable access.

The district has also provided targeted workshops, orientations, and informational sessions to support families during key transitions and educational milestones. Partnerships with community organizations, local agencies, and city leaders have strengthened relationships and broadened support networks, particularly for unduplicated pupils.

Together, these coordinated efforts demonstrate that Goal 2 actions are effective in fostering a collaborative, informed, and inclusive school community where families are valued partners in student success.

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 are no material changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections. The metric 2.2 was updated to identify for the disaggregated data baseline and Target for the Year 3 Outcome.

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	Advisory Opportunities & Input	Families will participate in decision-making regarding school and district priorities. Advisory committees: • School Site Councils (SSC) • English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC • District English Learner Advisory Committee (DELAC) • District Advisory Committee (DAC) • Community Advisory Committee (Special Education) • Other, as appropriate Families of English learner, foster youth, and socioeconomically disadvantaged students participate in the committees above. Providing parents with decision making opportunities to actively inform and guide in their students' educational programs is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners.	$1,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Communication	Provide timely communication, especially to families regarding their child's educational program through various means, such as emails, phone calls, and text messages. Maintain district/school websites and social media to push out district/school information to families and the school community. Utilize the parent portal for annual re-enrollment and at-a-glance student information. Provide a variety of means for two-way communication between staff, families, and the district, such as conferences, meetings, emails, and phone calls. Providing parents with multimodalities of communication enhances parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. Robust communication through varied means provides opportunities to employ one and two way communication which is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners.	$156,347.00	Yes
2.3	Community Connection	Provide families, with a focus on foster youth, socioeconomically disadvantaged families, and English learners, with the resources and access to be active participants in their child's educational programs through a variety of involvement opportunities. The district and schools will provide targeted outreach to parents/guardians of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including families of foster youth, socioeconomically disadvantaged students, and English learner students. All sites make accommodations, as appropriate, for parents or guardians with disabilities. Translation and/or interpretation will be provided as appropriate. Providing parents with resources and access to actively participate in their students' educational programs is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. To	$23,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support community connection, staff will participate in community organizations and articulation opportunities to build relationships and share the district's mission and vision.		
2.4	Community Group Collaboration	Cypress school district educational leaders will collaborate with local, state, and federal groups. While the resources obtained as a result of these partnerships may benefit our student population as a whole, this action is principally directed toward our unduplicated pupils - English learner, foster youth, and socioeconomically disadvantaged students. Staff participating and collaborating with local, state and federal groups allows for family perspective to be shared as well as enabling staff to identify resources and supports aimed at enhancing parental involvement in the school and broader community, with a lens for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an engaging, safe, and secure learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal to provide an engaging, safe, and secure learning environment for all students is a fundamental component of the Cypress School District's commitment to fostering optimal learning conditions. As part of the district's Local Control and Accountability Plan (LCAP), this goal addresses several critical aspects of educational success—engagement, safety, and security—essential for creating a conducive learning atmosphere where all students can thrive.

Enhancing Student Engagement
- Enhanced Learning Outcomes: An engaging learning environment captivates students' interests and motivates them to participate actively in their education. This engagement is crucial for deep learning and long-term academic success.
- Diverse Instructional Strategies: By focusing on engagement, the district commits to using varied and innovative instructional methods that cater to its student population's diverse learning styles and needs, ensuring that each student can engage with the curriculum meaningfully.

Ensuring Safety
- Physical Safety: A safe environment that is free from physical threats is foundational for students to feel secure and focus on their studies without fear. Safety measures, including effective school policies and emergency preparedness plans, are vital for protecting students and staff.
- Emotional Safety: Emotional and psychological safety are just as important. They ensure that students feel supported and valued within the school community. This aspect of safety helps build a nurturing environment conducive to learning and personal growth.

Providing Security
- Secure Facilities: Physical security measures, such as secured campuses and surveillance systems, prevent unauthorized access and help maintain a controlled and monitored educational setting.
- Crisis Management: Preparing for and effectively managing potential crises through drills and safety protocols ensures that the school community is equipped to handle unexpected situations, further bolstering the security of the learning environment.

Broad Impact

- Inclusivity and Equity: Ensuring that the learning environment is engaging, safe, and secure for all students, especially those from vulnerable groups or with special needs, promotes equity in education. Every student, regardless of background or ability, deserves to learn in an environment that is physically safe, intellectually stimulating, and emotionally supportive.
- Community Confidence: A strong commitment to providing a safe and engaging learning environment also builds trust and confidence among parents and the community in the school's ability to care for and educate their children effectively.

Providing an engaging, safe, and secure learning environment is crucial for students' holistic development. It supports their academic achievements and emotional and physical well-being, creating a foundation for a positive school experience. By prioritizing this goal, the Cypress School District ensures that all students have the supportive, secure, and stimulating environment they need to succeed. This commitment reflects the district's overarching mission to deliver high-quality education and foster a safe and inclusive community where every student is valued and has the opportunity to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District attendance average (Priority 5)	95% attendance average	95.85% attendance average		96% attendance average	The district has met this goal. The district attendance average has increased by .85%.
3.2	Chronic absenteeism rates (Priority 5)	12.2% districtwide 27.8% foster youth districtwide 22.2% two or more races at King Elementary 22% students with disabilities at Arnold Elementary	8.1% districtwide 20% foster youth districtwide 8.1% two or more races at King 11.5% students with disabilities at Arnold		Decrease chronic absenteeism rates to: 11% districtwide 25.8% foster youth districtwide 20% two or more races at King Elementary	The district has met this goal. Chronic absenteeism rates have: Decreased by 4.1% districtwide. Decreased by 7.8 in foster youth districtwide.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					20% students with disabilities at Arnold Elementary	Decreased by 14.1% in two or more races at King. Decreased by 10.5% in students with disabilities at Arnold.
3.3	Pupil suspension rates (Priority 6)	<1% suspension rate	<1% suspension rate		Maintain a <1% suspension rate	The district has met this goal. Maintained a <1% suspension rate.
3.4	Pupil expulsion rates (Priority 6)	<1% expulsion rate	<1% expulsion rate		Maintain a <1% expulsion rate	The district has met this goal. Maintained a <1% expulsion rate
3.5	District survey completed by educational partners (Priority 6)	88.5% of educational partners feel connected to their school and community Disaggregated data regarding connectedness is to be determined in the 2024/25 school year for English learners, foster youth, and socioeconomically disadvantaged student groups	83.86% of educational partners feel connected to their school and community Disaggregated data regarding connectedness is to be determined in the 2024/25 school year for English learners, foster youth, and		90% of educational partners feel connected to their school and community Target outcomes regarding connectedness for English learner, foster youth, and socioeconomically disadvantaged student groups are to be determined	There was a 4.64% decrease in educational partners' feeling connected to their school and community. The disaggregated data is not available as the CDE rescinded the requirement due to confidentiality. Since we could not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			socioeconomically disadvantaged student groups New Metric for Baseline 100% of families with students in the unduplicated count were be offered the LCAP survey 100% of the DELAC parent representatives rated school and community connectedness as effective. 100% of the DAC parent representatives rated school and community connectedness as effective. 100% of the participants in the foster family focus group shared that school and community		in the 2024/25 school year New Outcome Maintain: 100% of families with students in the unduplicated count offered the LCAP survey 100% of the DELAC parent representatives rate school and community connectedness as effective. 100% of the DAC parent representatives rate school and community connectedness as effective. 100% of the participants in the foster family focus group rate school and community connectedness as effective.	track families and students who took the survey, we were unable to obtain.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			connectedness was effective.			
3.6	William's Act: Facilities in "good" repair (Priority 1)	100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT)	100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT)		100% of schools will be in "good" repair as measured by the Facility Inspection Tool (FIT)	The district met the goal. Maintained 100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT).

Goal Analysis [2024-25]

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.

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

Success this year includes:

An inclusive learning environment that fosters student engagement and well-being.

Increased attendance, improving district-wide attendance rates while significantly lowering chronic absenteeism among at-risk groups.

Implemented Tiered Support Models (PBIS, SEL programs) to enhance student behavior and school climate.

Mental Health & Emotional Support: Expanded access to counseling services, crisis intervention, and professional development for staff on trauma-informed practices.

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

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

3.1 Student Support Services
The district has successfully implemented Action 3.1 by providing comprehensive student services through highly qualified staff, including mental health specialists, such as Hazel Health and school psychologists, and a dedicated Social-Emotional Learning (SEL) Teacher on Special Assignment (TOSA). These professionals play a critical role in ensuring continuity of educational programs, emotional support, and access to vital resources—particularly for English learners, foster youth, and socioeconomically disadvantaged students.

Mental health specialists deliver essential counseling services, crisis intervention, and staff training, creating a responsive system of support that promotes student well-being and school safety. Their expertise allows the district to proactively address emotional and behavioral needs that may hinder learning. While the district has made significant progress in expanding mental health services, implementation presented notable challenges—particularly in overcoming the stigma surrounding mental health and obtaining parental consent for services. Despite growing awareness of the importance of student well-being, mental health continues to be a sensitive topic for many families. Cultural beliefs, misconceptions, and concerns about labeling or long-term implications created hesitation and, at times, resistance to engaging with available support.

In many cases, the process of obtaining parental permission proved complex. Some families were initially reluctant to authorize services due to uncertainty about the nature of mental health support and how it would be delivered within the school setting. This required additional outreach, clarification, and trust-building by staff to help families understand that services are strengths-based, confidential, and focused on helping students succeed both emotionally and academically.

To address these challenges, the district invested time in education and relationship-building. Staff worked to create safe spaces for dialogue, provided informational materials in multiple languages, and ensured that all communication was culturally sensitive and family-centered. While progress has been made, the district continues to prioritize reducing stigma and strengthening partnerships with families to ensure all students have equitable access to the support they need.

The SEL TOSA has led efforts to integrate SEL into the curriculum, support professional development, and oversee districtwide program design and evaluation. This work equips students with foundational skills in empathy, regulation, and social connection while also enhancing classroom culture and instructional practices.

These coordinated services have had a positive and measurable impact on the learning environment. By promoting inclusivity, strengthening school safety, and fostering a supportive climate, this action directly advances the district's commitment to educating the whole child and ensuring equitable access to social-emotional supports. The implementation of this action is a clear reflection of the district's dedication to nurturing a safe, secure, and engaging environment where all students can thrive.

3.2 Positive Supports and Engagement
The district has effectively implemented a comprehensive positive behavior and attendance system grounded in a Multi-Tiered System of Support (MTSS), addressing both social-emotional and behavioral needs. This system is structured around three tiers of support and is

reinforced by a robust data platform to guide and monitor intervention efforts. The implementation of this system has been particularly impactful for our most at-risk student groups, including English learners, socioeconomically disadvantaged students, foster youth, and site-identified student subgroups such as students with disabilities at Arnold and students identifying as two or more races at King

Tier 1 supports serve as the foundation of the system, promoting a positive school climate through clearly defined behavioral expectations, consistent reinforcement of positive behaviors, and the integration of Social-Emotional Learning (SEL) across all classrooms. These universal strategies are designed to foster respectful, safe, and inclusive learning environments where all students can thrive.

Tier 2 supports provide targeted interventions for students who need additional assistance. These include small group sessions focused on social skills, problem-solving, and emotional regulation. These proactive measures aim to address challenges early and equip students with strategies for navigating school and peer relationships effectively.

Tier 3 supports offer intensive, individualized interventions for students with significant behavioral or emotional needs. Personalized behavior intervention plans, individual counseling, and collaboration with outside agencies ensure a wraparound approach to student support.

To ensure fidelity and responsiveness, the district utilizes data management systems, such as Aeries and SchoolStatus Attend(A2A) to monitor behavior and attendance trends, assess intervention effectiveness, and inform decision-making. This system facilitates collaboration among educators, mental health specialists, and administrators, ensuring a coordinated and responsive support network for each student.

3.3 and 3.4 Attendance
The district has made significant strides in addressing chronic absenteeism through a comprehensive and equity-driven approach aimed at reducing barriers that prevent students from consistently attending school. Action 3.3 has focused on revising, developing, and implementing policies that increase access to coordinated care and school-based support systems, with an emphasis on trauma-informed practices and restorative approaches. This action is principally directed toward our most at-risk student populations, including foster youth, English learners, and socioeconomically disadvantaged students.

To address the root causes of absenteeism, the district prioritized the expansion of trauma-informed mental health services, recognizing the deep impact emotional, social, and behavioral challenges can have on school attendance—particularly for foster youth who may have experienced significant disruptions in their lives. By creating a school climate that prioritizes healing and connection, students are better able to re-engage in their learning environments.

The integration of positive behavior intervention systems (PBIS) and school-based social-emotional supports has helped build more inclusive and supportive environments, where students feel welcomed, valued, and safe. These programs focus on building skills in self-regulation, empathy, and interpersonal communication, contributing to improved school connectedness and engagement.

Restorative justice practices have been implemented as an alternative to exclusionary discipline, helping students repair harm and restore relationships while remaining part of the school community. This approach has proven especially impactful in reducing suspensions and avoiding further disengagement from school, keeping students present and connected.

The district also worked to increase engagement and participation by ensuring that students feel seen, supported, and understood. Tailored interventions were developed to reflect the diverse needs of students, particularly those in foster care, and policies were revised to ensure sensitivity to the unique experiences of vulnerable youth.

Finally, by establishing integrated support systems—linking mental health professionals, school staff, and families—the district has built a responsive and coordinated network of care. This holistic approach ensures that no student is overlooked and that services are delivered in a timely and effective manner.

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

Cypress School District has effectively implemented Goal 3 actions, creating safe, supportive, and engaging school environments that promote student well-being and academic success. Through a comprehensive system of mental health services, positive behavior supports, and targeted attendance interventions, the district has demonstrated a strong commitment to educating the whole child.

Student Services (Action 3.1) were enhanced through the placement of qualified mental health professionals through Hazel Health and school psychologists, and a Social-Emotional Learning (SEL) Teacher on Special Assignment (TOSA). These staff members have provided counseling, crisis intervention, and professional development, while integrating SEL curriculum across all schools. These efforts have built a foundation of emotional support that improves school climate, student engagement, and staff capacity.

Positive Behavior and Engagement Systems (Action 3.2) were implemented using a Multi-Tiered System of Support (MTSS) framework. Tiered interventions addressed student behavior and social-emotional needs, with data-driven systems enabling early identification and intervention. These supports have proven particularly effective for English learners, socioeconomically disadvantaged students, and foster youth, contributing to stronger connections to school and improved behavior outcomes.

Attendance Initiatives (Action 3.3) focused on removing barriers that hinder regular attendance through trauma-informed practices, restorative justice strategies, and coordinated care systems. These efforts have been highly effective—Cypress School District was recently recognized by the California Department of Education (CDE) as a statewide "Bright Spot" for its outstanding attendance rates. Unlike many districts facing rising chronic absenteeism, Cypress maintained one of the best attendance rates in the state. Importantly, no student subgroup is designated in the red performance level on the California School Dashboard, reflecting equitable access to support and successful implementation of inclusive practices.

Collectively, Goal 3 actions have created a strong, responsive framework that addresses academic, behavioral, and emotional needs. The district's strategic efforts ensure all students—especially those most at risk—are supported, safe, and connected to their school community, resulting in improved outcomes and statewide recognition.

No actions or strategies we identified as ineffective.

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 are no material changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections.

To support students needing support in SEL and behavior expectations under Goal 3.1, the district will strategically utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand and enhance intervention services. These funds will be directed toward implementing tiered Social-Emotional Learning (SEL) and behavioral supports, including small-group instruction with credentialed staff, evidence-based intervention programs, and extended learning opportunities tailored to students' individual needs. This approach is rooted in our comprehensive needs assessment, which included a thorough review of student performance data and meaningful stakeholder input. Feedback from educators, families, and community members consistently highlighted the need for timely and targeted support for students performing below grade level. The use of LREBG resources will ensure that identified students—particularly those who are socioeconomically disadvantaged, English learners, or foster youth—receive the focused interventions necessary to support SEL and behavior expectations in alignment with the district's MTSS framework. The metric 3.5 was updated to identify for the disaggregated data baseline and Target for the Year 3 Outcome.

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
3.1	Student Services	Provide services and support by qualified staff to ensure continuity of educational programs, support, and access to resources.	$1,164,481.00	Yes
		Emotional Support and Counseling: Mental health specialists provide essential counseling services to students, helping them navigate the complexities of school life and personal challenges. Their presence is crucial for detecting and addressing emotional and psychological issues that could impede a student's ability to learn effectively.		
		Crisis Intervention: Mental health specialists are also key players in crisis intervention, offering immediate support in times of need and helping to manage situations that could escalate without professional intervention. This support is essential for maintaining a safe school environment.		
		Staff Training and Support: Beyond student interaction, mental health specialists equip school staff with the skills needed to recognize and respond to mental health issues. This training enhances the overall		

Action #	Title	Description	Total Funds	Contributing
		capacity of the school to address emotional and behavioral challenges proactively. Role of district Social-Emotional Learning (SEL) Teacher on Special Assignment (TOSA) • Curriculum Integration: Responsible for integrating social and emotional learning into the school curriculum. SEL programs are designed to teach students essential skills such as empathy, self-regulation, and positive interaction, which are critical for both academic and personal success. • Professional Development: Provides ongoing professional development to teachers, ensuring that SEL principles are effectively incorporated into teaching strategies and classroom management, which enhances the learning environment for students. • Program Development and Evaluation: Develops, implements, and evaluates SEL programs across the district, ensuring these initiatives align with educational goals and effectively support student development. Goal Impact The inclusion of a mental health psychologist and a SEL TOSA directly supports the district's goal of creating a nurturing school environment by addressing the holistic needs of the school community. These professionals play a vital role in: • Enhancing School Safety: By providing mental health and SEL support, the district creates a safer school environment where students are less likely to engage in conflict and more likely to resolve disputes constructively. • Promoting Inclusivity and Equity: These roles ensure that all students, regardless of their personal circumstances or backgrounds, receive the emotional and social support they need to succeed. • Building a Supportive Community: Their work fosters a sense of community and belonging among students and staff, which is essential for a positive school culture. These mental health personnel are essential for achieving the overarching		

Action #	Title	Description	Total Funds	Contributing
		goal of providing a safe, secure, and engaging learning environment. Their expertise not only supports the emotional and psychological well-being of students and staff but also strengthens the educational framework of the district, making it a place where students can thrive academically and personally. This strategic action underscores the district's commitment to a comprehensive education that values and nurtures the whole child. This action is principally directed toward our unduplicated pupils - English learner, foster youth, and socioeconomically disadvantaged students. LREBG funds will be used to augment this action, $130,000.		
3.2	Positive Supports & Engagement	Implement a positive behavior and attendance system with Tier 1, 2, and 3 supports in the areas of social-emotional and behavior inclusive with a data system to facilitate the management and monitoring of the positive behavior system and social-emotional supports. These tiered supports are particularly beneficial for our English learners, socioeconomically disadvantaged, and foster youth students. They address not only the academic challenges these students face but also the social-emotional barriers to learning. By providing a structured yet flexible support system, we aim to ensure that all students have the necessary resources to develop positive behaviors, maintain regular attendance, and ultimately achieve their full academic potential. Tier 1: Provides universal strategies that promote positive behavior and attendance across all students. This foundation level includes school-wide initiatives such as setting clear behavioral expectations, recognizing positive student behavior, and integrating social-emotional learning (SEL) into the curriculum. These practices are aimed at creating a positive school culture that encourages respectful and responsible behavior. Tier 2: Targets support for groups of students who require more focused interventions. These might include small group sessions that address specific social skills, conflict resolution strategies, or additional SEL	$1,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		lessons. The goal here is to preemptively address emerging behavioral issues before they escalate, providing students with the tools they need to navigate school challenges. Tier 3: Offers intensive, individualized support for students who exhibit significant behavioral challenges. This level includes personalized behavior intervention plans, one-on-one counseling, and coordination with external services when necessary. Such targeted interventions are critical for students who struggle the most, ensuring they receive the comprehensive support needed to succeed academically and socially. To effectively manage and monitor our programs, we utilize a sophisticated data system. This platform allows us to track student behavior and attendance patterns, assess the effectiveness of interventions, and make data-driven decisions. The system also facilitates communication among teachers, mental health personnel, and administrators, enabling a coordinated approach to supporting each student's needs. This action is principally directed toward our most at-risk subgroups, including foster youth districtwide, two or more races at King Elementary, and students with disabilities at Arnold Elementary.		
3.3	Attendance	Reduce barriers that hinder students from coming to school. Revise, develop, and implement policies to increase access to and improve participation in coordinated care in available school-based social-emotional resources, positive behavior intervention systems (PBIS), and restorative justice programs, including trauma-informed mental health services. This action will be principally directed toward at-risk populations, including foster youth districtwide, through the following: Addressing Root Causes: Many absenteeism issues stem from underlying social, emotional, or behavioral problems. By implementing policies that provide comprehensive support, schools can directly address the root causes of absenteeism. Trauma-informed mental health services are particularly crucial for foster youth who might have experienced significant trauma that affects their ability to attend or engage in school.	$26,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Creating Inclusive and Supportive Environments: School-based social-emotional resources and positive behavior intervention systems help create a more inclusive and supportive environment. These programs teach coping and interpersonal skills, vital for students who may feel alienated or overwhelmed by the school due to their circumstances. Restorative Justice Programs: Restorative justice focuses on repairing harm and restoring relationships rather than punitive measures. This approach can significantly benefit students who might otherwise face suspensions or expulsions, both disciplinary actions contributing to absenteeism. It provides an alternative that keeps students in school and engaged while addressing behavioral issues constructively. Increasing Engagement and Participation: Schools can increase student engagement and participation by implementing these systems. Students are more likely to attend school if they feel safe, supported, and understood. This is especially true for English learners and socioeconomically disadvantaged students who might face additional challenges that can alienate them from the school community. Tailored Interventions: The action plan involves developing and revising policies to ensure that interventions are tailored to meet the specific needs of these vulnerable groups. By focusing on foster youth and extending these practices to other high-risk groups, schools can ensure that interventions are sensitive to all students' varied experiences and needs. Integrated Support Systems: Coordinating care among different support services within the school helps ensure that students receive seamless support for their various needs. This integration is critical for effectiveness, preventing students from falling through the cracks due to disjointed service provision. Outcome Expectation: Implementing these revised and developed policies is expected to reduce chronic absenteeism among socioeconomically disadvantaged students, English learners, and foster youth by providing them with the necessary tools and support to overcome the barriers that prevent regular school attendance. This will lead to improved academic performance and better overall student well-being.		

Action #	Title	Description	Total Funds	Contributing
3.4	Attendance	Reduce barriers that hinder students from coming to school. Revise, develop, and implement policies to increase access to and improve participation in coordinated care in available school-based social-emotional resources, positive behavior intervention systems (PBIS), and restorative justice programs, including trauma-informed mental health services. This action will be principally directed toward at-risk populations, including foster students, students with disabilities, and those identifying as two or more races, through the following: Addressing Root Causes: Many absenteeism issues stem from underlying social, emotional, or behavioral problems. By implementing policies that provide comprehensive support, schools can directly address the root causes of absenteeism. Trauma-informed mental health services are particularly crucial for students who might have experienced significant trauma that affects their ability to attend or engage in school. Creating Inclusive and Supportive Environments: School-based social-emotional resources and positive behavior intervention systems help create a more inclusive and supportive environment. These programs teach coping and interpersonal skills, vital for students who may feel alienated or overwhelmed by the school due to their circumstances. Restorative Justice Programs: Restorative justice focuses on repairing harm and restoring relationships rather than punitive measures. This approach can significantly benefit students who might otherwise face suspensions or expulsions, both disciplinary actions contributing to absenteeism. It provides an alternative that keeps students in school and engaged while addressing behavioral issues constructively. Increasing Engagement and Participation: Schools can increase student engagement and participation by implementing these systems. Students are more likely to attend school if they feel safe, supported, and understood. This is especially important for students with disabilities and those identifying as two or more races, who may face additional challenges that can alienate them from the school community.	$8,641.00	No

Action #	Title	Description	Total Funds	Contributing
		Tailored Interventions: The action plan involves developing and revising policies to ensure that interventions are tailored to meet the specific needs of these vulnerable groups. By focusing on foster youth and extending these practices to other high-risk groups, such as students with disabilities and those identifying as two or more races, schools can ensure that interventions are sensitive to all students' varied experiences and needs. Integrated Support Systems: Coordinating care among different support services within the school helps ensure that students receive seamless support for their various needs. This integration is critical for effectiveness, preventing students from falling through the cracks due to disjointed service provision. Outcome Expectation: Implementing these revised and developed policies is expected to reduce chronic absenteeism among at-risk populations by providing them with the necessary tools and support to overcome the barriers that prevent regular school attendance. This will lead to improved academic performance and better overall student well-being. This action is principally targeted toward students with disabilities at Arnold Elementary and students identifying as two or more races at King Elementary.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,552,354	$

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
9.890%	0.000%	$0.00	9.890%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi-Tiered System of Support **Need:** In the Cypress School District, ensuring educational equity remains our highest priority. The action was developed in direct response to districtwide analysis of student performance data, as well as meaningful input from staff, families, and community stakeholders. This collaborative and data-informed process	Unduplicated students are most likely to need differentiated instruction, evidence-based resources and practices, and additional time to achieve at the rigorous levels called for in California. Standards, goals, actions, and services are principally developed for unduplicated students to create additional learning opportunities, enrichment, and support. Supplemental funds have allowed the district to retain, expand, and develop new programs targeted first to unduplicated students but with a positive impact	CAASPP (1.4, 1.5) Classroom observations (1.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified the continued need to enhance academic support systems, especially for our unduplicated pupils—English learners, foster youth, socioeconomically disadvantaged students, and homeless youth—who face persistent barriers that impact their educational progress. Performance data revealed that, while progress has been made, significant achievement gaps remain. For example, in 2024, 57.5% of English learners demonstrated progress toward English language proficiency. A subsequent decline in this measure in 2025 emphasized the need for stronger instructional practices and more aligned supports within our English Language Development (ELD) programs. Academic performance in English Language Arts (ELA) and mathematics for socioeconomically disadvantaged students continues to reflect a negative deviation from the standard, underscoring the urgent need for targeted academic interventions. Though foster youth data is not reported due to small sample size, we recognize that this subgroup faces heightened challenges related to trauma, mobility, and access to consistent educational environments. These realities inform our broader strategy for ensuring equity in access and outcomes. Homeless youth, who are often also classified as socioeconomically disadvantaged, have emerged as a subgroup requiring specific	on all students. A multi-tiered system of support has been implemented to build site capacity and ensure that students have access to additional intense support when they do not master essential learning standards. Providing this academic support with strong initial instruction will result in increased numbers of students mastering grade standards as they progress to the next grade level, with principally focused attention on closing the achievement gap for foster youth, English learners, and socioeconomically disadvantaged students. This will directly impact students districtwide, maintaining very high state assessment results for all students while targeting identified subgroups not performing with their grade-level peers. In addition to our current experience of success, research to support this action includes: Jensen, E. (2013). Engaging students with poverty in mind: Practical strategies for raising achievement. Association for Supervision and Curriculum Development. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development. California English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. (2014). United States: California Department of Education. California English	

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	attention. On the 2024 California School Dashboard, homeless youth had a marked negative deviation of -9.6 points from the standard in ELA and -13.5 points in mathematics. However, the 2025 Dashboard revealed improvement: ELA scores increased by 9.9 points and math by 8.3 points. These gains indicate that district actions are beginning to have a positive impact, but the data also affirms the ongoing need for targeted support—particularly at King Elementary, where the needs of this subgroup remain significant. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	Language Development Standards: Kindergarten Through Grade Twelve. (2014). United States: California Department of Education. Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge. Anonymous. (2019, December 20). Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement. Colorín Colorado. https://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement.	
1.3	**Action:** Monitoring & Assessing Student Progress **Need:** Currently, there is no measure for how to evaluate success, except observation and feedback of those using the evaluations tools sharing that the measures keep staff informed on progress. The proposed action is directed toward unduplicated pupils, who are most at risk of falling behind. Regularly assessing and monitoring their progress enables educators to:	In the Cypress School District, the action to systematically assess, monitor, and report on student academic progress using a variety of data sources is a pivotal strategy within our Local Control and Accountability Plan (LCAP). This approach is specifically designed to enhance the educational trajectories of our unduplicated pupils, who include English learners, socioeconomically disadvantaged students, and foster youth students. These students often face unique challenges that can significantly impact their academic and social-emotional development.	CAASPP (1.4, 1.5) ELPAC (1.6) Classroom observations (1.9) Formal and informal feedback (1.10)

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	• Identify learning gaps early and implement interventions more effectively. • Adjust instructional strategies to suit individual or group needs better. • Provide targeted support in academic, social, emotional, and behavioral areas, acknowledging the interconnected nature of these aspects of student well-being. • Review and revise action plans to be responsive to the effectiveness of interventions. • Utilize data to inform decisions at the classroom and policy levels, ensuring resources are allocated where they are most needed. • Using data to monitor the progress of these groups is critical for ensuring that the district's actions effectively close the achievement gap and support the whole child. After reviewing our data, educational partners concurred that this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	This data-driven initiative utilizes work samples, observations, and assessments to provide a detailed understanding of each student's academic standing. By gathering and analyzing this comprehensive data, educators across the district—from individual teachers to administrative teams—can pinpoint specific learning hurdles and customize interventions to effectively meet diverse needs. This continuous monitoring and adjustment process is crucial for closing the persistent achievement gaps that these students may experience. The district's commitment extends beyond periodic assessments. National, state, and local assessment data are scrutinized alongside classroom observations and student presentations to assess the effectiveness of targeted interventions. This robust evaluation process ensures that the implemented strategies are indeed facilitating academic progress among our students, particularly those who are unduplicated. Moreover, our action plans are not static; they are revisited and revised regularly based on the latest data insights. This iterative approach ensures that our educational strategies remain aligned with student needs and are capable of adapting to changing educational landscapes. By maintaining this cycle of evaluation and adjustment, the district upholds a high standard of accountability and continuous improvement. Our holistic assessment strategy also encompasses the "whole child," evaluating academic, social, emotional, and behavioral	

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		dimensions to craft comprehensive supports. This nuanced approach to student assessment underscores our commitment to educational equity, ensuring that all students, regardless of their background, have access to the resources and support they need to succeed. Through these concerted efforts, the Cypress School District aims to ensure that every student, particularly our most vulnerable groups, is equipped to meet rigorous academic standards and achieve their full potential in a supportive and responsive learning environment. In addition to our current experience of success, research to support this action includes: Jensen, E. (2013). Engaging students with poverty in mind: Practical strategies for raising achievement. Association for Supervision and Curriculum Development. California English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. (2014). United States: California Department of Education. California English Language Development Standards: Kindergarten Through Grade Twelve. (2014). United States: California Department of Education. Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Grading policies that work against standards... and how to fix them. Nassp Bulletin, 84(620), 20-29. Lindsay, D. B., Jungwirth, L. D., Pahl, J. V., & Lindsay, R. B. (2009).	

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1.4	**Action:** Instructional Support **Need:** In the Cypress School District, ensuring educational equity is our top priority. Recent analysis of student performance data highlights the crucial need to enhance support for our unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. The data reveals that while strides have been made, gaps in achievement persist. For English learners, 57.5% were progressing toward English language proficiency in 2024 while in 2025 there was a decrease to 42.8% making progress. We know this to be a critical gateway to academic content. Meanwhile, ELA and math scores indicate a concerning disparity for socioeconomically disadvantaged students, with negative deviations that signal an urgent call to action. Foster youth, although not distinctly separated in the provided data, often face similar academic challenges compounded by their unique life circumstances. In response to this, our district has identified a strategic initiative: to provide school sites with highly qualified staff support, focusing on the implementation of district initiatives, curriculum development, and the integration of technology into classrooms. This initiative is not just an investment in human capital but is	In the Cypress School District, Goal 1 of our LCAP underscores the critical importance of equipping our schools with highly qualified staff who are integral to the implementation of district-wide initiatives, curriculum development, and the seamless integration of technology into the classroom. This goal is particularly vital for enhancing the educational experience of our unduplicated pupils—students who are English learners, socioeconomically disadvantaged, or foster youth, and who often require additional support to thrive academically. The rationale for emphasizing highly qualified staff support is multifaceted. Firstly, these professionals bring specialized knowledge and skills that are essential for the effective delivery of our curricular goals. Their expertise allows for the tailored application of teaching strategies that meet the diverse needs of our student population, especially the unduplicated pupils who might not fully benefit from a one-size-fits-all approach to education. Secondly, the integration of technology into the classroom is a cornerstone of modern education that can significantly enhance learning outcomes. Highly qualified staff are pivotal in this area as they are equipped to train other educators in utilizing digital tools effectively, ensuring that all students can access innovative learning modalities. This is particularly beneficial for unduplicated pupils, as technology can provide customized learning experiences and resources that bridge educational gaps. Moreover, these staff members play a crucial role	CAASPP (1.4, 1.5) Classroom observations (1.9)

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	an evidence-based approach to address the complex needs of our unduplicated pupils. These staff experts will offer specialized knowledge to refine our English language development programs for our English learners, ensuring that instruction is both accessible and rigorous. They will aid teachers in designing and implementing a curriculum that accelerates language acquisition while providing a strong foundation in academic content areas. Foster youth will benefit from staff adept at creating stable and supportive learning environments. They will work alongside educators to implement trauma-informed teaching practices and ensure that curricular transitions are seamless, regardless of the turbulence in their personal lives. Socioeconomically disadvantaged students often lack access to learning resources outside of school hours. With this initiative, technology integration specialists will bridge this divide, enhancing digital literacy and ensuring all students have the tools they need to succeed in a 21st-century learning environment. This includes the thoughtful use of instructional technologies that can personalize learning and provide targeted interventions. Ultimately, the deployment of highly qualified staff to our schools is a force multiplier. It's about enacting change where it matters	in curriculum development by incorporating best practices and the latest educational research into the curriculum. This ensures that all students are engaged with a rigorous and comprehensive educational program that is both current and reflective of high academic standards. In addition to our current experience of success, research to support this action includes: Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge. Knight, J. (2018). A coaching model for classroom management. Educational Leadership, 76(1), 50-51. Bybee, R. W. (2013). The case for STEM education: Challenges and opportunities. NSTA press. How Children Benefit from Music Education in Schools. NAMM Foundation. (2018, June 19). https://www.nammfoundation.org/articles/201406-09/how-children-benefit-music-education-schools. Fullan, M. (2011). Change leader: Learning to do what matters most. John Wiley & Sons. Guskey, T. R. (1997). Research needs to link professional development and student learning. Journal of staff development, 18, 36-41. Guskey, T. R. (2000). Culturally Proficient Learning Communities: Confronting Inequities through Collaborative Curiosity. Sprick, R., & Knight, J. (2018). Involving Teachers in Schoolwide Behavior Policy. Educational Leadership, 76(1), 48-53.	

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	most—in classrooms with students who need it most. It's about ensuring that our teachers are supported, our curricular strategies are effective, and our technology is leveraged to provide equal opportunities for all students to achieve proficiency and excel. This decisive action aligns with our district's mission to ensure every student receives a quality education that respects and nurtures their individual potential. As we continue to review and assess our progress, the data will guide us, ensuring that our investments yield the tangible results of increased proficiency, equity, and opportunity for our unduplicated pupils. This strategic focus on providing targeted support to the student groups identified by the data as needing the most intervention and encapsulates how highly qualified staff support can be instrumental in improving their educational outcomes. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide		
1.5	**Action:** Professional Development **Need:**	The Cypress School District's Goal 1 emphasizes the enhancement of educational quality through professional development and collaboration	Instruction aligned to state standards (1.3, 1.8)

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	Our data analysis continues to underscore the pressing educational needs of our unduplicated student populations, including those who are English learners, foster youth, and socioeconomically disadvantaged students. Our district is dedicated to implementing a robust plan for professional development. This plan is designed to directly address the learning disparities highlighted in the ELA and math performance metrics and is essential in our efforts to provide equitable education. The data illustrates a critical need for targeted intervention. Our English learners are achieving on standardized assessments, yet a notable percentage remain behind in achieving language proficiency, a vital component of their overall academic success. In response, we are committed to elevating the skills and knowledge of our certificated and classified staff through purposeful collaboration and ongoing professional development. The rationale is clear: empowered and knowledgeable educators are the cornerstone of a successful and responsive educational system. For our English learners, this means ensuring that every teacher is equipped with effective strategies for language development and content accessibility. By increasing our staff's pedagogical repertoire, we can create language-rich classroom environments	among all certificated and classified staff. This action is crucial as it directly impacts the ability of teachers and staff to deliver a comprehensive, well-rounded, and rigorous educational experience, particularly for unduplicated pupils, including those who are English learners, foster youth, and socioeconomically disadvantaged students. Professional development is essential in ensuring educators are well-versed in the latest content and pedagogical strategies. By continuously advancing their knowledge and skills, teachers can effectively implement the district's adopted programs and educational strategies. This ongoing learning process is vital for adapting to diverse student needs and for integrating innovative teaching methods that can facilitate deeper understanding and engagement among all students. Furthermore, the intensity and duration of these professional development opportunities are designed to produce a positive and lasting impact. Sustained and substantive training helps solidify new teaching practices, making them a permanent part of educators' repertoire rather than temporary additions. This is particularly important when aiming to improve outcomes for unduplicated pupils, who benefit significantly from educators equipped with various teaching tools and strategies to address their specific challenges. The provision of these training sessions during staff meetings, in-services, workshops, and release days ensures that all staff members have equitable access to learning opportunities without	Percentage of English learners who made progress toward English proficiency (1.6) Classroom observations (1.9)

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	conducive to both English acquisition and academic achievement. Foster youth stand to benefit immensely from educators who are trained in trauma-informed practices and can foster stable, nurturing classroom environments. Professional development in this area will allow our staff to better support these students' unique social and emotional needs, ensuring their education is uninterrupted by external challenges. Socioeconomically disadvantaged students require interventions that consider their diverse learning contexts. Our staff will be trained to leverage technology and innovate pedagogy to provide personalized learning experiences that engage and inspire. By increasing our staff's competency in these areas, we can ensure that these students have equitable access to high-quality educational resources. This strategic emphasis on professional development is grounded in a belief that excellence in education stems from excellence in teaching. Knowing the subject matter is not enough; our educators must also excel in delivering it most effectively. We recognize that our unduplicated pupils' needs are complex and urgent. Therefore, our professional development initiatives will be intensive, ongoing, and reflective of the latest educational research to impact teacher performance and student outcomes substantially.	disrupting their teaching schedules. This structured approach to professional development ensures that all educational staff, not just teachers, are included in the district's efforts to raise educational standards. In addition to our current experience of success, research to support this action includes: Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge. Knight, J. (2018). A coaching model for classroom management. Educational Leadership, 76(1), 50-51. Bybee, R. W. (2013). The case for STEM education: Challenges and opportunities. NSTA press. How Children Benefit from Music Education in Schools. NAMM Foundation. (2018, June 19). https://www.nammfoundation.org/articles/201406-09/how-children-benefit-music-education-schools. Fullan, M. (2011). Change leader: Learning to do what matters most. John Wiley & Sons. Guskey, T. R. (1997). Research needs to link professional development and student learning. Journal of staff development, 18, 36-41. Guskey, T. R. (2000). Culturally Proficient Learning Communities: Confronting Inequities through Collaborative Curiosity. Sprick, R., & Knight, J. (2018). Involving Teachers in Schoolwide Behavior Policy. Educational Leadership, 76(1), 48-53.	

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	After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide		
2.1	**Action:** Advisory Opportunities & Input **Need:** Survey data and committee feedback indicate the vital connection between unduplicated students and their families through formal participation in the decision-making process. This ensures the viewpoints and needs of families and students are adequately represented and addressed. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	Family involvement in school decision-making is crucial, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners, for several reasons: Enhanced Educational Outcomes • Personalized Learning: Families provide valuable insights into their children's strengths, areas for improvement, and interests, leading to more effective educational strategies. • Supportive Home Environments: When families are engaged in decision-making, they are more likely to reinforce learning and behavioral expectations at home, enhancing student support. Building Strong School-Community Relationships • Trust and Communication: Active family involvement builds trust between schools and communities, fostering open communication and mutual respect. • Cultural Competence: Diverse family perspectives help schools understand and embrace cultural nuances, creating more inclusive learning environments.	Meeting minutes verifying that 100% of schools will have identified parent representatives for District English Learner Advisory and District Advisory Committees (DELAC/DAC) (2.1) LCAP survey (2.2)

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		Accountability and Transparency • Shared Responsibility: Involving families creates a shared responsibility for student success and holds schools accountable for meeting community needs. • Feedback Loops: Ongoing family input provides valuable feedback on educational strategies, enabling schools to make timely adjustments. **Democratic Engagement** • Empowerment: Involving families empowers them and promotes a democratic process where all educational partners have a voice in shaping educational policies. • Advocacy: Informed families are more likely to advocate for resources and support for schools, contributing to better educational funding and policy development. **Long-Term Benefits** • Community Strength: Strong family engagement fosters community spirit and ensures that schools serve as hubs supporting students, families, and neighborhoods. • Sustainability of Initiatives: Family involvement helps sustain school initiatives over time, ensuring continuity and effectiveness. Overall, family participation in decision-making creates effective, inclusive, and responsive	

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		educational environments. By involving families, schools gain valuable insights and support, aligning educational priorities with community needs and values. This collaborative approach supports students' academic and social development while strengthening the broader community. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
2.2	**Action:** Communication **Need:** After reviewing the demographic data, unduplicated families rated the current one-way and two-way communications as highly effective/effective by over 80%. Families want the district to maintain the current platforms and options.	In the Cypress School District, providing accessible communication channels to families and the community is vital for fostering a supportive and inclusive educational environment, especially for our unduplicated pupils, such as English learners, socioeconomically disadvantaged students, and foster youth, who may face additional challenges impacting their educational experiences. Timely communication via emails, phone calls, and text messages ensures that families are	LCAP survey, notices, and documentation demonstrating one-way and two-way communication options for families (2.2)

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	Providing parents with timely communication and interaction is essential to ensure families are informed and their opportunities to actively participate their students' educational programs enhancing parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	consistently informed about their children's educational programs and school activities, facilitating parental engagement and support at home. Maintaining updated district and school websites, along with active social media accounts, ensures easy access to important information regarding school events, policy changes, and available resources, enhancing transparency and community connection. Utilizing a parent portal for annual re-enrollment and providing student information at a glance centralizes critical educational data, allowing parents to track their child's progress and address any issues promptly, which is particularly beneficial for families of unduplicated pupils requiring frequent academic support updates. Offering various two-way communication options, such as conferences, meetings, and direct emails or phone calls, fosters dynamic interaction between staff and families. It enables effective collaboration, feedback exchange, and concern addressing, which are crucial for building strong relationships and supporting student education. This comprehensive communication approach, specially tailored to support unduplicated pupils, ensures equal access to timely and relevant information for all families. It empowers them to actively participate in their children's education and plays a pivotal role in promoting academic achievement and overall well-being.	

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		By implementing this action, the Cypress School District reaffirms its commitment to inclusivity and responsiveness, aiming to create a nurturing educational environment where every family is informed, involved, and invested in their child's education, ultimately strengthening the school community and supporting student success. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
2.3	**Action:** Community Connection **Need:** A review of LCAP survey data of our unduplicated families indicate 70% feel connected to the school community. Survey data indicated they want the district to maintain family engagement with a stronger focus at the school level.	Providing parents with resources and access to actively participate in their students' educational programs is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. Parental engagement is linked to improved student achievement, attendance, and higher educational aspirations among students. By offering various	District survey (3.5)

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	After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	involvement opportunities, the district ensures parents are equipped and empowered to contribute positively to their children's education. Targeted outreach to parents of at-risk student groups ensures representative participation, bridging potential barriers like economic, linguistic, or accessibility challenges. Accommodations for parents with disabilities and translation services underscore the district's commitment to inclusivity, ensuring all parents can engage fully in their child's education. Encouraging staff involvement in community organizations strengthens community ties, aligning with the district's mission and vision. This fosters trust, rapport, and a supportive educational ecosystem reflecting and supporting community needs and values. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	

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2.4	**Action:** Community Group Collaboration **Need:** Survey data and informal feedback through participation in committee meetings are important to educational partners who want to ensure the Cypress School District participates in local, state, and federal collaborative groups. It was identified that staff participating and collaborating with local, state and federal groups allows for family perspective, with a lens for at-risk unduplicated student groups to be shared as well as enabling staff to identify resources and supports aimed at enhancing parental involvement in the school and broader community. This supports the connected efforts between home and school to leverage resources. After reviewing our data, educational partners concurred this was needed. **Scope:** LEA-wide	Participation in local, state, and federal collaborative groups is crucial for CSD for several reasons: 1. Influence on Policy and Decision-Making: Advocacy for Local Needs: We can advocate for policies and resources that address the unique needs and challenges of our district with a focus on our unduplicated count students, foster youth, socioeconomically disadvantaged families, and English learners. By participating, we ensure that the voices of our students, teachers, and community are heard at higher levels of decision-making. Shaping Education Policy: Our involvement allows us to contribute to developing and refining education policies and regulations. Our on-the-ground experience provides valuable insights that can lead to more effective and practical policies. 2. Access to Resources and Support: Funding Opportunities: Engaging in collaborative groups provides us with access to grants, funding, and other financial resources that support our district initiatives. Awareness of and eligibility for new funding programs often come from our participation in these groups. Professional Development and Training: We gain opportunities for professional development through interactions with other education professionals and experts. Exposure to best practices, innovative strategies, and new	Cypress school district educational leaders collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services (2.4) District survey (3.5)

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		research can enhance the effectiveness of our district programs.	

3. Collaboration and Networking:
Building Partnerships:
Our participation fosters collaboration with other districts, education agencies, and organizations, leading to partnerships that benefit our district. Networking with peers and experts provides support, shares successful strategies, and helps solve common problems.

Shared Resources and Knowledge:
Collaborative groups often share resources, tools, and knowledge that we can directly apply to improve our district practices and student outcomes. We can learn from the successes and failures of others, avoiding common pitfalls and adopting proven methods.

4. Enhancing Student Outcomes:
Focused Interventions:
Collaboration leads to the development of targeted interventions and programs that address specific student needs, reducing achievement gaps. Access to innovative educational practices and programs enhances teaching and learning in our district.

Equity and Inclusion:
Our participation helps promote equity by ensuring that all student groups, including those often marginalized, receive the needed attention and resources. We can push for policies that promote inclusivity and equal opportunities for all students.

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		5. Improving District Operations: Strategic Alignment: Aligning our district goals with broader educational priorities helps create coherent and strategic plans that are more likely to receive support and funding. Participation ensures that our initiatives are aligned with state and federal mandates, reducing the risk of compliance issues. Enhanced Accountability: Engaging in these groups reinforces accountability, as we are more attuned to performance metrics and standards. Regular feedback and evaluations from collaborative efforts help us improve our district operations continuously. 6. Community Engagement: Strengthening Community Ties: Being involved in broader educational networks enhances our district's reputation and builds trust within the local community. Transparency and proactive engagement demonstrate our commitment to improving education and garnering community support. Leveraging Community Resources: Collaboration helps us identify and utilize community resources that support our educational programs and student needs. Experience has demonstrated that participation in local, state, and federal collaborative groups, can ensure that our district is well-represented, adequately resourced, and effectively supported in the goal to provide high-quality education to all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students. This participation is critical for the continuous improvement and success of the district's educational programs and outcomes, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
3.1	**Action:** Student Services **Need:** We have identified a supportive learning environment's profound impact on student success, especially for vulnerable groups such as English learners, socioeconomically disadvantaged students, and foster youth. Our system is a crucial element of our educational framework, offering a layered	Providing an engaging, safe, and secure learning environment for all students is pivotal for nurturing a positive and conducive educational atmosphere. Integral to achieving this goal is the support provided by mental health specialists and a SEL TOSA. These roles are critical in addressing the comprehensive needs of both staff and students, ensuring that the district's educational environment supports not only academic success but also fosters emotional well-being and resilience.	District survey (3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support system that adapts to the needs of our diverse student population. Through proactive interventions and rigorous monitoring, we are committed to nurturing an educational environment where every student is equipped to succeed. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	In addition to our current experience of success, research to support this action includes: Grossman et al. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. Journal of the American Medical Association, 227(20), 1605-1611. Lapan, Gysbers, & Sun. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling & Development, 75, 292-302. Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. Professional School Counseling, 6(5), 350-364.	
3.2	**Action:** Positive Supports & Engagement **Need:** Upon reviewing data, including surveys and input, unique challenges were identified for English learners, socioeconomically disadvantaged students, and foster youth. These students encounter academic and social-emotional barriers hindering success in traditional education. Specific needs prompting this system implementation include: Diverse Educational Barriers: English learners, socioeconomically disadvantaged students, and foster youth face complex challenges like language barriers, economic instability, and inconsistent educational support due to living	The tiered system of support is designed to meet the unique educational needs of English learners, socioeconomically disadvantaged students, and foster youth by addressing both their academic and social-emotional development. Including this system in our plan is beneficial for several reasons: Comprehensive Support: The tiered approach ensures that all students receive the support they need. Tier 1 offers universal strategies to foster a positive and inclusive school environment, Tier 2 provides targeted interventions for those requiring additional help with social skills and behavior, and Tier 3 delivers intensive, personalized support for students with significant challenges. This structured yet flexible framework caters to students at all levels of need, ensuring no one is left behind.	TOSA tickets (1.10) Surveys (2.2, 3.5) Attendance data (3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	situation changes, leading to lower academic performance and disengagement. Social-Emotional Development: Many students have experienced trauma and instability, impacting emotional and social well-being. Focusing on social-emotional learning helps develop crucial life skills for personal and academic success. Tailored Educational Strategies: A one-size-fits-all approach doesn't address their diverse challenges. A tiered system allows scaled and tailored interventions to varying degrees of need, providing focused support where most needed. Data-Driven Interventions: Without robust monitoring, interventions may not align with student needs. A data-driven approach ensures efficient resource allocation and intervention adjustment based on measurable outcomes. Educator Coordination: Effective support requires coordinated efforts among educators, counselors, and administrators. Historical gaps in communication and collaboration hindered consistent, comprehensive support. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:**	Focus on Social-Emotional Learning (SEL): By integrating SEL into the curriculum, the system helps students develop crucial life skills such as empathy, resilience, and effective communication. These skills are particularly vital for English learners, socioeconomically disadvantaged students, and foster youth who may face greater personal and academic challenges. Data-Driven Decisions: A sophisticated data system is used to track and analyze student behavior and attendance patterns. This data enables educators to make informed decisions, ensuring timely interventions based on actual needs and enhancing the overall effectiveness of the support provided. Enhanced Coordination: The data system also improves communication among teachers, counselors, and administrators, promoting a coordinated and consistent approach to student support. This is particularly important for English learners, socioeconomically disadvantaged students, and foster youth, who benefit significantly from a stable and responsive educational environment. Including positive behavior and attendance systems in the educational plan ensures that all students receive the necessary resources and support to succeed academically and socially. This comprehensive approach addresses immediate educational barriers and fosters long-term personal and academic growth.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	In addition to our current experience of success, research to support this action includes: Bradshaw, C. P., Debnam, K., Koth, C. W., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of schoolwide positive behavior supports. Journal of Positive Behavior Interventions, 11(3), 145-160.	
3.3	**Action:** Attendance **Need:** Despite being recognized as one of the top 20 school districts for best attendance rates in the state, we faced a persistent challenge with chronic absenteeism among our foster youth. This specific group consistently exhibits higher rates of absenteeism than their peers, underscoring a pressing need for targeted interventions and policy adjustments. On the 2025 CA Dashboard, we saw growth indicating our action is making an impact. Foster youth often encounter unique life circumstances that can disrupt their educational journey. These can include frequent relocations, unstable home lives, and the emotional and psychological challenges associated with these changes. Such factors significantly contribute to foster youth absenteeism, as frequent moves can result in missed school days, enrollment delays, and a lack of continuity in educational support.	Our district has embarked on a transformative initiative to address the pervasive issue of chronic absenteeism among vulnerable student populations, particularly socioeconomically disadvantaged students, English learners, and foster youth. Recognizing the complex and varied barriers these students face in maintaining consistent school attendance, we are committed to fundamentally enhancing our approach through comprehensive policy revision and the development of integrated support systems. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications.	Chronic absenteeism data (3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Addressing this need is crucial for improving attendance rates and ensuring that foster youth have equitable access to education and the support necessary to succeed academically. It is a matter of aligning our district's attendance achievements with our commitment to inclusivity and support for all student populations. Additionally, we recognize that socioeconomically disadvantaged and English learner students face unique challenges as well. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Support **Need:** The data shows a distinct need for targeted English language development, as indicated by the lower English Learner Progress Indicator (ELPI) scores compared to the	This action ensures English learner students achieve English language development (ELD) standards appropriate for their grade level, thereby acquiring full English proficiency as rapidly and effectively as possible. The ultimate goal of this initiative is to enable these students to attain academic parity with native speakers within a reasonable timeframe and to meet the same	Progress on ELPAC English learner reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	district average. Students would benefit from specialized English language instruction, additional support in developing academic language proficiency, and instructional materials that are accessible to students who are still acquiring English. After reviewing our data, educational partners concurred that this was needed to maintain our level of growth and proficiency. **Scope:** Limited to Unduplicated Student Group(s)	rigorous, grade-level academic standards expected of all students. A comprehensive analysis of the district's performance data, highlighting English learners as a significant student group requiring targeted support, reveals the need for this focused action. Aligning with the LCAP's broader goals of providing comprehensive, well-rounded, and rigorous educational experiences, this initiative seeks to ensure that all students, regardless of their native language, have equitable access to the curriculum. Achieving English proficiency is foundational for EL students to fully participate in and benefit from the district's educational offerings. Moreover, this action aligns with state and federal guidelines, which mandate specific support for English learners, ensuring that the district remains compliant with educational regulations while striving for excellence in instructional practice. To support this initiative, the district plans to invest in professional development for teachers, focusing on effective EL instruction techniques and integrating advanced educational technologies that facilitate language learning. This will not only maintain high instructional quality but also ensure that teaching strategies are inclusive and effectively meet the diverse needs of learners.	
1.6	**Action:** English Learner Support **Need:**	A strategic approach focused on intensive, targeted small-group instruction, coupled with professional development and family support, is essential to effectively supporting these students.	ELPAC language proficiency California Dashboard data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Proficiency Assessments for California (ELPAC) and California Dashboard data indicates that there are English learners not making sufficient progress towards English language proficiency that need targeted intervention. **Scope:** Limited to Unduplicated Student Group(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.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	35,916,856	3,552,354	9.890%	0.000%	9.890%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,552,354.00	$10,194,320.00	$8,641.00	$1,260,614.00	$15,015,929.00	$12,320,632.00	$2,695,297.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$205,869.00	$678,731.00	$839,600.00	$45,000.00			$884,600.00	
1	1.2	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$37,601.00	$19,816.00	$57,417.00				$57,417.00	
1	1.3	Monitoring & Assessing Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,720.00	$494,410.00	$513,130.00				$513,130.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,364,664.00	$24,146.00	$587,814.00	$800,996.00			$1,388,810.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$254,897.00	$22,996.00	$277,893.00				$277,893.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$32,201.00	$0.00	$32,201.00			$0.00	$32,201.00	
1	1.7	Intensive Supports	Students with Disabilities	No			All Schools	Ongoing	$9,158,256.00	$1,320,682.00		$9,218,324.00		$1,260,614.00	$10,478,938.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Advisory Opportunities & Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,315.00	$1,315.00				$1,315.00	
2	2.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$51,371.00	$104,976.00	$156,347.00				$156,347.00	
2	2.3	Community Connection	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,931.00	$0.00	$23,931.00				$23,931.00	
2	2.4	Community Group Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,164,481.00	$0.00	$1,034,481.00	$130,000.00			$1,164,481.00	
3	3.2	Positive Supports & Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,125.00	$1,125.00				$1,125.00	
3	3.3	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,100.00	$26,100.00				$26,100.00	
3	3.4	Attendance	All	No			All Schools	Ongoing	$8,641.00	$0.00			$8,641.00		$8,641.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
35,916,856	3,552,354	9.890%	0.000%	9.890%	$3,552,354.00	0.000%	9.890 %	**Total:**	$3,552,354.00
								LEA-wide Total:	$3,462,736.00
								Limited Total:	$89,618.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$839,600.00	
1	1.2	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,417.00	
1	1.3	Monitoring & Assessing Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$513,130.00	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$587,814.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,893.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$32,201.00	
2	2.1	Advisory Opportunities & Input	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,315.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,347.00	
2	2.3	Community Connection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,931.00	
2	2.4	Community Group Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.1	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,034,481.00	
3	3.2	Positive Supports & Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,125.00	
3	3.3	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,100.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,288,850.00	$13,988,499.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Multi-Tiered System of Support	Yes	$797,158.00	707,756.75
1	1.2	English Learner Support	Yes	$57,417.00	57,238.13
1	1.3	Monitoring & Assessing Student Progress	Yes	$513,130.00	561,498.13
1	1.4	Instructional Support	Yes	874,764	663,893.4
1	1.5	Professional Development	Yes	$277,893.00	268,918.66
1	1.6	English Learner Support	Yes	$32,201.00	25,105.76
1	1.7	Intensive Supports	No	$10,478,938.00	10,478,938.37
2	2.1	Advisory Opportunities & Input	Yes	$1,315.00	1,775.25
2	2.2	Communication	Yes	$156,347.00	160,700.72
2	2.3	Community Connection	Yes	$23,931.00	22,550.17
2	2.4	Community Group Collaboration	Yes	$1,000.00	1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student Services	Yes	$1,047,531.00	1,015,321.31
3	3.2	Positive Supports & Engagement	Yes	$1,125.00	157.50
3	3.3	Attendance	Yes	$13,050.00	11,545.64
3	3.4	Attendance	No	$13,050.00	12,099.21

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,471,756	$3,496,862.00	$3,496,862.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered System of Support	Yes	$797,158.00	707,756.75		
1	1.2	English Learner Support	Yes	$57,417.00	57,238.13		
1	1.3	Monitoring & Assessing Student Progress	Yes	$513,130.00	560,898.71		
1	1.4	Instructional Support	Yes	574,764	663,893.4		
1	1.5	Professional Development	Yes	$277,893.00	268,918.66		
1	1.6	English Learner Support	Yes	$32,201.00	25,105.76		
2	2.1	Advisory Opportunities & Input	Yes	$1,315.00	1,775.25		
2	2.2	Communication	Yes	$156,347.00	160,700.72		
2	2.3	Community Connection	Yes	$23,931.00	22,550.17		
2	2.4	Community Group Collaboration	Yes	$1,000.00	1,000		
3	3.1	Student Services	Yes	$1,047,531.00	1,015,321.31		
3	3.2	Positive Supports & Engagement	Yes	$1,125.00	157.50		
3	3.3	Attendance	Yes	$13,050.00	11,545.64		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
35,234,392	3,471,756	.0	9.853%	$3,496,862.00	0.000%	9.925%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  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

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;

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

- For COEs, see *Education Code* Section 52068; 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.

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.

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

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

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

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

- **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.

  - 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.

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  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.

Contributing

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

  o **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:

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

    o Professional development for teachers.

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

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:

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

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

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).

- 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.

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

- 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.

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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