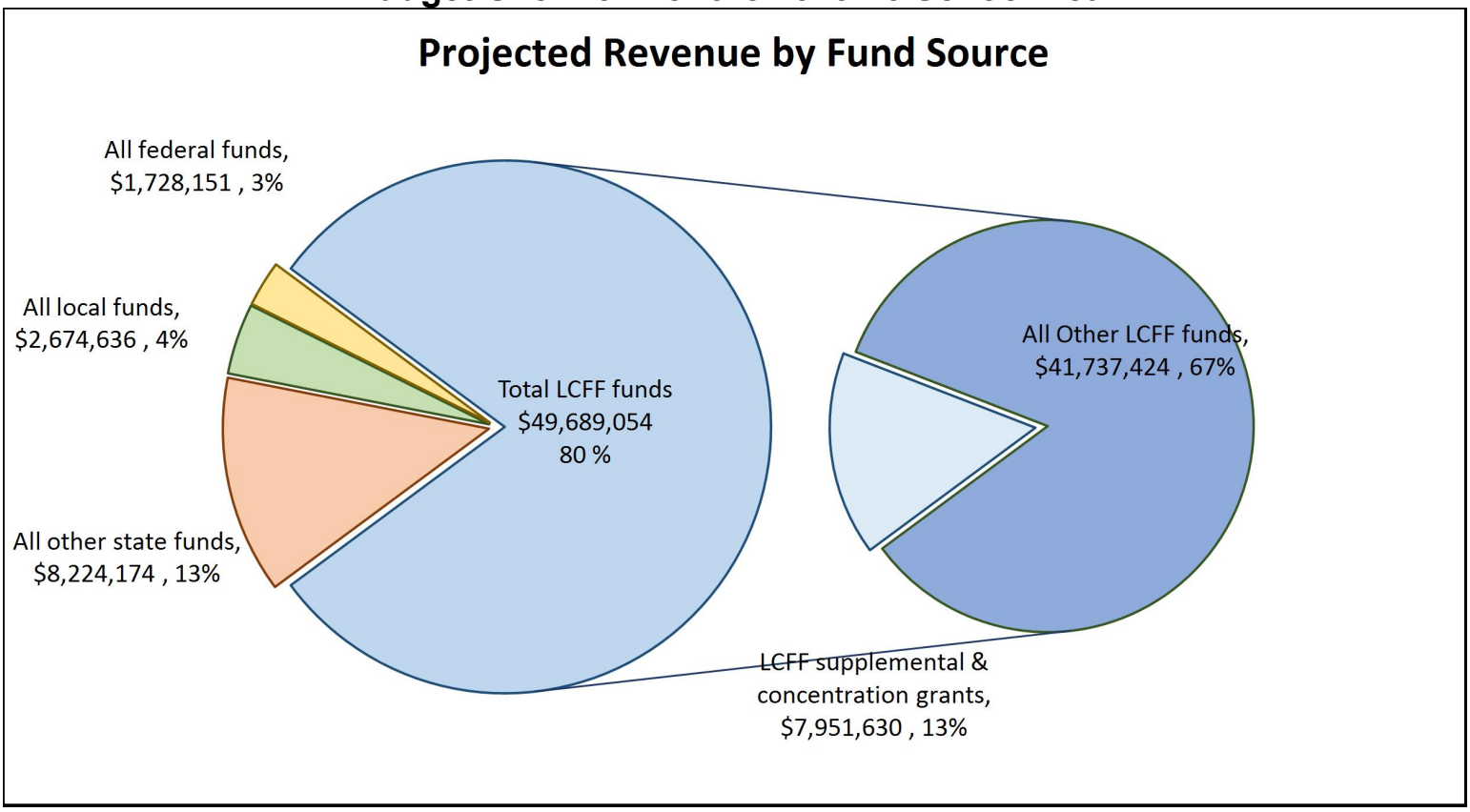


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cucamonga School District
CDS Code: 36-676940000000
School Year: 2025-26
LEA contact information:
Michael Chaix
Superintendent
mchaix@cuca.k12.ca.us
(909)987-8942

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

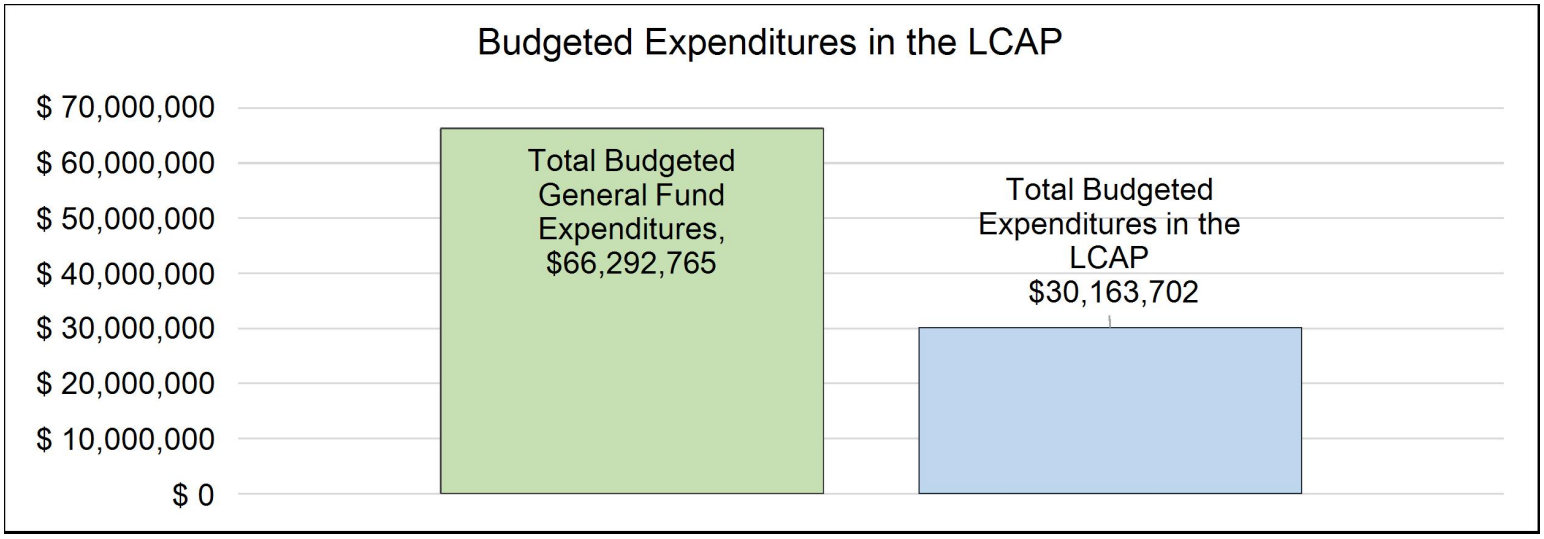


This chart shows the total general purpose revenue Cucamonga School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cucamonga School District is $62,316,015, of which $49,689,054 is Local Control Funding Formula (LCFF), $8,224,174 is other state funds, $2,674,636 is local funds, and $1,728,151 is federal funds. Of the $49,689,054 in LCFF Funds, $7,951,630 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cucamonga 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.

The text description of the above chart is as follows: Cucamonga School District plans to spend $66,292,765 for the 2025-26 school year. Of that amount, $30,163,702 is tied to actions/services in the LCAP and $36,129,063 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

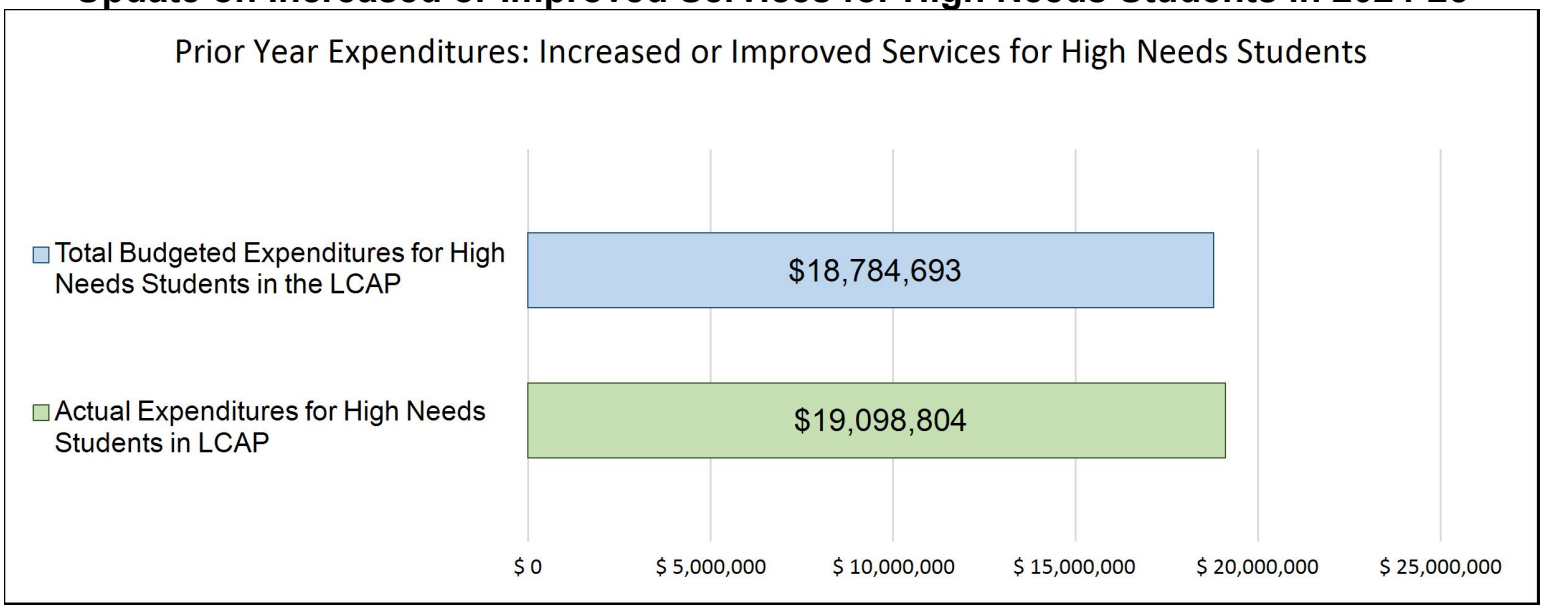
Admin Salaries/Benefits, Classified support Salaries/Benefits, Classified Management Salaries/Benefits, Clerical/Secretarial Salaries & Benefits, Noon Duty Salaries/Benefits, Insurance, Utilities, Special Ed, Transportation, Title II, Title III, Title IV, LEA Medical, ASES, Lottery, Restricted Lottery, Custodial/Security/Alarms, supplies and services, Classified Professional Development, and STRS On-Behalf Contribution.

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

In 2025-26, Cucamonga School District is projecting it will receive $7,951,630 based on the enrollment of foster youth, English learner, and low-income students. Cucamonga School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cucamonga School District plans to spend $19,490,546 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Cucamonga School District's LCAP budgeted $18,784,693 for planned actions to increase or improve services for high needs students. Cucamonga School District actually spent $19,098,804 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $314,111 had the following impact on Cucamonga School District’s ability to increase or improve services for high needs students:

it allowed the district to maintain its existing professional learning support structure, including essential staff salaries, instructional materials, and student services, thereby ensuring continuity of support during changes in financial conditions



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
Cucamonga School District	Michael Chaix Superintendent	mchaix@cuca.k12.ca.us (909)987-8942

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 Cucamonga School District (CSD) is located in the western end of San Bernardino County in the city of Rancho Cucamonga and Ontario. As one of four TK elementary districts in the city, the students feed into the Chaffey Joint Union High School District. The district has three elementary schools (TK-5): Cucamonga Elementary School (CES), Los Amigos Elementary School (LAES), The Ontario Center School (TOCS); and one middle school (6-8): Rancho Cucamonga Middle School (RCMS). Serving a diverse student population of approximately 2,296, the district's ethnicity is composed of 69% Hispanic,16% African-American, 7% White, 3% Asian, and the remaining 5% students identified as American Indian, Pacific Islanders, Filipino, and other groups. The district's students group consist of 11% EL (English Learners), 0.7% FY (Foster Youth), 79.1% SED (Socio-economically disadvantaged), 13% SWD (students with disabilities). CSD is community funded which means our funding is generated from local tax revenue. This means that our local tax revenues exceed the Local Control Funding Formula (LCFF) allotment for our district.

Reflections: Annual Performance

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

2024

The Cucamonga School District remains dedicated to fostering academic excellence and equitable opportunities for every student. Over the past year, the district has made strong progress in important areas, including improved higher English Learner proficiency rates and

improved chronic absenteeism and suspension rates. While celebrating these successes, the district also acknowledges ongoing gaps in achievement and access. Cucamonga School District is actively strengthening its initiatives through strategic investments, inclusive practices, and partnerships with families and the broader community to ensure that all students are positioned for long-term success.

Student Achievement:

At the district level, 53.4% of current English Learner (EL) students are making progress toward English language proficiency, an improvement of 5.1% compared to last year. At TOCS, 63.3% of EL students are progressing, showing a significant increase of 20.1% from the previous school year.

In English Language Arts, the overall Distance from Standard (DFS) declined by 6.2 points, a trend seen across several student groups, including Students with Disabilities (SWD), African American (AA) students, Homeless Youth (HY), and Socioeconomically Disadvantaged (SED) students. This highlights the need for focused teaching strategies to address ongoing achievement gaps. However, English Learners at RCMS showed notable growth, improving their DFS by 12.3 points.

In Mathematics, district-wide performance remained relatively stable with a slight gain of 1.7 points, indicating the continued need for strong academic support. RCMS students showed positive gains across multiple groups: African American students improved by 3.1 points, English Learners by 16.9 points, SWD by 3 points, and White students by an impressive 27 points.

School Climate:

Districtwide, the suspension rate increased slightly by 0.3%. However, FY experienced a decrease in suspensions by 3.8%. At RCMS, targeted and restorative practices have been effective, with notable reductions in suspensions among African American students (down 8.3%), SED students (down 5%), and SWD students (down 3.6%).

Student Engagement:

The district saw an improvement in chronic absenteeism, with rates declining by 4.6%. Several student groups also showed positive trends: English Learners decreased absenteeism by 5.7%, Filipino students by 9.1%, SED students by 5.2%, SWD students by 6.7%, and White students by 4.1%.

Annual Performance on Lowest Performing Schools and Student Groups

Cucamonga Elementary School District has made notable progress in addressing the needs of its lowest-performing schools and student groups, as evidenced by the 2024 California School Dashboard results and local data. Chronic absenteeism has decreased from 29.6% in 2023 to 25% in 2024, with significant reductions among English Learners (27.3% to 18.9%) and Socioeconomically Disadvantaged students (31.9% to 26.7%). These improvements suggest that district-wide attendance initiatives and targeted site-level strategies are having a measurable impact.

In academics, performance in English Language Arts (ELA) presents a mixed picture. While the overall Distance from Standard (DFS) declined slightly from -48.4 to -54.7, indicating a drop in overall performance, certain student groups demonstrated growth. Hispanic students improved from -56.6 to -52.3, suggesting targeted literacy efforts may be helping to close achievement gaps. Similarly, White students narrowed their DFS from -41.7 to -28.2, showing strong academic gains.

At the school level, Students with Disabilities experienced a decrease in chronic absenteeism from 36.8% to 30.1%, a positive trend tied to more personalized outreach and support. However, the district recognizes ongoing challenges—particularly for Foster Youth, who continue to experience disproportionately high absenteeism rates.

Moving forward, Cucamonga Elementary School District remains committed to refining evidence-based interventions, deepening family engagement, and using data to drive continuous improvement in both attendance and academic achievement for all students.

From Progress to Equity: Next Steps in Student Achievement

Cucamonga Elementary School District is making significant progress in enhancing student outcomes, yet challenges remain across key performance areas. Chronic absenteeism has notably decreased, especially among English Learners and Socioeconomically Disadvantaged students, reflecting successful attendance initiatives. However, academic performance in Math and ELA highlights persistent challenges, particularly for Students with Disabilities and Hispanic students, whose scores remain below state standards. These outcomes underscore the need to address barriers to equitable learning opportunities.

Looking forward, the district is committed to closing these gaps through a comprehensive strategy, including strengthening tiered intervention systems to support struggling student groups, enhancing professional development for teachers to deliver differentiated instruction, and expanding family engagement initiatives to promote collaborative problem-solving. By leveraging data-driven strategies and aligning resources to areas of greatest need, the district aims to ensure equitable opportunities for all students while maintaining the momentum of its recent progress.

Cucamonga School District (CSD) prides itself on including input from all educational partners in our decision making processes. Input from educational partners is gathered through various processes including, in person meetings, surveys, and local data and state indicators. CSD continues to maintain a successful focus on providing quality professional development to our faculty through our Personalized Professional Learning Model (PPLM). We have continued the development and implementation of Multi-Tiered Systems of Support to ensure academic, behavior, and social emotional success of our students.

In 2023, our state dashboard measures indicated that in grades 3 through 5, 27% of students exceeded or met grade level content in the area of English Language Arts, and 18% exceeded or met grade level content in Mathematics. In grades 6-8, 32% of students exceeded or met grade level content in English Language Arts and 15% exceeded or met grade level content in Mathematics. With the implementation of Orton-Gillingham structured literacy approach and Illustrative Mathematics through our PPLM, our district is seeing progress at the classroom level with increases in our district formative assessments. Our middle of year (MOY) DIBLES local data shows an increase in ELA by 4% in grades K-5. iReady shows an increase in math by 13% overall.

The following schools have the lowest performance on the CA Dashboard:

* Ontario Center - ELPI
* Rancho Cucamonga Middle - Math
* Cucamonga Elementary - Chronic Absenteeism

The following student groups have the lowest performance rating:
*English learners
ELA
Math

* Foster Youth
Suspension

* Homeless
ELA
Math

* Students with Disabilities
ELA
Math

* African American
ELA (orange)
Math
Chronic Absenteeism

* Filipino
Chronic Absenteeism

* White
Chronic Absenteeism

The following student groups within a school have the lowest performance rating:
Cucamonga Elementary
Chronic Absenteeism
- English learners
- Students with disabilities
- African American
- White

Ontario Center
ELPI – English learners
ELA
- English learners
- Socioeconomically disadvantaged.

Math
- Students with disabilities

Chronic Absenteeism
- African American

Rancho Cucamonga Middle
ELA
- English learners
- Students with disabilities

Math
- English learners
- Socioeconomically disadvantaged.
- Students with disabilities
- African American
- Hispanic

Suspension
- Socioeconomically disadvantaged.
- Students with disabilities
- African American

Chronic Absenteeism
- English learners

Our PPLM continues to provide services to all faculty which support the progress in ELA and Math. During the 2024-25 LCAP development engagement process, the need for continued support for students was indicated. In addition to the PPLM and in continuing to build this capacity for our faculty, three district TOSAs provided sustained professional development through content meetings, coaching and modeling, and pushing in for demonstration lessons. Our TOSAs were able to offer and enrich our PPLM to our teachers with nearly 100% participation.

In addition, CSD has built-in time for teachers to have structured teacher planning time, as well as grade level collaboration times. CSD Multi-tiered Systems of Support continues to develop. Under the direction of our Director of Special Education, along with behavior support personnel and instructional aides we continued to provide in-school solutions opportunities under the umbrella of Positive Behavior Intervention Supports. Students continue to be supported through either small group support or one on one sessions. The MTSS team also worked on the protocols and procedures to enhance the identification of supports needed to individual students by adopting DIBELS and iReady as universal screeners.

There were no unexpended LREBG funds.

Per our needs assessment, it was identified that the Class-size reduction teachers and intervention specialist were needed to support our students through the use of future LREBG funds.

Reflections: Technical Assistance

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

Based on the Fall 2024 Dashboard, Cucamonga School District is eligible for differentiated assistance in the following areas:

Homeless Students:

Achievement: ELA/Math
Engagement: Chronic Absenteeism
Climate: Suspension
Long Term English Learners:

Achievement: ELA/Math
Engagement: Chronic Absenteeism
Additionally, based on the Fall 2023 Dashboard, the district remains eligible for Year 2 differentiated assistance for:

African American Students:

Achievement: ELA/Math
Engagement: Chronic Absenteeism

In response to these identified needs, we established a District Improvement Team (DIT) focused on developing targeted strategies for our identified student groups. For Long Term English Learners, the DIT developed a specific improvement plan centered around the desired change: "Staff will have knowledge of who the LTELs are, as well as strategies that align with the LTELs needs."

The team identified three key steps to implement within a 90-day timeframe:

Conduct a needs assessment survey for the English Language Resource Teachers (ELRTs)
Have administrators bring awareness of the Dashboard to educators in staff meetings, showing them how to understand the data and facilitating conversations about the LTEL Differentiated Assistance status
Partner with San Bernardino County Superintendent of Schools (SBCSS) Multilingual team for support
To date, we have successfully completed steps 1 and 2 of this plan. The needs assessment survey for ELRTs has provided valuable insights

into current capacities and areas requiring additional support. Administrators have conducted staff meetings focused on Dashboard data, helping educators better understand the performance of LTEL students and the implications of our Differentiated Assistance status. For step 3, we plan to formalize our partnership with the SBCSS Multilingual team for the 2025-26 school year to provide additional expertise and resources.

For our African American student population, Cucamonga School District has established a District African American Parent Advisory Committee (DAAPAC) to ensure meaningful parent voice and partnership in addressing the needs of African American students. This committee provides valuable input on strategies, resources, and approaches to improve student outcomes, particularly in areas of academic achievement, school climate, and engagement.

Looking ahead, the district is planning to partner with San Bernardino County Superintendent of Schools (SBCSS) to develop and implement continuous improvement cycles for all at-risk student populations. These cycles will include comprehensive data analysis, engagement with educational partners, development of research-based strategies, and detailed implementation planning. This systematic approach is designed to address the unique needs of homeless students and other vulnerable populations.

To specifically support homeless youth, the district has implemented Action 1.4 (Improve Attendance and Chronic Absenteeism):

- We held SART (School Attendance Review Team) and SARB (School Attendance Review Board) meetings with families.
- Implemented attendance interventions and incentive programs to increase student engagement.
- Utilized Aeries and Attention 2 Attendance (A2A) to document attendance-related plans and interventions.
- Collaborated with site principals and staff to provide timely support for students experiencing attendance challenges.

All these steps contributed to districtwide efforts to reduce chronic absenteeism and ensure equitable access to education and resources for all students, including homeless youth.

The technical assistance work is being systematically incorporated into our LCAP through action refinements, enhanced metrics, strategic resource alignment, and coordinated professional development. Our revised LCAP actions, particularly Actions 2.6 and 2.9, now more explicitly address the needs of LTELs through comprehensive resources, targeted support, and specialized professional development focused on ELD standards implementation.

Through these comprehensive efforts, Cucamonga School District is addressing the specific needs of our homeless students, Long Term English Learners, and African American students with targeted, evidence-based approaches designed to improve outcomes in achievement, engagement, and school climate.

Based on the 2023 CA School Dashboard, CSD is eligible for differentiate assistance (DA) due to the low performance of the African American student group in the areas of ELA, Math, and Chronic Absenteeism. As part of differentiated assistance, the district received technical assistance from the San Bernardino County Office of Education (County). A district team, comprised of district and school staff, participated in a workshop facilitated by the county where they analyzed data, conducted a root cause analysis, and completed a plan, do, study, act (PDSA) plan which outlined actions that would occur within the next 90 days to impact the supports and services specific to African American students. In addition, an accountability partner was assigned and checks in regularly to continue supporting the PDSA cycle implementation and monitoring. The student group identified as eligible for Differentiated assistance based on the 2023 dashboard.

The following student groups are eligible for differentiated assistance based on the 2023 dashboard is the following:
African American: low performance in ELA, Math, and Chronic Absenteeism (Goal 1 Action 4 and Goal 2 Actions 10)

The following needs have been identified through a reflective process of analyzing formative and summative data including review of the Dashboard and local data along with educational partner surveys and input.

Student Needs:
Determine academic and social-emotional needs of students using diagnostic assessments and classroom observations
Ensure students have access to standards based, district adopted core materials and resources
Resources and materials to promote equitable access to core instruction
Access to accelerated learning in core subjects
Provide increased access to the general educational program for all students with the addition of two teachers at each school site to reduce class size
Provide quality intervention opportunities through the addition of two intervention teachers at each of our school sites
Provide quality intervention opportunities through the addition of two paraprofessionals at each of our school sites
Provide further intervention opportunities through after school programs
Provide extended learning by the addition of enrichment opportunities after school
Multi-Tiered Systems of Support, including Positive Behavior Intervention Supports, In school solutions, and Restorative Practices
Routines to provide students an adjustment to returning to in person learning and socialization
The implementation of two to one devices for students in grades 3-8 so that student devices are on campus and at home.

Teacher and Support Staff needs:
Professional Development in the area of Restorative practices
Professional Development in the are of Multi-tiered Symptoms of Support
Professional Development through coaching
Structured Teacher planning time and grade level collaboration
Support in the implementation of MTSS, PBIS, SEL, and student engagement
Support all staff engagement in the PLC process
Support classified staff capacity
SEL support for staff

Administrator needs:
Professional development on topic identified above for teachers
Leadership development and support
Support the implementation of Restorative practices, MTSS, PBIS, and SEL
Resources to ensure health and safety for all
Unify the school community through clear expectations and supports
Develop extended learning opportunities for students
Support tiered intervention and support for English learners, special education students, and other at promise groups Maintain safe, clean

facilities that are in good repair

Family Needs:
Support the shared decision making process of families to impact student achievement
Identify barriers and work with families to overcome them through supports and services
Assist families to build their capacity to support their child academically and socially emotionally
Promote an inclusive and positive family-friendly school environment
Parent liaisons support services as a partnership to build school community

From identified needs, based on Dashboard data and educational partner feedback, the district will continue targeted interventions and support programs to improve achievement outcomes for EL, Foster Youth, Homeless students, students with disabilities, and African American students. This includes personalized academic counseling, access to resources, and tailored academic support to address specific barriers to achievement for these student groups. Additionally, we will continue to provide our staff with professional development through our PPLM, model lessons, and pedagogical practices for all instructional staff in reading, math, ed tech and science instruction that is principally directed to impact the achievement of all students. Finally, the district will implement tiered-engagement interventions to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools in order to increase communication with parents, increase attendance, and lower chronic absenteeism for all students, including African American students, White, Filipino, EL, Foster Youth, and students with disabilities.

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.

N/A

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
LCAP Advisory Committee Includes parents/guardians representing unduplicated students, CSD's faculty and staff, teachers, community members, principals, district administrators, local bargaining units and other school personnel.	Meetings held on February 18 and March 11, 2025 with over 30 educational partners to reflect and advise on the development of the LCAP. A survey was developed to gather community input related to school culture and academic perspectives. The surveys were sent to educational partners including parents/guardians, teachers, staff, students, principals, district administrators, and other school personnel through emails and Parent Square during the month of March. Educational partners, including parents/guardians representing unduplicated students, CSD's faculty and staff, teachers, community members, principals, district administrators, local bargaining units and other school personnel, were invited to attend informational meetings where district staff presented disaggregated data on academic achievement, chronic absenteeism, suspension rates, and other relevant indicators by student group (e.g., English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students).
Parent Advisory Committee (PAC) Includes parents/guardians representing unduplicated students, SED students, and EL students	Meetings held on December 10th, February 4th, and May 13, 2025 to reflect and advise on the development of the LCAP. A draft was presented on May 13, 2025. No comments received, therefore the superintendent did not need to provide a written response.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	Meetings held on December 10th, February 4th, and May 13, 2025 with approximately 25 that included parents/guardians, assistant principals, ELRT, principals, teachers, classified personnel, counselors, district administrators, parent liaisons, and other school personnel to reflect and advise on the development of the LCAP. A draft was presented on May 13, 2025. No comments received, therefore the superintendent did not need to provide a written response.
District African American Parent Advisory Council (DAAPAC)	Meetings held on January 14, February 4, March 5, and April 22, 2025 with approximately 25 that included parents/guardians, administrators, teachers, classified personnel, parent liaisons, and other school personnel to reflect and advise on the development of the LCAP. One survey was developed to gather community input related to the experiences of African American families. The survey was sent to all teachers, staff, parents/guardians, students, principals, district administrators, and other school personnel through emails and Parent Square during the month of March. A draft was presented on April 22, 2025. No comments received, therefore the superintendent did not need to provide a written response.
SELPA Consultation	Meetings held on November 14, November 20, and March 5, 2025 with approximately 11 members to reflect and advise on the development of the LCAP.
CTA and CSEA	Several surveys were developed to gather CTA and CSEA members' input related to school culture and academic perspectives. The surveys were sent to all faculty and staff through emails and Parent Square during the month of March.
Community Members	Several informal community engagements occurred monthly during school pickup/drop-offs, Inclusion Infusion, Family Literacy Night, Coffee with the Principal, Donuts with Dads, Back to School Backpack giveaways, and other community engagement events.
CSD Governing Board	Presented mid-year report to governing Board on February 13, 2025.

Educational Partner(s)	Process for Engagement
	Presented for public hearing to governing Board on June 5, 2025. No comments received, therefore the superintendent did not need to provide a written response. Board adopted on June 12, 2025.
Student Advisory Committee	Student Advisory Committee (SAC) is a diverse group of students from grades 6-8, who serve as representatives of their peers' voices. Three sessions took place on February 28, April 4, and May 16, 2025, to gather input regarding what is working well, what needs refinement and what is missing in the district. Additionally, a draft 2025-26 LCAP was presented to the SAC for review. No comments received, therefore the superintendent did not need to provide a written response.

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

To engage educational partners in the development of the Local Control and Accountability Plan (LCAP), Cucamonga School District utilized a collaborative process that included multiple educational partner meetings and community surveys. These engagements involved parents, students, teachers, school and district staff, and community members and were conducted throughout the year to ensure ongoing dialogue. Surveys were distributed broadly using digital platforms like ParentSquare to gather input from all educational partners.

As in previous years, partner feedback consistently emphasized a need for improved home-to-school communication, targeted professional development in English Language Arts, mathematics, and behavior supports, and sustained intervention and enrichment opportunities—especially for English Learners and students requiring additional support. These priorities have remained stable across multiple engagement cycles, reaffirming the importance of ongoing initiatives such as the Personalized Professional Learning Model (PPLM), technology access, family engagement strategies, and tiered support systems.

This continuity in feedback has guided the District's decision to maintain and expand actions that reflect these shared concerns. For example, additional support for English Learners and Long-Term English Learners remains a top priority, reflected in continued investment in EL-specific intervention models (Actions 2.6 and 2.9) and teacher training (Actions 2.1 and 2.10) aligned to ELD standards . The commitment to providing site-based parent liaisons (Actions 1.1 and 1.2) and maintaining enrichment programs (Action 2.11) also directly responds to educational partner recommendations from both the current and prior LCAP years.

By actively incorporating feedback that reaffirms past priorities, Cucamonga School District ensures its LCAP remains aligned with community values and focused on addressing student needs through

The major themes and ideas gathered as well as corresponding 2025-26 LCAP Actions include the following:

Academic Supports
Actions Influenced: Goal 2, Actions 3, 10, and 11 & Goal 3, Action 1
Source: Parent, Student & Employee Surveys
Summary: CSD staff and faculty expressed a need for smaller class sizes to provide more individualized attention and better meet student needs. Also, they expressed their concerns about the students' writing skills, as shown by the CAASPP scores, and feels the district needs more writing instructions. Parents/guardians and students shared a desire for continued hands-on and meaningful instruction.

Enrichment Opportunities
Actions Influenced: Goal 2, Action 11
Source: Student Surveys, SAC
Students expressed a strong desire for more sports. They also expressed a need to increase and vary enrichment courses at the middle school. They said they felt most confident in sports and P.E.

Communication
Actions Influenced: Goal 1, Actions 2, 3, & 4
Source: Parent, Student & Employee Surveys
CSD staff, faculty, administrators, and students expressed a high liking for ParentSquare, a platform used to communicate news, events, updates, and attendance. The parents/guardians also advocated more phone calls along with a digital communication platform.

Staffing
Actions Influenced: Goal 1, Action 1 & Goal 3, Action 2
Source: Parent, Student & Employee Surveys
CSD staff, faculty, parents/guardians, administrators, and local bargaining units members all expressed a need to continue services from Parent/Community Liaisons, counselors, psychologists.

Professional Development
Actions Influenced: Goal 2, Action 1
Source: Employee Surveys, DAC/DELAC meetings, DAAPAC meetings
Teachers expressed a desire to continue professional development focused on writing instruction, differentiated instruction, classroom management, and classroom technology. They also highlighted the importance of training in evidence-based strategies for English Language Development to support English learners effectively. They feel ELD training should not be limited to ELRTs.

Multilingual Learner support
Actions Influenced: Goal 2, Action 6 & 9
Source: Parent, Student & Employee Surveys, DAC/DELAC meetings
Educational partners shared a strong desire to increase access to English Language Development programs and provide more targeted support for Long-Term English Learners. They emphasized the need for tailored strategies to help these students improve their language skills and succeed academically. Suggestions included offering professional development tailored to EL instruction.

Social-Emotional and Behavioral Support
Actions Influenced: Goal 1, Action 3 & Goal 3, Action 3
Source: Parent, Student & Employee Surveys, DAC/DELAC meetings, DAAPAC meetings
Summary: Educational Partners expressed a strong desire for expanded access to social-emotional and behavioral support services, particularly for students facing hardship at home and chronic absenteeism. They emphasized the importance of having dedicated staff and consistent programs to foster safe, supportive learning environments across all school sites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Partner with families to promote student and family engagement throughout the educational journey by cultivating an inclusive school community that equips students with skills in empathy, social and cross-cultural skills, initiative and self-direction and resilience.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To engage educational partners in the development of the Local Control and Accountability Plan (LCAP) and promote student and family engagement, Cucamonga School District (CSD) implemented a comprehensive process that focused on cultivating an inclusive school community. The development of this goal was significantly influenced by hosting a series of educational partner meetings and distributing surveys to gather input from families, students, teachers, and community members. These engagements emphasized the importance of equipping students with skills in empathy, social and cross-cultural abilities, initiative, self-direction, and resilience.

In the 2024 Local Climate Survey, students in grades 3-8 reported their sense of safety at school, with percentages ranging from 60.5% at RCMS to 79.2% at LAES. Furthermore, in 2023, chronic absenteeism rates across the district averaged 29.6%, with notable disparities among demographic groups. Specifically, African American students had the highest chronic absenteeism rate at 33.5%, followed closely by students with disabilities (SWD) at 32.6%. Among individual schools, CES had the highest overall chronic absenteeism rate at 32.4%, with particularly elevated rates among African American students (39.7%) and SWD (42.6%).

The educational partner participation data used to develop this goal provided a clear snapshot that by actively involving families in the dialogue, CSD ensured that the LCAP reflected the community's diverse perspectives and needs, fostering a collaborative environment. This inclusive approach helped create a supportive and engaged school community dedicated to enhancing the educational journey for all students. With the partnership of our families and working alongside them, this goal was identified as a priority since students need to be in school in order to be taught.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent Participation Total Count Local LCAP Survey	2024: Overall: 73 EL: 6 SWD: 9	2025: Overall: 175 EL: 11 SWD: 33		Overall: 100 EL: 25 SWD: 30	Overall: 102 EL: 5 SWD: 24
1.2	Ed Partner Participation Total Count Local LCAP Survey	2024 Overall: 141	2025 Overall: 402		Overall: 200	261
1.3	Parents participation with SWD Participation Percentage SEIS	2024 Overall: 95%	2025 Overall: 97.6%		Overall: 98%	2.6
1.4	Attendance Average Daily Percentage SIS report	2024: CES: 92.19% LAES: 93.57% TOCS: 92.58% RCMS: 92.81%	2025: CES: 93.00% LAES: 93.51% TOCS: 92.70% RCMS: 93.70%		CES: 96% LAES: 96% TOCS: 96% RCMS: 96%	CES: 0.81% LAES: 0.06% TOCS: 0.12% RCMS: 0.89%
1.5	Chronic Absenteeism Rates Percentage CA Dashboard	2023 Dashboard: District: Overall: 29.6% AA: 33.5% EL: 27.3% Filipino: 27.3% FY: 20.8% SED: 31.9% SWD: 36.8% White: 28.8%	2024 Dashboard: District: Overall: 25% AA: 32.6% EL: 18.9% Filipino: 18.2% FY: 14.3% LTEL: 31.6% SED: 26.7% SWD: 30.1%		District Overall: 14.0% AA: 14.0% EL: 10.0% Filipino: 10.0% FY: 10.0% LTEL:14.0% SED: 14.% SWD: 14.0% White: 13.8%	District: Overall 4.6% AA: 0.9% EL: 8.4% Filipino: 9.1% FY: 6.5% LTEL: 0% SED: 5.2% SWD: 6.7% White: 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: 35.1% 2024 Dashboard: LTEL: 31.6% 2023 Dashboard: CES: Overall 32.4% AA: 39.7% EL: 20.7% SWD: 42.6% White: 41.9% LAES: Overall 27.7% AA: 37.5% SWD: 32% TOCS: Overall 31.1% AA: 33.3% RCMS: Overall 27.7% EL: 32.3%	White: 24.7% HY: 43.7% CES: Overall 26.1% AA: 29.6% EL: 23.9% SWD: 28.3% White: 30.2% LAES: Overall 22% AA: 32.1% SWD: 12.7% TOCS: Overall 25.1% AA: 37% RCMS: Overall 25.6% EL: 32.3%		HY: 14% CES: Overall 17.0% AA: 17.0% EL: 5.0% SWD: 17.0% White: 17.0% LAES: Overall 12.0% AA: 15.0% SWD: 15.0% TOCS: Overall 16.0% AA: 16.0% RCMS: Overall 12.0% EL: 12.0%	HY: 8..6% CES: Overall 6.3% AA: 10.1% EL: 3.2% SWD: 14.3% White: 11.7% LAES: Overall 5.7% AA: 5.4% SWD: 19.3% TOCS: Overall 6% AA: 3.7% RCMS: Overall 2.1% EL: 0%
1.6	Drop Outs Total Count CALPADS report 8.1	EOY 23/24 Overall: 1	EOY 24/25 Overall: 3		Overall: 0	2
1.7	Suspension Percentage CA Dashboard	2023 District: Overall 3.9% FY: 7.4% EL: 2.1%	2024: District: Overall 4.2% FY: 3.6% EL: 3.1%		District: Overall 2.5% FY: 2.5% EL: 3.0% SED: 2.5%	District: Overall 0.3% FY: 3.8% EL: 1% SED: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 4.4% SWD: 5.3% HY: 3.2% RCMS: Overall 10.9% AA: 19.6% SED: 12.7% SWD: 12.1%	SED: 4.4% SWD: 5.5% HY: 7.2 RCMS: Overall 8% AA: 11.3% SED: 4.9% SWD: 8.5%		SWD: 2.5% HY: 2.5% RCMS: Overall: 6.0% AA: 7.0% SED: 7.0% SWD: 7.0%	SWD: 0.2% HY: 4% RCMS: Overall 2.9% AA: 8.3% SED: 7.8% SWD: 3.6%
1.8	Expulsion Total Count DataQuest	2022-23 Overall: 0	2023-24 Overall: 0		Maintain overall: 0	0
1.9	Sense of Safety (Students) % Agreed or Strongly agreed- "I feel safe at school" Grades 3-8 only Local Climate Survey	2024 Survey: CES: 71% LAES: 79.2% TOCS: 71.6% RCMS: 60.5%	2025 Survey: CES: 94% LAES: 94% TOCS: 95% RCMS: 91%		CES: 85% LAES: 85% TOCS: 85% RCMS: 75%	CES: 23% LAES: 14.8% TOCS: 23.4% RCMS: 30.5%
1.10	Sense of Connectedness (Parent) % Agreed or Strongly agreed- "I agree that the district continues to provide effective parent/school connection?"	2024 Survey: Overall: 71%	2025 Survey: Overall: 80%		Overall: 90%	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Climate Survey					
1.11	Sense of Safety (Parents) % Agreed or Strongly agreed- "I feel my student is safe at school." Local Climate Survey	2025 Survey: Overall: 90%	2025 Survey: Overall: 90%		Overall: 90%	0
1.12	Sense of Connectedness (Students) % Agreed or Strongly agreed- "I agree that the district continues to provide effective parent/school connection?" Grades 3-8 only Local Climate Survey	2025 Survey: Overall: 80%	2025 Survey: Overall: 80%		Overall: 90%	9%
1.13	Sense of Safety (Staff) % Agreed or Strongly agreed- "I feel safe at school" Local Climate Survey	2025 Survey: Overall: 91%	2025 Survey: Overall: 91%		Overall: 90%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Sense of Connectedness (Staff) % Agreed or Strongly agreed- "I agree that the district continues to provide effective parent/school connection?" Local Climate Survey	2025 Survey: Overall: 91%	2025 Survey: Overall: 91%		Overall: 90%	0%

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.

Action 1.2, which focused on parent and community communication and participation support, was successfully implemented as planned. Efforts to enhance engagement were successfully executed, ensuring active and accessible communication channels, with no significant challenges reported. Similarly, Action 1.4, aimed at improving attendance and reducing chronic absenteeism, was also successfully implemented as planned. The district successfully carried out attendance initiatives, leading to increased student participation through targeted interventions and outreach efforts.

Action 1.1, which involved site parent community support, was partially implemented. We were somewhat successful with the hiring of parent/community liaisons at each site. However, we encountered challenges as clerical support specific to these roles was not secured and a dedicated parent resource centers were not fully established. These challenges included space limitations due to ongoing construction and increased staffing at school sites hindered the development of these centers. However, the hiring of parent/community liaisons has enhanced site-level engagement efforts. Similarly, Action 1.5, aimed at lowering suspension rates, was partially implemented. We have been somewhat successful as a plan is being formulated to coordinate with district and school personnel to implement tiered-engagement interventions for student behavior. While a core group of staff has attended MTSS training and work is underway to develop an MTSS plan, a districtwide framework for tiered-engagement interventions has not yet been established. Despite this, initial steps have been taken toward implementing restorative practices and other means of correction.

Action 1.3, related to district and site website communication support, was implemented differently than originally planned. Instead of the IT department of maintaining the district website, a District Services Assistant was hired to oversee website design, content updates, and

multimedia integration. This change was necessary to centralize website management under a single role, which ultimately improved consistency and efficiency in updating and maintaining district and school websites.

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

No material differences in the implementation of Goal 1.

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

Actions 1.1, 1.2, and 1.3, focused on parent and educational partner engagement, have demonstrated significant effectiveness. Parent participation in local surveys more than doubled from 73 to 175 participants, exceeding the target of 100. This increase was also reflected in specific subgroups, with English Learner parent participation increasing from 6 to 11 (though still below the target of 25) and parents of Students with Disabilities showing remarkable growth from 9 to 33, exceeding the target of 30. Similarly, educational partner participation in local surveys nearly tripled from 141 to 402, far surpassing the target of 200. These substantial increases indicate highly effective strategies for engaging the broader school community. Another area showing a slight growth is parent participation with Students with Disabilities through SEIS, which increased from 95% to 97.6%, nearly reaching our target goal of 98% participation.

Action 1.4, addressing attendance and chronic absenteeism, was somewhat effective. Average Daily Attendance shows slight improvements at most schools (CES: 92.19% to 93%, TOCS: 92.58% to 92.70%, RCMS: 92.81% to 93.7%), though all sites remain below the ambitious target of 96%. More significantly, chronic absenteeism rates have improved substantially across the district, decreasing from 29.6% to 25% overall. All student subgroups showed improvement, with particularly notable reductions among English Learners (27.3% to 18.9%), Filipino students (27.3% to 18.2%), Foster Youth (20.8% to 14.3%), and Students with Disabilities (36.8% to 30.1%). Individual schools also showed significant improvements, with CES reducing from 32.4% to 26.1%, LAES from 27.7% to 22%, TOCS from 31.1% to 25.1%, and RCMS from 27.7% to 25.6%. While these improvements are substantial, all metrics remain above their ambitious targets, indicating continued work is needed in this area.

Action 1.5, targeting suspension rates, was somewhat effective. The district's overall suspension rate increased slightly from 3.9% to 4.2%, and Students with Disabilities saw a small increase from 5.3% to 5.5%. However, there were notable improvements for Foster Youth (decreasing from 7.4% to 3.6%). Rancho Cucamonga Middle School achieved significant reductions in suspension rates, decreasing from 10.9% to 8% overall, with substantial improvements for African American students (19.6% to 11.3%) and Socioeconomically Disadvantaged students (12.7% to 4.9%). These contrasting results suggest that while the action has been particularly effective at RCMS, additional strategies may be needed to address suspension rates at other school sites.

Metrics 1.9, 1.11, 1.13 (Sense Of Safety) and 1.10, 1.12, 1.14 (Sense Of Connectedness) are related to school climate and connectedness and have been very effective. Students' sense of safety has improved dramatically at all schools (metric 1.9), with increases of over 20 percentage points at each site (CES: 71% to 94%, LAES: 79.2% to 94%, TOCS: 71.6% to 95%, RCMS: 60.5% to 91%), all exceeding their targets. 80% of students agreed or strongly agreed that the district continues to provide effective parent/school connections (metric 1.12). Similarly, parents' sense of connectedness increased from 71% to 80% (metric 1.10), meaning 80% of parents agreed or strongly agreed

that they feel the district continues to provide effective parent parent/school connection, which aligns with the district's efforts under Action 1.1 to increase family engagement. 90% of parents expressed feeling their student is safe at school (metric 1.11). 91% of staff agreed or strongly agreed to feeling safe at school (metric 1.13) and connected (metric 1.14).

The district has maintained its perfect record of zero expulsions. Only metric 1.6 (Drop Out) showed regression, which increased from 1 to 3, moving further from the target of zero.

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.

Action 1.1 (Site Parent Community Support): The term "clerical support" was removed from this action as it was determined through educational partner feedback that clerical support is not necessary to effectively implement the action. Parent community liaisons can complete their tasks without additional clerical support. Also, Action 1.1 will be measured by metric 1.13 instead of metric 1.10 because metric 1.10 was changed

Action 1.3 (District/Site Website Communication Support): The IT department was changed to the District Services Assistant role. This change was made to centralize website management under a single role, ultimately improving consistency and efficiency in updating and maintaining both district and school websites.

Action 1.4 (Improve Attendance and Chronic Absenteeism): We removed the specific phase "A2A: Attention to Attendance" to provide clarification because we use other attendance programs as well.

Metric 1.5 (Chronic Absenteeism Rates): The Long Term English Learner and Homeless student groups were added to metric 1.5 (chronic absenteeism rates) due to eligibility for Differentiated Assistance on the 2024 CA Dashboard. Student groups (English Learner, Long-Term English Learner, Socio-economically Disadvantaged, and Students with Disabilities) were added under the "District: Overall" category for the "Target for Year 3 Outcome." This adjustment aligns the student groups listed in the "Baseline" with the identified target outcomes for each group.

Metric 1.7 (Suspension): The Homeless student group was added to metric 1.7 (suspension) due to eligibility for Differentiated Assistance on the 2024 CA Dashboard. EL, SED, and SWD were added to the Target for Year 3 Outcome to match the student groups with the baseline data.

Metric 1.9 - name changed to specify the data is related to students.

Metrics 1.11, 1.12 1.13, 1.14 were added to differentiate parents from staff and student's sense of safety and connectedness.

Metric 1.9 Sense of Safety (Students): name changed to specify the data is related to students.

Metric 1.10 Sense of Connectedness (Parent): name changed to specify the data is related to parents.

Additionally, for Action 1.5, the role of Director of Student Services was changed to the Pupil and Personnel Services department. This change was made based on feedback from educational partners, who noted that the Pupil and Personnel Services department is working collaboratively to develop a plan aimed at creating a more supportive school climate, promoting empathy, and reducing behavioral issues. Also, there is a significant change in the budgeted expenditures compared to last year from $0 to $217,087.

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	Site Parent Community Support	CSD will enhance parent engagement by providing site parent resource centers and Parent/Community Liaisons, principally directed to support English Learner students as measured by metrics 1.1, 1.2, 1.10.	$88,488.00	Yes
1.2	Parent/ community communication and participation supports	Ed Services will maintain communication resources to increase opportunities for parent input and participation to allow parents to respond (i.e. texts, phone calls, emails and/ or flyers) to provide effective and efficient school to home communication.	$534.00	No
1.3	District/Site website communication support.	The District Services Assistant will maintain and update school and district website information and communication to keep parents informed.	$24,987.00	No
1.4	Improve Attendance and Chronic Absenteeism	The Director of Student Services will coordinate with district and school personnel to implement tiered-engagement interventions to address attendance and chronic absenteeism using various data-based tools in order to increase communication with parents, increase attendance, and lower chronic absenteeism for all students, including African American Student as measured by metrics 1.4 and 1.5	$34,800.00	No
1.5	Lower Suspension Rates	The Pupil and Personnel Services department will coordinate with district and school personnel to implement tiered-engagement interventions for	$217,087.00	No

Action #	Title	Description	Total Funds	Contributing
		student behaviors in order to decrease suspension rates as measured by metrics 1.7.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cucamonga School District (CSD) has developed the goal to enhance student achievement by focusing on critical thinking, problem solving, information, communication, technology literacy, and social and cross-cultural skills to ensure that students are well-prepared for the demands of the 21st century. In a rapidly evolving global landscape, these competencies are essential for students to navigate complex challenges, engage in meaningful problem-solving, and communicate effectively in diverse environments.

Compared to the district's average distance from standard (DFS) of -48.4 in ELA, African American (AA), English Learners (EL), students with disabilities (SWD), and socioeconomically disadvantaged (SED) students have even lower DFS values at -59.7, -74.5, -116.5, and -53.9 respectively, indicating that these groups are underperforming relative to the district average. Similarly, Compared to the district's average distance from standard (DFS) of -84 in Math, African American (AA), English Learners (EL), students with disabilities (SWD), and socioeconomically disadvantaged (SED) students have even lower DFS values at -98.9, -101.7, -147.9, and -89.6 respectively, indicating underperformance relative to the district average. This trend persists at TOCS and RCMS, where EL, SED, and SWD students also exhibit lower DFS values compared to the district. Additionally, only 18% of 5th and 8th graders meet or exceeds standard in Science. The data used to develop this goal provided a clear snapshot of ELA and math proficiency across the district. By fostering these skills, the LEA aims to equip students with the tools necessary for academic success, career readiness, and active citizenship. Additionally, emphasizing these areas helps bridge the gap between traditional education and the skills required in a technology-driven world, promoting lifelong learning and adaptability in a multicultural society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA	2023 Dashboard	2024 Dashboard		District:	District:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Grades 3-8 only CA Dashboard	District: All: -48.4 DFS AA: -59.7 DFS EL: -74.5 DFS HY: -75.3 DFS SED: -53.9 DFS SWD: -116.5 DFS 2024 Dashboard LTEL: -111.6 DFS 2023 Dashboard TOCS EL: -88.9 DFS SED: -71.8 DFS RCMS: EL: -87.3 DFS SWD: -119.5 DFS	District: All: -54.7 DFS AA: -67 DFS EL: -77.7 DFS HY: -80.3 DFS LTEL: -111.6 DFS SED: -59.8 DFS SWD: -127.8 DFS TOCS EL: -114.3 DFS SED: -70.9 DFS RCMS: EL: -75 DFS SWD: -124.7 DFS		All: -34 DFS AA: -34 DFS EL: -34 DFS HY: -34 DFS LTEL: -90 DFS SED: -34 DFS SWD: -34 DFS TOCS EL: -50 DFS SED: -50 DFS RCMS: EL: -50 DFS SWD: -50 DFS	All: -6.3 DFS AA: -7.3 DFS EL: -3.6 DFS HY: -5 DFS LTEL: 0 DFS SED: -5.9 DFS SWD: -11.3 DFS TOCS EL: -25.4 DFS SED: +0.9 DFS RCMS: EL: +12.3 DFS SWD: -5.2 DFS
2.2	CAASPP MATH Distance from Standard (DTS) Grades 3-8 only CA Dashboard	2023 Dashboard District: All: -84 DFS AA: -98.9 DFS EL: -101.7 DFS HY: -99.3 DFS SED: -89.6 DFS SWD: -147.9 DFS 2024 Dashboard LTEL: -171.8 DFS 2023 Dashboard TOCS: SWD: -126.4 DFS RCMS:	2024 Dashboard District: All: -83.9 DFS AA: -105.4 DFS EL: -99.1 DFS HY: -109.9 DFS LTEL: -171.8 DFS SED: -90.7 DFS SWD: -151.8 DFS TOCS: SWD: -151.9 DFS RCMS: All: -96 DFS AA: -118.4 DFS EL: -111.7 DFS		District: All: -59 DFS AA: -59 DFS EL: -59 DFS HY: -59 DFS LTEL: -150 DFS SED: -59 DFS SWD: -59 DFS TOCS: SWD: -60 DFS RCMS: All: -68 DFS AA: -68 DFS EL: -68 DFS	District: All: +0.1 DFS AA: -6.5 DFS EL: +2.6 DFS HY: -10.6 DFS LTEL: 0 DFS SED: -1.1 DFS SWD: -3.9 DFS TOCS: SWD: +25.5 DFS RCMS: All: +1.7 DFS AA: +3.1 DFS EL: +16.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: -97.7 DFS AA: -121.5 DFS EL: -128.6 DFS Hispanics: -101.7 DFS SED: -104.1 DFS SWD: -167.6 DFS	Hispanics: -100.2 DFS SED: -103.3 DFS SWD: -164.6 DFS		Hispanics: -68 DFS SED: -68 DFS SWD: -68 DFS	Hispanics: +1.5 DFS SED: +0.8 DFS SWD: +3 DFS
2.3	California Science Test (CAST) % Meet or Exceeds Standard Grades 5 & 8 only CAASPP	2022-23: Grade 5: 15.27% Grade 8: 18.99%	2023-24: Grade 5: 20.97% Grade 8: 24.55%		Grade 5: 30% Grade 8: 30%	Grade 5: 5.7% Grade 8: 5.56%
2.4	Physical Fitness Test Percentage Grades 5 & 7 only SIS report	2023-2024: Aerobic Capacity- 93.1% Abdominal Strength- 95.4% Trunk Strength- 96.0% Upper Body- 95.3% Flexibility- 95.4%	2024-2025: Aerobic Capacity- 96.9% Abdominal Strength- 97.4% Trunk Strength- 97.8% Upper Body- 97.2% Flexibility- 97.8%		Aerobic Capacity- 97% Abdominal Strength- 97% Trunk Strength- 97% Upper Body- 97% Flexibility- 97%	Aerobic Capacity- 3.8% Abdominal Strength- 2% Trunk Strength- 1.8% Upper Body- 1.9% Flexibility- 2.4%
2.5	EL Proficiency % Making progress towards English language proficiency CA Dashboard	2023 Dashboard District- EL: 48.3% 2024 Dashboard LTEL: 58.3% TOCS- EL: 43.2%	2024 Dashboard District- EL: 53.4% LTEL: 58.3% TOCS- EL: 63.3%		District EL: 60% LTEL: 60% TOCS- EL: 60%	District EL: 5.1% LTEL: 0% TOCS- EL: 20.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EL Reclassify Percent of EL students reclassified CALPADS report 2.17	2023-24: Overall: 20%	2023-24: Overall: 18.3%		Maintain 20%	1.7%
2.7	iReady Math % at Mid, Above, or Early on Grade Level iReady Diagnostic Results Kindergarten only	23-24 Grade K: 41% EL: 11%	24-25 Grade K: 55% EL: 30%		Grade K: 50% EL: 45%	Grade K: 14% EL: 19%
2.8	DIBELS ELA % Met or Exceeds Standards Kindergarten only	23-24 Grade K: 30% EL: 18%	Discontinued		Grade K: 40% EL: 35%	Discontinued
2.9	iReady ELA % at Mid, Above, or Early on Grade Level iReady Diagnostic Results Kindergarten only	24-25 Grade K: 73% EL: 51%	24-25 Grade K: 73% EL: 51%		24-25 Grade K: 80% EL: 60%	Grade K: 0% EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Professional Development Certificated Participation Rate Local Attendance Sheets	2024-2025 Math: 60% Ed Tech: 31% Science: 15% ELA: 63%	2024-2025 Math: 60% Ed Tech: 31% Science: 15% ELA: 63%		Math: 65% Ed Tech: 40% Science: 25% ELA: 75%	Math: 0% Ed Tech: 0% Science: 0% ELA: 0%

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.

The Cucamonga School District demonstrated strong implementation of Goal 2: "Enhance student achievement by developing competency in critical thinking and problem solving, information, communication, technology literacy and social and cross-cultural skills." The district successfully maintained all staffing positions across the eleven actions in this goal and procured all planned instructional materials and resources. The Educational Services department effectively created and maintained a professional development schedule to support student learning needs.

Nine of the eleven actions were implemented fully as planned, including the Personalized Professional Learning Model support (2.1), full-day TK/K programs (2.2), library resources (2.3), site tech support (2.4), extra instructional support (2.5), LCAP monitoring and support (2.7), Ed Tech support (2.8), improving student achievement in ELA and Math (2.10), and enrichment programs support (2.11).

English Learner support and resources (2.6) and English learner professional development (2.9), which focus on providing professional development and support to teachers for the implementation of ELD standards in all subject areas through model lessons and trainings, was partially implemented as planned. The district encountered challenges with this action due to a lack of staff with the capacity to provide the proper training and insufficient time for full implementation. Despite this limitation, the district maintained its commitment to supporting English Learners through a push in and push out model at the school sites.

A notable success was the district's ability to maintain all positions related to Goal 2, which ensured continuity in services and supports for students. Additionally, the successful procurement of all instructional materials at both the district and school site levels provided students and staff with the necessary resources to support teaching and learning. The Educational Services department's effectiveness in creating and maintaining a professional development schedule demonstrated the district's ongoing commitment to supporting student achievement.

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

No material differences in the implementation of Goal 2.

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

Action 2.1: Personalized Professional Learning Model (PPLM) Support

Action 2.1 has been effective in making progress toward the district's goal of enhancing student achievement. Professional development opportunities were provided across content areas, including ELA, math, science, and educational technology, with 63% of teachers participating in ELA training, 60% in math, 15% in science, and 31% in ed tech (metric 2.10). Although overall student achievement results on state assessments indicate persistent gaps, positive trends in some areas support the effectiveness of this action.
Notably, CAST scores showed significant improvement, with 5th grade students meeting or exceeding standards increasing from 15.27% to 20.97% and 8th grade students improving from 18.99% to 24.55% (metric 2.3). This suggests that science-focused PD has positively impacted instruction.
ELA and math performance, measured by CAASPP DFS (metrics 2.1 and 2.2), show mixed results. ELA DFS declined from -48.4 to -54.7, indicating a need to strengthen literacy instruction. In math, DFS improved slightly from -84 to -83.9, with subgroup performance varying by site. These results suggest that while foundational structures for PPLM are strong, additional refinement is needed to increase the impact on ELA and math outcomes, particularly for English Learners and socioeconomically disadvantaged students.
Overall, the district's ability to implement a comprehensive PD system and maintain full participation among staff indicates that Action 2.1 has laid the groundwork for long-term instructional improvement, particularly in science. Further targeting of PD content based on student outcome data is recommended to improve effectiveness in ELA and math achievement.

Action 2.2: Full Day TK/K

2.2 and 2.3 was effective. In iReady math, the data went from 41% of kindergarten students achieved grade level standard (baseline) to 55%. In ELA, 73% of kindergarten students achieved grade level standard in iReady compared to 30% of kindergarten students achieved grade level standard in Dibels (baseline). This improvement in ELA coincided with increased access to leveled reading materials and literacy-rich environments provided by updated school libraries and classroom media resources (Action 2.3).

The full-day TK/Kindergarten program has been effective in building foundational skills for early learners. The implementation of the full-day program appears to be providing additional instructional time for young learners.

The transition from DIBELS to iReady for ELA assessment makes direct comparison challenging. The district's decision to use iReady for both math and ELA assessments should provide more consistent measurement moving forward.

Action 2.7 was effective. The effectiveness of LCAP monitoring is reflected in the overall stability of student performance data. While CAASPP ELA and Math scores showed only modest changes (ELA DFS from -48.4 to -54.7 and Math DFS from -84 to -83.9), the district maintained or improved several contributing metrics, such as increased CAST scores and improved EL proficiency at key school sites. These

results suggest that centralized monitoring contributed to early identification of implementation challenges and helped sustain progress on student achievement goals.
Continued LCAP monitoring has also ensured that resources remained aligned with the district's targeted support for English Learners and Socioeconomically Disadvantaged students, especially in professional development and instructional support actions.

Action 2.4 was effective in supporting instructional continuity and digital access across all school sites. This support played a key role in sustaining implementation of technology-enhanced instructional strategies aligned to Goal 2. In particular, the consistent availability of site-based tech support enabled teachers to integrate iReady, EdTech tools, and digital resources into daily instruction—tools that directly support unduplicated students, including English Learners and Socioeconomically Disadvantaged students.

While Action 2.4 does not have standalone student outcome metrics, its effectiveness is indirectly supported by the district's improvements in related performance data, such as the CAST results and increased use of digital diagnostics. The ability to maintain stable technological infrastructure districtwide has also contributed to the broader success of actions 2.8 (Ed Tech Support) and 2.10 (ELA and Math Support).

Actions 2.5, 2.8, 2.10: Extra Instructional Support, Ed Tech Support, Improving Student Achievement in ELA and Math

2.5, 2.8, and 2.10 was somewhat effective. The data shows ELA CAASPP scores went from -48.4 DFS (Baseline) to -54.7 DFS overall while the math CAASPP scores remained consistent from -84 DFS (Baseline) to -83.9 DFS. Additionally, 60% of our teachers participated in professional development in math and 63% in ELA.

These actions focused on instructional support have been somewhat effective, with mixed results in student achievement data. The CAASPP scores indicate that students moved further from meeting standards in ELA, while math performance remained relatively stable.

The additional 30 minutes of instruction during the school day (2.5) and educational technology resources (2.8) appear to be supporting math instruction more effectively than ELA instruction. Teacher participation in professional development for both math and ELA suggests ongoing commitment to improvement.

Actions 2.6 and 2.9: English Learner Support and Resources, English Learner Professional Development

2.6 and 2.9 was somewhat effective. The data shows ELA CAASPP scores went from -48.4 DFS (Baseline) to -54.7 DFS overall while the math CAASPP scores remained consistent from -84 DFS (Baseline) to -83.9 DFS. CAST scores overall went from 15.27% students meeting or exceeding standards (baseline) to 29.7%. Also, our EL proficiency scores went from 48.3% overall (baseline) to 53.4% district-wide. At TOCS, the EL proficiency scores went from 43.2% (baseline) to 63.3%. Finally, we reclassified 18.3% of EL students in 24-25 compared to 20% in 23-24 (baseline).

Actions targeting English Learner achievement have shown promising results in some areas while facing challenges in others. The significant improvement in EL proficiency scores, particularly at TOCS, suggests that EL support services and resources are effectively supporting language acquisition.

However, the partial implementation of Action 2.9 (English learner professional development) due to staffing capacity issues may have limited its full potential impact. Despite this challenge, the overall improvement in EL proficiency indicates that other supports for English Learners are compensating to some degree.

The substantial improvement in CAST scores suggests that instructional strategies for science are benefiting English Learners as well as the general student population.

Action 2.11: Enrichment Programs Support
Action 2.11 was somewhat effective. The data shows that while the district's overall ELA scores slightly declined from -48.4 to -54.7 DFS, EL students experienced a smaller decline from -74.5 to -77.7 DFS. In Math, however, EL students showed improvement, with their DFS moving from -101.7 to -99.1. At TOCS, SED students saw positive gains in both ELA and Math, suggesting the enrichment programs are having an impact at the school level. While these results indicate progress, further refinement is needed to accelerate improvements, especially in ELA for SED students.

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.

Next school year, we are committed to enhancing our professional development (PD) offerings by focusing specifically on strategies tailored to English Learners (ELs). By offering PD sessions dedicated exclusively to EL strategies, we aim to equip educators with specialized tools and methodologies that directly address the unique needs of EL students. These targeted PD sessions will focus on best practices for language acquisition, differentiated instruction, scaffolding techniques, and cultural responsiveness, ensuring that all teachers are well-prepared to support EL students across content areas. This approach will foster a deeper understanding of EL learners' challenges and strengths, helping to create a more inclusive and effective learning environment for all students.

This enhanced focus on EL support is reflected in our refined language for Actions 2.6 and 2.9:

For Action 2.6, we've shifted from "providing support, training and resources" to "providing comprehensive resources and targeted support that empowers instructional staff to effectively implement ELD standards across all subject areas through data-informed interventions." This revision emphasizes a more strategic, data-driven approach to supporting English Learners.

For Action 2.9, we've significantly revised the language to clarify that "The Educational Services department, in collaboration with site administration and ELRTs, will train teachers on how to improve academic outcomes for English language learners, including long-term English language learners, by integrating ELD standards and EL instructional strategies into their classroom instruction." This change establishes a more collaborative approach to professional development and provides clearer guidance on content and purpose.

Terminology Refinements

We've made a subtle but important change in Action 2.1, replacing "reading" with "ELA" to reflect a more comprehensive approach to literacy instruction. This broader terminology encompasses the full range of English Language Arts skills—reading, writing, listening, and speaking—aligning our action more closely with California's ELA standards and providing a more holistic framework for literacy development.
Metric 2.2 has been revised to replace the term 'DTS' with the correct terminology, 'DFS' (Distance from Standard), to align with current state assessment reporting formats.

Action Implementation Adjustments
For Action 2.11, we've changed the language from "continue the implementation of enrichment programs" to "provide enrichment programs," signaling a more active and ongoing commitment to ensuring these valuable opportunities are available to students. This adjustment reflects our recognition of the positive impact these programs have had on student engagement and achievement.

Metric Alignment Improvements
We've made several changes to improve the alignment between our actions and the metrics used to measure their effectiveness:

Action 2.1 (Personalized Professional Learning Model): We've changed the metrics used to measure this action for greater efficiency. Instead of using metrics 2.1, 2.2, and 2.3, we will now use metric 2.10, which specifically tracks professional development participation. We added metric 2.10. This change creates a more direct connection between the action (providing professional development) and its measurement (tracking participation in that professional development).
Metric 2.10 was added to measure professional development.

Action 2.2 (Full-day TK/K): We've updated our assessment approach by discontinuing the use of DIBELS (metric 2.8) and transitioning fully to iReady (metric 2.9) for measuring early literacy skills. We added metric 2.9 to replace metric 2.8. This change will provide more consistent measurement across both math and ELA for our youngest learners and align with our district-wide assessment system.
Metric 2.8 is discontinued
Metrics 2.9 was added to replace metric 2.9 since the district moved from DIBELS to iReady for ELA.

Metrics 2.1, 2.2 and 2.5 baseline and targeted outcomes were updated to include LTEL data.

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	Personalized Professional Learning Model (PPLM) support	The Educational Services department will continue to provide Personalized Professional Learning Model (PPLM) and model lessons and pedagogical practices for all instructional staff in ELA, math, ed tech and science	$17,935,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction that is principally directed to impact the achievement of EL and SED groups as measured by metric 2.10		
2.2	Full day TK/K	The Educational Services department will refine and continue full day TK/Kindergarten program with early intervention to build foundational skills to address the standards, which is principally directed for EL and SED students as measured by metrics 2.7, 2.9.	$1,445,415.00	Yes
2.3	Library Resources	The Educational Services Department will maintain libraries and media resources to provide access and resources for schools to increase student literacy for all students.	$508,518.00	No
2.4	Site Tech Support	The Educational Services department will maintain tech support positions at each site to support the network and added devices which support instruction of all students.	$389,018.00	No
2.5	Extra Instructional Support	The Educational Services department and Personnel departments will maintain 30 minutes of extra instruction during the school day principally directed towards the achievement of EL and SED students. Additional instructional time is a research-based practice that will lead to higher achievement as measured by metrics 2.1, 2.2.	$1,508,391.00	Yes
2.6	English Learner support and resources	The Educational Services Department will provide comprehensive resources and targeted support that empowers instructional staff to effectively implement ELD standards across all subject areas through data-informed interventions that also address the specific needs of LTELs, which principally directs the impact of academic achievement for English Learners and LTELs as measured by metrics 2.1, 2.2, 2.3.	$1,056,683.00	Yes
2.7	Monitor and Support LCAP	The Educational Services department will continue to monitor and support the implementation of the LCAP plan to ensure that academic services and	$388,863.00	No

Action #	Title	Description	Total Funds	Contributing
		access to the curriculum are primarily directed toward the achievement of unduplicated student groups.		
2.8	Ed Tech Support	The Educational Services department will provide ed tech resources and programs to support and enhance instructional environments that principally directs the impact of academic achievement for EL and SED students as measured by metrics 2.1 and 2.2.	$686,041.00	Yes
2.9	English learner professional development	The Educational Services department, in collaboration with site administration and ELRT's, will train teachers on how to improve academic outcomes for English language learners, including long-term English language learners, by integrating ELD standards and EL instructional strategies into their classroom instruction that principally directs the impact of academic achievement for English Learners including LTELs as measured by metrics 2.5 and 2.6.	$14,100.00	Yes
2.10	Improving Student's achievements in ELA and Math	Through the Educational Services department, the ELA and Math Teachers on Special Assignment will provide training to teachers on core curriculum content and provide support in the implementation of tiered-engagement strategies in order to increase all student achievement in ELA and math, principally directed to EL and SED, as measured by metrics 2.1 & 2.2.	$114,125.00	Yes
2.11	Enrichment Programs support	The Educational Services department will provide enrichment programs during the school day that are principally directed to increase achievement of EL and SED student groups, as measured by metrics 2.1 and 2.2.	$949,297.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation by maintaining access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs and a safe and well-maintained learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Cucamonga School District (CSD) has developed the goal to foster student initiative and self-direction to build critical thinking, problem-solving skills, creativity, and innovation because these attributes are essential for students' personal and academic growth. By providing access to standards-aligned materials, qualified staff, diverse courses, tailored enriching programs, and a safe and well-maintained learning environment, the LEA aims to create a holistic educational experience that empowers students to take charge of their learning journey. This approach ensures that students are not only absorbing knowledge but are also actively engaging in the learning process, developing the ability to think independently, solve complex problems, and innovate. A supportive and resource-rich environment nurtures their creativity and initiative, preparing them to thrive in an ever-changing world and to become proactive, lifelong learners capable of adapting to new challenges and opportunities. These actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignment Total Count CalSAAS	22-23: Overall: 9	23-24: Overall: 0		Overall: 3	-9
3.2	Facilities	22-23:	23-24:		CES: 99.0%	CES: 2.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Meet or Exceeds Standard FIT reports	CES: 96.6% LAES: 97.59% TOCS: 99.01% RCMS: 96.54%	CES: 93.97% LAES: 97.95% TOCS: 99.27% RCMS: 96.13%		LAES: 99.0% TOCS: 99.0% RCMS: 99.0%	LAES: 0.36% TOCS: 0.26% RCMS: 0.41%
3.3	Access to Standards-aligned % Meets Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained
3.4	Academic Content % Meets Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained
3.5	EL Access to Standards and Curriculum % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained
3.6	Student Access to Broad Courses % Meet Standard	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator: William's Quarterly Uniform Report					
3.7	EL and FY Access to Programs and Services % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained
3.8	SWD Access to Programs and Services % Meet Standard Local Indicator: William's Quarterly Uniform Report	23-24: Overall: 100%	24-25: Overall: 100%		Maintain overall: 100%	Maintained

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.

The Cucamonga School District successfully implemented Goal 3 fully as planned during the 2024-2025 school year. All three actions under this goal were executed according to their intended design. For Action 3.1 (Enrichment Opportunities support), the Educational Services Department successfully maintained personnel, time, and increased course offerings for student electives, positively impacting student participation and engagement. Action 3.2 (Health, SEL and Mental wellbeing support) was successfully implemented fully as planned with the Educational Services and Pupil Services departments maintaining access to health care providers, counselors, psychologists, social service liaisons, community resources, and district-wide behavior support systems, including In-School Solutions and counseling services. Action 3.3 (School Climate and Safety Custodial Support) was also successfully implemented fully as planned, with Educational Student services maintaining a safe, clean, and conducive learning environment through effective and efficient custodial services.

All personnel were hired as planned across all three actions, and all materials, resources, and services were obtained and provided as intended. A notable success was the district's ability to maintain all staff without any reductions. Additionally, the effective collaboration between district office and site staff ensured that all materials were ordered in a timely manner and all services and supports were provided as outlined in the LCAP. No significant challenges were encountered in the implementation of these actions.

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

No material differences in the implementation of Goal 3.

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

The implementation of actions within Goal 3 has demonstrated significant effectiveness in advancing the district's objectives to enhance student initiative and self-direction while maintaining access to standards-aligned materials, qualified staff, diverse courses, and a safe learning environment.

Action 3.1, focused on Enrichment Opportunities support, has proven highly effective as evidenced by the complete elimination of teacher misassignments, decreasing from 9 in 2022-23 to 0 in 2023-24. This exceeds the target of 3 and indicates that the Educational Services Department has successfully maintained appropriate personnel and increased course offerings for student electives. Additionally, the district has maintained 100% student access to broad courses, ensuring all students have equitable opportunities for a well-rounded education.

The Health, SEL and Mental wellbeing support provided through Action 3.2 has effectively maintained comprehensive services for all student populations. This is demonstrated by the consistent 100% access to programs and services for English Learners, Foster Youth, and Students with Disabilities. The Educational Services and Pupil Services departments have successfully maintained access to health technicians, counselors, psychologists, social service liaisons, and district-wide behavior support systems, ensuring that all students receive the support they need to thrive academically and emotionally.

Action 3.3, School Climate and Safety Custodial Support, shows generally positive results with some areas for growth. While all schools maintain high facility standards (ranging from 93.97% to 99.27% meeting or exceeding standards), Cucamonga Elementary School experienced a slight decrease from 96.6% to 93.97%. Conversely, Los Amigos Elementary School and The Ontario Center School showed small improvements in facility conditions, with TOCS exceeding 99%. These results indicate that custodial services are generally effective in maintaining safe, clean learning environments, though targeted improvements at CES may be beneficial to reach the ambitious 99% target.

The district has maintained perfect scores (100%) in providing access to standards-aligned materials, academic content, and appropriate curriculum for all students, including specialized access for English Learners and Students with Disabilities. This consistent performance across metrics 3.3 through 3.8 demonstrates exceptional effectiveness in ensuring all students have the resources they need to succeed.

Overall, the actions implemented under Goal 3 have been predominantly effective, with most metrics either maintaining optimal levels or showing improvement. The district's ability to maintain all staff without reductions and the effective collaboration between district office and site staff have contributed significantly to these positive outcomes. The only area showing slight regression is facilities at one school site, which still maintains a high standard but may benefit from additional attention to reach the target of 99%.

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.

After thorough review and reflection on the implementation and outcomes of Goal 3, Cucamonga School District has determined that no changes are necessary to the planned goal, metrics, target outcomes, or actions for the coming year. The current structure has proven effective in enhancing student initiative and self-direction while maintaining access to standards-aligned materials, qualified staff, diverse courses, and a safe learning environment.

The district will continue with the three established actions: Enrichment Opportunities support, Health, SEL and Mental wellbeing support, and School Climate and Safety Custodial Support. These actions have successfully supported progress toward the goal as evidenced by the elimination of teacher misassignments and consistent 100% achievement in providing access to standards-aligned materials and appropriate curriculum for all student groups.

While there remains room for improvement in facility conditions at one school site, the existing action framework provides the appropriate structure to address this area without requiring modifications to the plan. The district will maintain its commitment to the current goal structure, continuing to monitor all metrics closely and sustaining the effective collaboration between district office and site staff that has contributed to successful implementation.

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	Enrichment Opportunities support	The Educational Services Department will maintain personnel, time and increased course offerings for students electives and impacts the participation and engagement of all students.	$684,841.00	No
3.2	Health, SEL and Mental wellbeing support	The Educational Services and Pupil Services departments will continue and maintain access to health care providers, counselors, psychologists, social service liaisons, community resources and district-wide behavior	$2,116,069.00	No

Action #	Title	Description	Total Funds	Contributing
		support systems. In-School Solutions and counseling services will be maintained.		
3.3	School Climate and Safety Custodial Support	The Ed Student services will continue to maintain a safe, clean, and conducive learning environment by ensuring effective and efficient custodial services, thereby promoting the well-being and academic success of all students and staff.	$2,000,736.00	No

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
$7,951,630	$914,562

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
28.810%	0.000%	$0.00	28.810%

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:** Site Parent Community Support **Need:** Only 2% of our EL parents participated in the 2024 local LCAP survey and less than 1% of EL parents regularly participate in the engagement activities. Education partner also expressed that the parent resource centers and community liaison are important to them and helps keep them informed. This data	Through educational partner feedback, it was determined that our Site Parent Community Liaisons would support and improve two-way communication with all parents aiming to enhance parent engagement across the district. Parent Liaisons will operate a parent resource center, fostering communication and relationships between school, community, and home, offering community resources to families, and providing clerical support principally directed to increase parent engagement of English Learners.	1.1, 1.2, 1.10

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
	supports the need to provide site based community support in order to enhance parent engagement. **Scope:** LEA-wide	Although it is principally directed to EL students, research shows having a centralized source makes it easier for parents to access information and builds stronger ties with communities. Many families, especially those from marginalized communities, face barriers accessing educational resources. Parent resource center bridge the gap by providing culturally sensitive information, and empowering all families to support their children learning effectively to ensure equity.	
2.1	**Action:** Personalized Professional Learning Model (PPLM) support **Need:** In the District, EL has a -74.5 DFS in ELA while SED students scored -53.9 DFS, underperforming compared to the overall student population (-48.4 DFS) by -26.1 points and -5.5 DFS respectively. At TOCS, EL and SED underperform by -40.5 DFS and -23.4 DFS compared to the overall district in ELA. Additionally, EL and SED exhibit a performance deficit in mathematics of -17.7 DFS and -5.6 DFS, respectively, compared to the overall district average. At RCMS, EL and SED students underperform by -44.6 DFS and -20.1 DFS, respectively, relative to the overall district average in math. Educational partners and teachers shared that additional PD specific to the needs of EL and SED students will help improve ELA and math scores.	CSD is dedicated to enhancing student achievement by focusing on essential skills for the 21st century, such as critical thinking, problem solving, information, communication, technology literacy, and social and cross-cultural skills. These skills are crucial for helping students face complex challenges, solve problems effectively, and communicate well in diverse settings. Our goal is to ensure that all students are well-prepared for the future. Currently, some groups of students are underperforming in English Language Arts (ELA) and Math compared to the district average. For instance, African American, English Learners, students with disabilities, and socioeconomically disadvantaged students have lower scores. This trend is also seen in Science, where only 18% of 5th and 8th graders meet or exceed the standard. These gaps highlight the need for targeted support to help all students succeed. To address these challenges, our Educational Services department will continue offering the	2.10

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
	The data shows a need for support and training to all teachers in effectively catering to the diverse learning needs of students, especially those from unique student demographics. These students may benefit from targeted strategies and interventions to access rigorous academic standards and achieve success. **Scope:** LEA-wide	Personalized Professional Learning Model (PPLM). This model provides customized training and support for teachers in reading, math, educational technology, and science. The focus is on improving teaching strategies to better support English learners, long-term English learners, foster youth, and low-income students. By enhancing teacher skills, we aim to improve student outcomes in these critical areas. ELA, math, and Ed Tech TOSAs provide year round trainings through our PPLM as well as pushing into classrooms to support teaching and learning for our EL and SED students and closing the achievement gap . This model will also benefit all students. The actions we are taking are designed to meet the specific needs of our diverse student population. By providing targeted support and resources, we aim to close the achievement gap and ensure all students have the opportunity to succeed. This approach helps students gain the skills needed for academic success, career readiness, and active participation in society. By focusing on these key skills, CSD is helping students bridge the gap between traditional education and the demands of a technology-driven world. Our goal is to promote lifelong learning and adaptability in a multicultural society, ensuring that all students are prepared for the future.	
2.2	**Action:** Full day TK/K	The full day TK/Kindergarten program aims to build foundational skills in young learners, focusing on early intervention strategies that address the	2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to our local assessments, in 2024 EL students in Kindergarten underperformed by 30% in math and 12% in ELA. Although we do not have academic data related to SED students in TK/K, research shows that SED students often start schools with lower levels of vocabulary and literacy skills compared to their more affluent peers. Educational partners also expressed that providing full-day TK/K would help provide more educational time to students who need more support. The data and circumstances shows a need to provide programs for EL and SED students that will give the foundational skills and experiences that promote social, emotional, and academic development. Given the disparities in the data, offering full-day kindergarten is crucial to provide EL and SED students with increased instructional time and targeted support, which research shows can significantly improve language acquisition, early literacy skills, and overall academic achievement (Cooper, Allen, Patall, & Dent, 2010; Walston & West, 2004). **Scope:** Schoolwide	specific needs of English learners, foster youth, and low-income students. Early intervention in these programs includes targeted support in literacy and numeracy, social-emotional development, and language acquisition. Enhancing student achievement by developing critical thinking, problem solving, information and technology literacy, and social and cross-cultural skills. These skills are integrated into the curriculum to prepare students for the demands of the 21st century, ensuring they are equipped to handle complex challenges and diverse environments. Providing these programs and interventions on a schoolwide basis ensures that all students, regardless of their background, have access to the necessary resources and support to succeed. By addressing the needs of unduplicated pupils (English learners, foster youth, and low-income students) across the entire district, the LEA ensures that these vulnerable groups are not left behind. The emphasis on early intervention and foundational skills is critical for closing the achievement gap between unduplicated pupils and their peers. A district-wide approach allows for consistent application of best practices and resources, ensuring that all schools can implement these strategies effectively. By implementing the full day TK/Kindergarten program with early intervention on a schoolwide basis, Cucamonga School District ensures that 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, particularly unduplicated pupils, receive the foundational skills and support necessary for success. This equitable approach helps bridge the gap between traditional education and the skills required in the 21st century, promoting academic achievement, career readiness, and active citizenship for all students.	
2.5	**Action:** Extra Instructional Support **Need:** The identified need is additional instructional time for EL and SED students. In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average. Educational partners also expressed that providing extra instructional time would help provide more educational time to students who need more support.	By implementing this action on an LEA-wide basis, the district ensures that all students, regardless of their background, have access to the same opportunities for additional learning. This approach promotes equity and helps to level the playing field for unduplicated pupils. An LEA-wide policy ensures that all schools within the district are consistent in their approach to providing additional instruction. This uniformity helps maintain high standards of education and ensures that best practices are implemented across the board. Centralized implementation allows the district to allocate resources more efficiently and effectively. This includes funding, instructional materials, and professional development for teachers to support the extra instructional time. Addressing the needs of unduplicated pupils on an LEA-wide basis means that the impact of these actions is broad and far-reaching. This approach not only benefits the targeted groups but also enhances the overall educational environment, contributing to the academic success of all students.	2.1, 2.2

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
	Scope: LEA-wide	The 30 minutes of extra instruction provided during the school day directly addresses the needs of English learners, foster youth, and low-income students by offering targeted, research-based support that is essential for their academic success. Implementing this action on an LEA-wide basis ensures equity, consistency, and efficient resource allocation, ultimately fostering an inclusive educational environment that benefits all students while specifically supporting the unduplicated pupils who need it most.	
2.8	**Action:** Ed Tech Support **Need:** In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average. The data shows there is a critical need for enhanced educational technology support to improve academic outcomes. Implementing targeted educational technology interventions	The Cucamonga School District (CSD) aims to improve student achievement by focusing on key skills like critical thinking, problem solving, technology literacy, and social skills. These skills are essential for students to succeed in the 21st century, where they will face complex challenges and need to communicate effectively in diverse environments. By emphasizing these areas, CSD prepares students for academic success, future careers, and active participation in society. To develop this action, the district looked at data on students' proficiency in English Language Arts (ELA) and math. This data helped identify areas where students need support. By focusing on critical skills, the district hopes to give students the tools they need to do well in school and beyond. This approach also helps close the gap between traditional education and the skills needed in today’s technology-driven world. The Educational Services department will provide educational technology resources and programs to enhance learning environments, especially for	2.1 & 2.2

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
	can help bridge academic gaps and support EL and SED students in achieving better academic performance. Educational partners also expressed that providing educational technology resources and programs would help to enhance learning environments for the students. **Scope:** LEA-wide	English learners and low-income students. These resources include tools and programs that help teachers create engaging and effective lessons. This support is crucial for students who might face additional challenges in their learning journey. By offering these resources district-wide, all students benefit, but the focus on English learners and low-income students ensures that those who need the most support receive it. This approach helps to level the playing field, giving every student a fair chance to succeed. The goal is to ensure that all students, regardless of their background, have access to high-quality education and the skills they need for the future. In summary, CSD's goal to enhance student achievement by focusing on critical 21st-century skills is designed to prepare students for the demands of the modern world. By providing targeted support to English learners and low-income students, the district ensures that every student has the opportunity to succeed and thrive in a rapidly evolving global landscape.	
2.10	**Action:** Improving Student's achievements in ELA and Math **Need:** In the District, EL students scored -74.5 DFS in ELA, while SED students scored -53.9 DFS, underperforming by -26.1 and -5.5 DFS points respectively compared to the overall student population with a DFS of -48.4. At TOCS, EL and SED students underperform the overall	TOSA will provide training, as well as individual strategic support in tier one strategies, for our students specifically directed in support of our EL and low income students. This action is needed LEA-wide because it addresses the critical need to enhance the instructional capacity of teachers in delivering core curriculum content effectively, particularly in English Language Arts (ELA) and math. By providing targeted training and support through the	2.1, 2.2

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
	district average in ELA by -40.5 and -23.4 DFS points, respectively. Additionally, EL and SED students exhibit a performance deficit in mathematics of -17.7 and -5.6 DFS points, respectively, compared to the overall district average. At RCMS, EL and SED students underperform in mathematics by -44.6 and -20.1 DFS points, respectively, relative to the overall district average. The data shows there is a critical need to provide training to teachers on core curriculum content to help increase all student achievement in ELA and math. By providing support and trainings on the implementation of tiered-engagement strategies can help bridge academic gaps and support EL and SED students in achieving better academic performance. Educational partners also expressed that providing training to teachers on core curriculum content would help increase all student achievement in ELA and math. **Scope:** LEA-wide	Educational Services department, the district ensures that all teachers, regardless of the school site, have the necessary tools and strategies to meet the diverse learning needs of students, especially English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Implementing tiered-engagement strategies is essential to differentiate instruction and provide equitable access to the curriculum for all students. This action helps to create a consistent and cohesive approach across the district, ensuring that best practices are not isolated to individual schools but are applied universally. This consistency is particularly important in addressing achievement gaps and ensuring that all students, regardless of their background, have the opportunity to succeed academically. The focus on increasing student achievement in ELA and math is driven by the need to meet specific metrics (2.1 & 2.2) that likely measure student performance and progress in these critical areas. By implementing this action LEA-wide, the district is taking a proactive approach to address systemic challenges, enhance instructional quality, and ultimately improve outcomes for all students, with a particular emphasis on supporting the success of EL and SED students. Research showed that TOSAs who provide targeted professional development on inclusive practices and differentiation strategies positively impact the academic achievement of EL students.	

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
2.11	**Action:** Enrichment Programs support **Need:** In 2024, EL has a -74.5 DFS in ELA CAASPP scores while SED students scored -53.9 DFS, underperforming compared to the overall student population (-48.4 DFS) by -26.1 points and -5.5 DFS respectively. Additionally, EL and SED exhibit a performance deficit in the math CAASPP scores of -17.7 DFS and -5.6 DFS, respectively, compared to the overall district average. Educational partners expressed that providing Enrichment Programs support is a need. The data shows there is a critical need for Enrichment Programs support. Providing Enrichment Programs can help bridge academic gaps and support EL and SED students in achieving better academic performance and social development. Educational partners also expressed that providing Enrichment Programs would help students learn new things and develop skills they will find helpful in real life. **Scope:** LEA-wide	This action is needed LEA-wide because it aims to provide equitable access to enrichment programs that can significantly enhance the academic achievement and overall educational experience of English Learners (EL) and Socioeconomically Disadvantaged (SED) students. These student groups often face barriers that can hinder their academic progress, such as limited access to resources, language challenges, and socioeconomic obstacles. By continuing the implementation of enrichment programs during the school day across all schools in the district, the district ensures that every EL and SED student, regardless of their school site, has the opportunity to benefit from these additional supports. These programs are strategically designed to supplement the core curriculum, offering students enrichment opportunities that can help close achievement gaps, reinforce learning, and foster a deeper engagement with their education. Implementing this action LEA-wide is crucial for maintaining consistency in educational opportunities and outcomes. Without a district-wide approach, some students might miss out on these vital programs simply because of the school they attend. By ensuring that enrichment programs are available at all schools, the district is taking a proactive step to address disparities and provide all EL and SED students with the support they need to succeed, as measured by metrics 2.1 & 2.2, which likely focus on key indicators of student achievement.	2.1, 2.2

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
		This action also aligns with the district's broader goals of promoting equity and excellence in education, ensuring that all students, regardless of their background, have access to the resources and opportunities necessary to achieve their full potential.	

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
2.6	**Action:** English Learner support and resources **Need:** The identified need is additional EL support and resources. 48.3% of all English Learners district-wide are making progress towards English language proficiency. Only 43.2% English learners at TOCS made progress towards English language proficiency, which is 5.1% less than the overall in the district. Additionally, 67% of all English Learners were reclassified in the 23-24 school year. This need was identified by educational partner during our LCAP meetings who mentioned that providing support, training and resources in the implementation of the	This action is broader in scope, encompassing not only support and training but also the provision of resources and the maintenance of intervention strategies. It targets all instructional staff (which may include teachers, instructional aides, and other support staff) and emphasizes both the implementation of ELD standards and the continuation of intervention programs through push-in and pull-out models. English learners often face additional challenges that can impact their academic performance. By providing instructional staff with training and resources to implement ELD standards across all subject areas, the district ensures that English learners receive tailored instruction that meets their language acquisition needs. This approach helps in bridging language barriers and enhancing comprehension in all academic subjects.	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELD standards would help the academic achievement of EL students. **Scope:** Limited to Unduplicated Student Group(s)	Demonstrating effective teaching strategies through model lessons can improve teachers' ability to deliver ELD content, thereby directly benefiting ELs by ensuring consistent and high-quality instruction. Intervention Models (Push-in and Pull-out) Push-in Model: This approach involves specialists working with students within their regular classrooms. This model supports ELs by allowing them to stay in the mainstream classroom while receiving additional help, promoting inclusion and providing contextually relevant support. Pull-out Model: This approach involves taking students out of their regular classrooms for specialized instruction. This method is beneficial for intensive, focused instruction on language skills or specific academic areas where students need the most help. Enhancing overall educational quality improves the learning environment for all students, including unduplicated pupils. When the entire system is strengthened, it creates a supportive context where targeted interventions can be more effective. The competencies of critical thinking, problem-solving, technology literacy, and social and cross-cultural skills are universally valuable. However, for unduplicated pupils, these skills can be particularly transformative, helping them to bridge gaps caused by language barriers, economic disadvantages, or instability.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		By focusing on these comprehensive actions and providing them LEA-wide, Cucamonga School District aims to create an inclusive, supportive, and high-quality educational environment that meets the diverse needs of all its students, while particularly addressing the challenges faced by unduplicated pupils.	
2.9	**Action:** English learner professional development **Need:** The identified need is additional professional development to teachers. 48.3% of all English Learners district-wide are making progress towards English language proficiency. Only 43.2% English learners at TOCS made progress towards English language proficiency, which is 5.1% less than the overall in the district. Additionally, only 20% of all English Learners were reclassified in the 23-24 school year. This was an identified by educational partner during our LCAP meetings. Educational partners identified professional developments to support EL as a need. The data shows there is a critical need for additional professional development to teachers specifically focused on the learning needs of EL students, which could help bridge academic gaps and support EL students in achieving better academic performance.	The primary focus is on providing professional development to teachers specifically for the implementation of the ELD standards. This action emphasizes training and model lessons aimed directly at teachers to enhance their ability to integrate ELD standards into all subject areas. The goal is to equip teachers with the skills and knowledge necessary to effectively teach EL students, thereby impacting their academic achievement. English learners often face additional challenges that can impact their academic performance. By providing instructional staff with training and resources to implement ELD standards across all subject areas, the district ensures that English learners receive tailored instruction that meets their language acquisition needs. This approach helps in bridging language barriers and enhancing comprehension in all academic subjects. Demonstrating effective teaching strategies through model lessons can improve teachers' ability to deliver ELD content, thereby directly benefiting ELs by ensuring consistent and high-quality instruction.	2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partners also expressed that additional professional development would help to enhance learning environments for EL students. **Scope:** Limited to Unduplicated Student Group(s)	Intervention Models (Push-in and Pull-out) Push-in Model: This approach involves specialists working with students within their regular classrooms. This model supports ELs by allowing them to stay in the mainstream classroom while receiving additional help, promoting inclusion and providing contextually relevant support. Pull-out Model: This approach involves taking students out of their regular classrooms for specialized instruction. This method is beneficial for intensive, focused instruction on language skills or specific academic areas where students need the most help. Enhancing overall educational quality improves the learning environment for all students, including unduplicated pupils. When the entire system is strengthened, it creates a supportive context where targeted interventions can be more effective. The competencies of critical thinking, problem-solving, technology literacy, and social and cross-cultural skills are universally valuable. However, for unduplicated pupils, these skills can be particularly transformative, helping them to bridge gaps caused by language barriers, economic disadvantages, or instability. By focusing on these comprehensive actions and providing them LEA-wide, Cucamonga School District aims to create an inclusive, supportive, and high-quality educational environment that meets the diverse needs of all its students, while	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		particularly addressing the challenges faced by unduplicated pupils.	

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.

Cucamonga School District (CSD) has strategically utilized additional concentration grant funds to retain librarians, art teachers, and music teachers, ensuring enhanced direct services for unduplicated students across the district. Through the 2025–26 LCAP engagement process, Educational Partners emphasized the ongoing need to maintain and expand access to enrichment and academic support services for Low-Income, English Learners, and Foster Youth.

To increase student literacy for all students, CSD is leveraging these funds to retain librarians at multiple school sites (Goal 2, Action 3). These professionals support student literacy development, provide research and technology guidance, and foster a love of reading—critical components of academic success. In addition, the district has prioritized continued investment in the arts by maintaining Music and Art teachers at each elementary site (Goal 2, Action 11), ensuring students benefit from a well-rounded education that supports cognitive and creative development.

These actions align with the district's broader commitment to equity and whole-child development. By investing in enrichment programs and academic support services, CSD is ensuring that students who face the greatest barriers receive high-quality, engaging learning opportunities that contribute to improved academic outcomes and long-term success.

Cucamonga School District receives the concentration grant add-on and has no comparison schools, as all schools serve student populations with an unduplicated percentage greater than 55%.

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	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore, not applicable	No comparison schools, therefore, not applicable

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	$27,600,635	7,951,630	28.810%	0.000%	28.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,725,107.00	$4,488,568.00	$387,900.00	$562,127.00	$30,163,702.00	$27,297,627.00	$2,866,075.00

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	Site Parent Community Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-2026 school year	$80,878.00	$7,610.00	$86,678.00			$1,810.00	$88,488.00	
1	1.2	Parent/ community communication and participation supports	All	No			All Schools	2025-2026 school year	$534.00	$0.00	$534.00				$534.00	
1	1.3	District/Site website communication support.	All	No			All Schools	2025-2026 school year	$0.00	$24,987.00	$24,987.00				$24,987.00	
1	1.4	Improve Attendance and Chronic Absenteeism	All	No			All Schools	2025-2026 school year	$0.00	$34,800.00	$34,800.00				$34,800.00	
1	1.5	Lower Suspension Rates	All	No			All Schools	2025-2026 school year	$217,087.00	$0.00	$217,087.00				$217,087.00	
2	2.1	Personalized Professional Learning Model (PPLM) support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 school year	$17,604,269.00	$331,440.00	$14,375,185.00	$3,452,635.00		$107,889.00	$17,935,709.00	
2	2.2	Full day TK/K	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Cucamonga Elementary School, Los Amigos Elementary SchoolLos Amigos Elementary School The Ontario Center	2025-2026 school year	$1,445,415.00	$0.00	$1,445,415.00				$1,445,415.00	

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	2.3	Library Resources	All	No			All Schools	2025-2026 school year	$307,945.00	$200,573.00	$508,518.00				$508,518.00	
2	2.4	Site Tech Support	All	No			All Schools	2025-2026 school year	$389,018.00	$0.00	$389,018.00				$389,018.00	
2	2.5	Extra Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 school year	$1,508,391.00	$0.00	$1,508,391.00				$1,508,391.00	
2	2.6	English Learner support and resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 school year	$1,013,683.00	$43,000.00	$911,528.00			$145,155.00	$1,056,683.00	
2	2.7	Monitor and Support LCAP	All	No			All Schools	2025-2026 school year	$383,813.00	$5,050.00	$388,863.00				$388,863.00	
2	2.8	Ed Tech Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 school year	$0.00	$686,041.00	$298,141.00		$387,900.00		$686,041.00	
2	2.9	English learner professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 school year	$0.00	$14,100.00	$14,100.00				$14,100.00	
2	2.10	Improving Student's achievements in ELA and Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 school year	$0.00	$114,125.00	$114,125.00				$114,125.00	
2	2.11	Enrichment Programs support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 school year	$838,880.00	$110,417.00	$736,983.00	$212,314.00			$949,297.00	
3	3.1	Enrichment Opportunities support	All	No			All Schools	2025-2026 school year	$187,350.00	$497,491.00	$320.00	$684,521.00			$684,841.00	
3	3.2	Health, SEL and Mental wellbeing support	All	No			All Schools	2025-2026 school year	$1,942,569.00	$173,500.00	$1,669,698.00	$139,098.00		$307,273.00	$2,116,069.00	
3	3.3	School Climate and Safety Custodial Support	All	No			All Schools	2025-2026 school year	$1,377,795.00	$622,941.00	$2,000,736.00				$2,000,736.00	

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
$27,600,635	7,951,630	28.810%	0.000%	28.810%	$19,490,546.00	0.000%	70.616 %	**Total:**	$19,490,546.00
								LEA-wide Total:	$17,119,503.00
								Limited Total:	$925,628.00
								Schoolwide Total:	$1,445,415.00

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	Site Parent Community Support	Yes	LEA-wide	English Learners	All Schools	$86,678.00	
2	2.1	Personalized Professional Learning Model (PPLM) support	Yes	LEA-wide	English Learners Low Income	All Schools	$14,375,185.00	
2	2.2	Full day TK/K	Yes	Schoolwide	English Learners Low Income	Specific Schools: Cucamonga Elementary School, Los Amigos Elementary School The Ontario Center	$1,445,415.00	
2	2.5	Extra Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,508,391.00	
2	2.6	English Learner support and resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$911,528.00	
2	2.8	Ed Tech Support	Yes	LEA-wide	English Learners Low Income	All Schools	$298,141.00	

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 (%)
2	2.9	English learner professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,100.00	
2	2.10	Improving Student's achievements in ELA and Math	Yes	LEA-wide	English Learners Low Income	All Schools	$114,125.00	
2	2.11	Enrichment Programs support	Yes	LEA-wide	English Learners Low Income	All Schools	$736,983.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,462,109.00	$30,754,226.73

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**	Site Parent Community Support	Yes	$94,258.00	83,835.82
1	**1.2**	Parent/ community communication and participation supports	No	$534.00	534.00
1	**1.3**	District/Site website communication support.	No	$30,700.00	25,353.44
1	**1.4**	Improve Attendance and Chronic Absenteeism	No	$34,800.00	34,800.00
1	**1.5**	Lower Suspension Rates	No	$0.00	217,367.00
2	**2.1**	Personalized Professional Learning Model (PPLM) support	Yes	$19,340,692.00	19,289,498.03
2	**2.2**	Full day TK/K	Yes	$1,346,582.00	1,412,696.93
2	**2.3**	Library Resources	No	$489,293.00	414,232.35
2	**2.4**	Site Tech Support	No	$423,236.00	389,018.09
2	**2.5**	Extra Instructional Support	Yes	$1,431,559.00	1,510,117.80
2	**2.6**	English Learner support and resources	Yes	$920,169.00	904,387.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.7**	Monitor and Support LCAP	No	$353,247.00	321,187.12
2	**2.8**	Ed Tech Support	Yes	$514,545.00	616,973.84
2	**2.9**	English learner professional development	Yes	$79,350.00	36,426.08
2	**2.10**	Improving Student's achievements in ELA and Math	Yes	$140,000.00	141,231.87
2	**2.11**	Enrichment Programs support	Yes	$1,532,824.00	1,586,248.63
3	**3.1**	Enrichment Opportunities support	No	$553,123.00	181,445.15
3	**3.2**	Health, SEL and Mental wellbeing support	No	$1,366,089.00	1,736,462.00
3	**3.3**	School Climate and Safety Custodial Support	No	$1,811,108.00	1,852,410.75

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)
7,366,948	$18,784,683.00	$19,098,804.09	($314,121.09)	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	Site Parent Community Support	Yes	$82,876.00	82,026.71		
2	2.1	Personalized Professional Learning Model (PPLM) support	Yes	$14,101,162.00	14,207,849.20		
2	2.2	Full day TK/K	Yes	$1,346,582.00	1,412,696.93		
2	2.5	Extra Instructional Support	Yes	$1,431,559.00	1,510,117.80		
2	2.6	English Learner support and resources	Yes	$791,082.00	826,785.88		
2	2.8	Ed Tech Support	Yes	$126,645.00	194,273.84		
2	2.9	English learner professional development	Yes	$79,350.00	36,426.08		
2	2.10	Improving Student's achievements in ELA and Math	Yes	$140,000.00	141,231.87		
2	2.11	Enrichment Programs support	Yes	$685,427.00	687,395.78		

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)
27,029,482	7,366,948	0%	27.255%	$19,098,804.09	0.000%	70.659%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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.
    - 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).
                - 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.
    - 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;
    - **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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) 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.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - 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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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