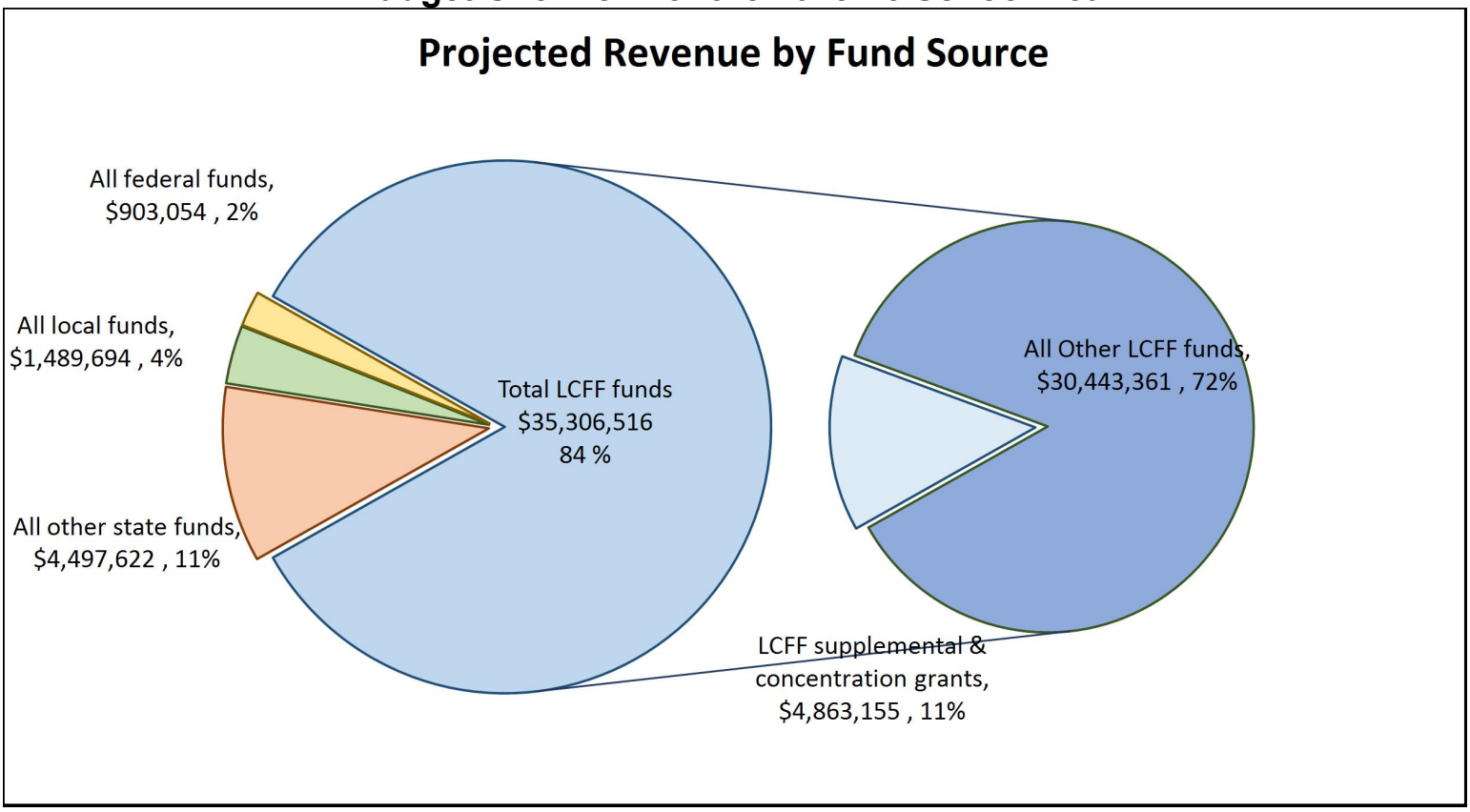
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carpinteria Unified School District
CDS Code: 42691460000000
School Year: 2025-26
LEA contact information:
Diana F. Rigby
Superintendent
drigby@cusd.net
805-684-4511

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

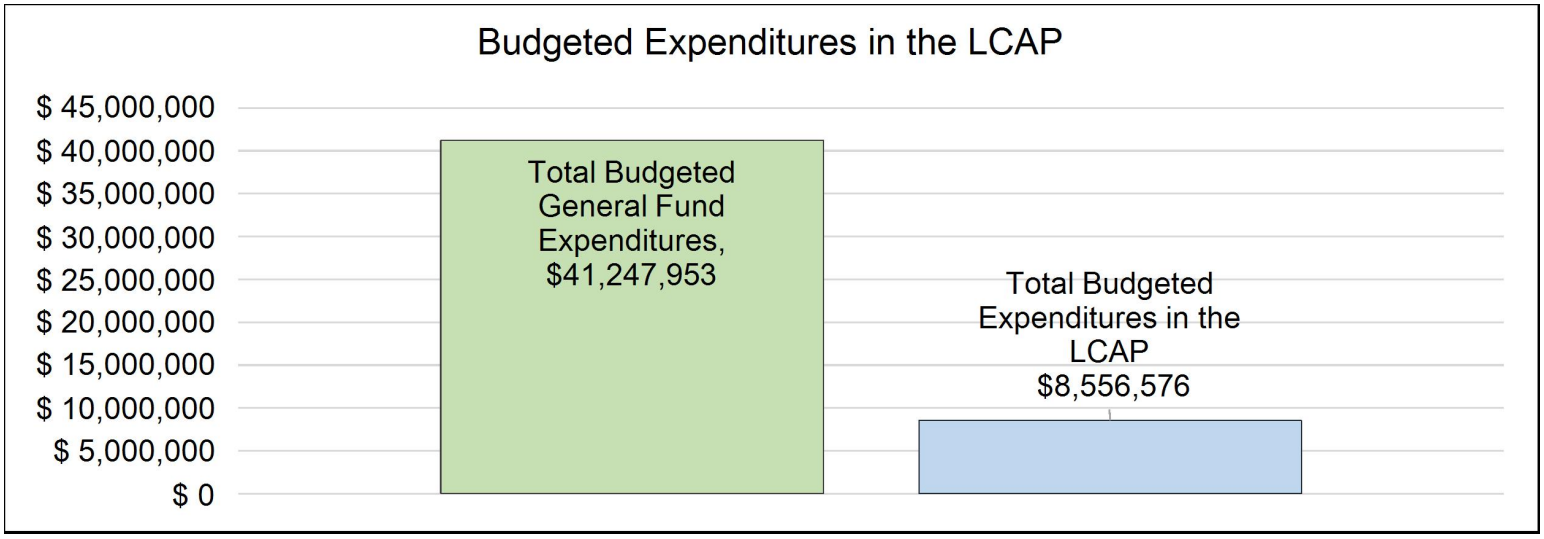


This chart shows the total general purpose revenue Carpinteria Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Carpinteria Unified School District is $42,196,886, of which $35,306,516 is Local Control Funding Formula (LCFF), $4,497,622 is other state funds, $1,489,694 is local funds, and $903,054 is federal funds. Of the $35,306,516 in LCFF Funds, $4,863,155 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 Carpinteria Unified 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: Carpinteria Unified School District plans to spend $41,247,953 for the 2025-26 school year. Of that amount, $8,556,576 is tied to actions/services in the LCAP and $32,691,377 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

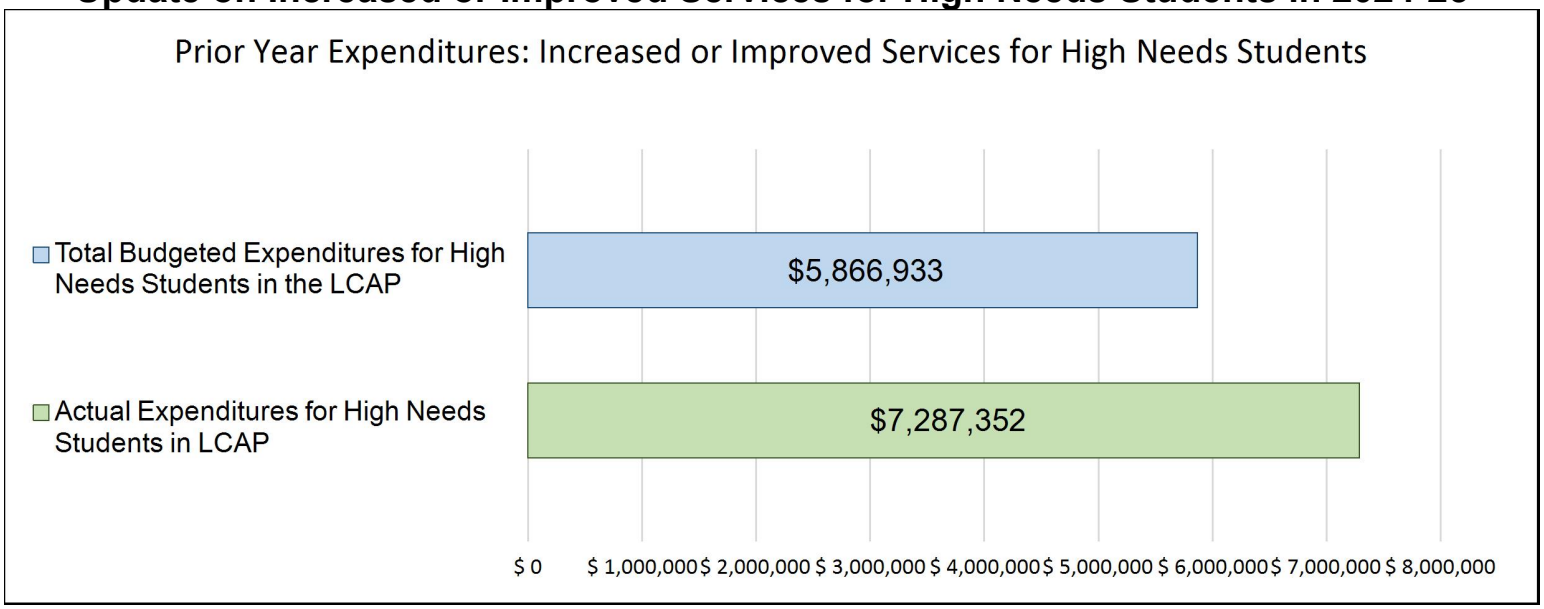
Ongoing operation costs to maintain existing programs and services for students, including salaries and benefits, transportation, counseling and health services, maintenance of facilities, custodial services, utilities, human resources, business services, materials and supplies, routine contracts and technology.

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

In 2025-26, Carpinteria Unified School District is projecting it will receive $4,863,155 based on the enrollment of foster youth, English learner, and low-income students. Carpinteria Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carpinteria Unified School District plans to spend $6,494,039 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 Carpinteria Unified 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 Carpinteria Unified 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, Carpinteria Unified School District's LCAP budgeted $5,866,933 for planned actions to increase or improve services for high needs students. Carpinteria Unified School District actually spent $7,287,352 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carpinteria Unified School District	Diana F. Rigby Superintendent	drigby@cusd.net 805-684-4511

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.

Carpinteria, with a population of approximately 12,500 residents, is located on the South Coast of Santa Barbara County, approximately 12 miles southeast of the City of Santa Barbara. This coastal community consists of 2.6 miles with beautiful beaches, mountains, and a diverse economy. The District serves 1900 students in 4 elementary schools, 1 middle school, and 1 high school. Within Carpinteria, the elementary schools, Aliso and Canalino are all within a mile of one another, with a small elementary choice school, Carpinteria Family School, located on the Canalino campus. The smallest elementary school, Summerland, is located in the unincorporated area of Santa Barbara County, north of Carpinteria. The communities of Carpinteria and Summerland have consistently demonstrated their support of CUSD through the passage of the $90 million General Obligation Bond Measure U in 2014. This crucial funding is enabling the District to modernize its worn and outdated facilities, bringing them into the 21st Century, replacing 63 portables with upgraded modular buildings, classroom modernization, new science and engineering labs, multimedia classroom instruction, and a brand new Summerland School. CUSD has been a “community-funded” district since 2007 and will continue in this status. The Carpinteria Education Foundation has raised more than $3 Million in the past 29 years.

CUSD students are 72% Hispanic with 16% English Learners, 68% economically disadvantaged, and 17% Students with Disabilities. Despite the high cost of living in Carpinteria and South Santa Barbara County, the District benefits from a stable teaching force with average longevity of 10 years. The District also receives strong support and resources from local businesses and non-profit partnerships. Both Carpinteria and Summerland are regarded as family-centered communities with many opportunities that promote the well-being of youth.

No schools in CUSD receive Equity Multiplier funding.

Reflections: Annual Performance

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

The performance data listed here comes from the California School Dashboard and local data unless otherwise noted.

SUCCESSES:

Graduation & College/Career Readiness:

- Graduation Rate: Remains high at 91.6% due to increased monitoring and intervention by counselors and high school administration.
- College/Career Indicator: Strong at 60.5% of students prepared.
- UC/CSU Requirements: 53.9% of graduates met these requirements.

English Learner Progress:

- Long-Term English Learners: Significant decrease from 11.5% to 7.7% (Dataquest).

Academic Performance Indicator (Growth in CAASPP):
Math:

- Aliso: +25 points
- Canalino: +3.8 points
- Carpinteria Family School: +11 points
- Summerland: +21.7 points
- Carpinteria Middle School: +17.7 points

English Language Arts:

- Aliso: +20.9 points
- Summerland: +9.8 points
- Carpinteria Middle School: +14.5 points

Academic Achievement (GPA):

- Carpinteria Middle School: 74% of students earned a 3.0 or higher GPA, with a school average of 3.32.
- Carpinteria High School: 77% of students earned a 3.0 or higher GPA, with a school average of 3.64.

Rigorous Coursework & Career Pathways (CHS):

- Advanced Course Enrollment: 73% of CHS students are enrolled in AP, Honors, or Dual Enrollment courses.
- CTE Pathway Completion: 44.3% of CHS students completed at least one CTE Pathway.

Student Engagement:

- Chronic Absenteeism: Significant decline of 7.6%, from 24.6% to 17%.
- Suspension Rate: Very low for Aliso, Canalino, Summerland, and Carpinteria Family School.

The following student groups, previously identified as "red" in the 2023 Dashboard, have shown improvement and are no longer in the "red" category.

District:

- ELA: English Learners, Students with Disabilities, Economically Disadvantaged, Homeless
- Math: Students with Disabilities
- Chronic absenteeism: Students with Disabilities, Homeless
- Suspensions: English Learners, Students with Disabilities

Aliso:

- ELA and Math: Students with Disabilities

Canalino:

- ELA: English Learners, Students with Disabilities

Carpinteria Middle School:

- ELA: English Learners, Students with Disabilities
- Math: Students with Disabilities
- Chronic Absenteeism: All students group, English Learners, Students with Disabilities, Economically Disadvantaged, Hispanic, White

Carpinteria High School:

- ELA: English Learners, Economically Disadvantaged, White
- Suspensions: All students group, English Learners, Students with Disabilities, Economically Disadvantaged, Hispanic

IDENTIFIED NEEDS:

English Learner Progress Indicator (ELPI):

- Overall Decline: 19% decline in the number of English Learners progressing at least one ELPI level (only 36% progressed).

Academic Performance Gaps:

- Students with/without Disabilities
- Hispanic/White students
- English Learners/Non-English Learners
- Economically Disadvantaged/Non-Economically Disadvantaged students

The following student groups, previously identified as red in the 2023 School Dashboard, will continue to inform the LCAP 3-year cycle. Schools in CUSD with at least one red (very low) indicator include:

- Carpinteria Middle School for Chronic Absenteeism
- Carpinteria High School for ELA and Suspensions.

Student groups in CUSD with at least one red (very low) indicator include:

- Students with Disabilities for ELA, Math, Chronic Absenteeism, and Suspensions
- English Learners for ELA and Suspensions
- Homeless students for ELA and Chronic Absenteeism.

Student groups with a red (very low) indicator at their school site include:

- Aliso School - students with disabilities for Math and ELA
- Canalino School - students with disabilities and English learners for ELA
- Carpinteria Middle School - for ELA includes students with disabilities and English learners; for Math includes students with disabilities; for Chronic Absenteeism includes English learners, students with disabilities, economically disadvantaged, Hispanic and White students.
- Carpinteria High School - for ELA includes English learners, students with disabilities, economically disadvantaged and Hispanic; for Math includes English learners; for Suspensions includes English learners, students with disabilities, economically disadvantaged and Hispanic

The following student groups were identified as red in the 2024 School Dashboard
Schools in CUSD with at least one red (very low) indicator include:

- Aliso School – English Learner Progress (ELPI)
- Canalino School – English Learner Progress (ELPI)
- Carpinteria Middle School – Suspensions
- Carpinteria High School – ELA, Math, ELPI

Student groups in CUSD with at least one red (very low) indicator include:

- English Learners for ELPI
- Long Term English Learners for Math and ELPI
- Homeless students for Suspensions

Student groups with a red (very low) indicator at their school site include:

- Aliso School – English Learners and Long Term English Learners for ELPI
- Canalino School – English Learners and Long Term English Learners for ELPI
- Carpinteria Middle School – students with disabilities, economically disadvantaged and Hispanic for suspensions
- Carpinteria High School – Hispanic for ELA; English Learners, economically disadvantaged and Hispanic for Math; English Learners and Long Term English Learners for ELPI

CUSD does not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds

Reflections: Technical Assistance

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

The district is committed to providing all students with the opportunity to succeed. The district is eligible to receive differentiated assistance to address the specific needs of two student groups. The first group is English learners who are experiencing lower performance in ELA. The second group is students with disabilities who are experiencing lower performance in both ELA and math, along with higher suspension rates.
In collaboration with SBCEO staff, the CUSD Leadership team conducted a systems inventory and identified inconsistency of high-quality instructional practices impacting literacy and mastery of grade-level standards. The Leadership team, in partnership with SBCEO, completed a fishbone root-cause analysis of that problem of practice and developed a theory of action around the following statement. "We will create a coherent system to clarify and calibrate expectations for expanding effective instructional practices". In elementary, principals meet with the curriculum council to identify and implement effective instructional practices to support students in mathematics. Teacher representatives from the curriculum council then work with their grade-level PLC teams to implement those practices in class, with principals providing feedback on those strategies through informal walk-throughs. Staff are then able to discuss what is going well and what might be improved with the strategy. In middle school, the team is working on building relationships and evaluating technology use in the classroom. In the high school, the administration, in partnership with the leadership team, is using feedback from the WASC visit to have conversations about rigor and instruction that will also be included in PLC discussions.
The district leadership team will continue to partner with SBCEO on learning about instructional rounds until the release of the 2025 Dashboard.

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 Team (District Leadership Team)	The District Leadership Team, comprised of school principals and district administrators, meets weekly to strategically address student learning and district goals.
Aliso Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (4/12/2025)
Aliso School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (4/30/2025) the SSC consists of 10 members.
Aliso ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/18/2025), 10-15 members regularly attend.
Aliso Parent Group	LCAP goals and actions were shared with Parents for Aliso and feedback was solicited (3/19/2025). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Canalino/CFS Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (4/9/2025)
Canalino School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (4/28/2025) the SSC consists of 7 members.
Canalino/CFS ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/3/2025) 15 members regularly attended.

Educational Partner(s)	Process for Engagement
Canalino/CFS Parent Group	LCAP goals and actions were shared with Parents for Canalino and feedback was solicited (4/9/2025). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria Middle School Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (5/7/2025)
Carpinteria Middle School School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (4/28/2025), the SSC consists of 10 members.
Carpinteria Middle School ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/3/2025), 5 members regularly attended.
Carpinteria Middle School Parent Group	LCAP goals and actions were shared with Parents for CMS and feedback was solicited (5/6/2025) Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria High School Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (4/14/2025).
Carpinteria High School School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (4/17/2025), the SSC consists of 12 members.
Carpinteria High School ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/3/2025), 10 parents regularly attend.
Carpinteria High School Parent Group	LCAP goals and actions were shared with Parents for CHS and feedback was solicited (4/2/2025). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria High School Student Body	LCAP goals and actions were shared with the ASB class (5/1/2025) in addition, all CHS students were given an opportunity to provide feedback by completing the LCAP survey.
DELAC	LCAP goals and actions were shared with DELAC members (5/7/2025). DELAC is comprised of 4 members, one ELAC representative from Aliso, Canalino, CMS, and CHS.

Educational Partner(s)	Process for Engagement
District Parent Advisory Committee	LCAP goals and actions were shared with the District Parent Advisory Committee and feedback was solicited (4/13/2025). PAC is comprised of 12 parents.
Local bargaining unit (CAUSE)	LCAP goals and actions were shared with CAUSE via email (4/29/2025)
SELPA	LCAP goals and actions were shared with SELPA via email (3/13/2025)

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

Development of the LCAP included feedback and input from the following educational partner groups:

- LCAP team (comprised of the district's leadership team)
- Staff
- Parents
- School Site Councils
- ELAC, DELAC
- Parent Advisory Council
- Bargaining Unit
- SELPA
- Student Body at CHS

The district conducted a survey for parents, teachers and staff to solicit feedback. Several Board presentations were conducted throughout the year to review student achievement data. Student outcomes were closely monitored throughout the year. The leadership team reviewed draft goals and actions and provided feedback for modifications. Monthly "Coffee with the Principal" gatherings provided an opportunity to share goals and progress as well as providing an opportunity for the principals to listen to families suggestions and concerns. School Site Councils reviewed student outcomes and parent, staff and student survey responses provided valuable input regarding school safety and social emotional support for students. Staff were also presented goals and actions and given the opportunity to provide feedback and ask questions. LCAP goals and actions were presented to ELAC, DELAC, SELPA, CAUSE (bargaining unit), and the Parent Advisory Council.

The following areas represent the collective feedback from education partner groups:

GOAL 1

- More teacher training
- More AP/Honors class offerings
- More challenging classes
- Teacher training on effective reading class
- Required remedial classes for reading, writing and math
- Daily tutoring

- Science and Engineering Academies
- Bilingual summer program
- Continue to provide reading intervention and tutoring
- Continue Student Success Center
- More time and resources for teachers to create differentiated lessons
- Teachers provide more feedback to students on completed assignments

GOAL 2
- More opportunities for parent engagement (offered in many forms)
- More visibility of parent association and meeting schedules
- More college nights
- More multicultural events
- Continue “Coffee with the Principal”
- Workshop on technology and school culture for parents
- Increase parent participation during the school day
- Increase bilingual access to parents
- Increase student engagement and classroom instruction
- Focus on school culture and community building

GOAL 3
- More activities for students to build career paths
- More focus on vocational and technical arts
- College tours and college fairs on campus
- Continuation and expansion of the AVID program
- College campus visits at a young age
- Increase opportunities for students to learn about career pathways
- Physics class
- Continue to create internship opportunities for real world experiences

GOAL 4
- Continue monthly safety meetings and publish notes and findings
- Additional custodial staff
- Improve cleanliness at school sites
- Train campus security staff to understand and work appropriately with students
- Have family workdays to help with school beautification

GOAL 5
- More training for special education teachers
- Hire staff that is consistently present and engaged with students
- More behavior training for instructional assistants

- Train SPED instructional assistants on how to support students with disabilities
- Better collaboration between SPED staff and Gen Ed staff
- Teachers should focus on learning more about the needs of students with disabilities

The following specific feedback supports our LCAP goals:

GOAL 1
1.19, 1.20 - Professional development in ELA, ELD and math, Professional Learning Communities and Artificial Intelligence
1.3, 1.4, 1.13 – Elementary reading intervention, targeted small group instruction in reading and math, CMS after school tutoring in ELA and math
1.6, 1.7, 1.16 – Professional Learning Communities, Grade level/department teams,
1.18 – Student Success Center

GOAL 2
2.12, 2.13, 2.14 - Monthly "Coffee with the Principal", Monthly Parent Group Meetings, Family Activity Nights including cultural events with bilingual access
2.10 - Parent Square communication in English and Spanish

GOAL 3
3.1 - Get Focused Stay Focused
3.4, 3.5, 3.6, 3.7 – CTE Pathways industry experience, CTE Pathways industry certification, CTE Internship program in partnership with SBCEO, Recognition program for CTE Pathways completers
3.9, 3.10 – College parent workshops, college field trips and college exploration activities.
3.11 – AVID program
3.12 – Student Success Center

GOAL 4
4.1 – Clean and well-maintained facilities
4.3 - School safety teams
4.4 - Security personnel

GOAL 5
5.3 - Professional development for special education teachers and instructional assistants

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning by implementing high-quality, standards-based instruction that is tailored to meet the individual needs of every student, ensuring that all students are challenged and supported to master grade level standards.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #1 based on data from the 2023 Dashboard. At that time, a review of the CAASPP assessment data indicated that only 38% of 5th graders, 39% of 8th graders, 39% of 11th graders; 8% English Learners; 11% of students with disabilities; 33% of economically disadvantaged students; and 31% of Hispanic students have met standard in English Language Arts (ELA). Only 26% of 5th graders, 39% of 8th graders, 27% of 11th graders; 15% of English Learners; 10% of students with disabilities; 28% of economically disadvantaged students; and 26% of Hispanic students have met standard in math.
Only 20% of English Learners scored proficient on the ELPAC and only 17% were reclassified by grade 6.
Students not meeting grade level standards need individualized, targeted academic interventions. English learners need a more effective and personalized learning plan implemented by highly trained teachers.

Educational partner feedback in 2023-24 informed these actions. Educational partner feedback in 2024-25 continue to validate these actions:

- Continue offering lower class sizes (1.1)
- Continue to expand DLI program (1.2)
- Provide more professional development (1.19. 1.20)
- Implement universal design for learning principles in all classrooms (1.6, 1.16)
- Continue Student Success Center (1.18)
- Continue to provide reading intervention and tutoring (1.3, 1.13)
- Implement project based learning (being supported through CTE efforts)
- More time and resources for teachers to create differentiated lessons (1.19, 1.20, 1.21)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance and Progress for English Language Arts (CAASPP)	2022-23 Data: Students met or exceeded standard: 38% 5th grade 39% 8th grade 39% 11th grade English Learners: 8% 5th grade 0% 8th grade 0% 11th grade Economically Disadvantaged: 31% 5th grade 35% 8th grade 35% 11th grade Students with Disabilities: 4% 5th grade 17% 8th grade 5% 11th grade 31% Hispanic 69% White 33% Economically Disadvantaged 62% Non-Economically Disadvantaged	2023-24 Data: Students met or exceeded standard: 50% 5th grade 46% 8th grade 40% 11th grade English Learners: 0% 5th grade N/A 8th grade 5% 11th grade Economically Disadvantaged: 40% 5th grade 37% 8th grade 38% 11th grade Students with Disabilities: 17% 5th grade 0% 8th grade 13% 11th grade 35% Hispanic 67% White 37% Economically Disadvantaged 61% Non-Economically Disadvantaged		More than 60% of students in grade 5 and more than 50% of students in grades 8 and 11 will meet or exceed standard in English Language Arts 15% increase for English learners meet or exceed standard 15% increase for economically disadvantaged meet or exceed standard 15% increase for students with disabilities meet or exceed standard Decrease the gap to 25 or less percentage points between White and Hispanic students Decrease the gap to 15 or less percentage points between	Students met or exceeded standard: 5th grade, +12% 8th grade, +7% 11th grade, +1% English Learners: 5th grade, -8% 8th grade, NA 11th grade, +5% Economically Disadvantaged: 5th grade, +9% 8th grade, +2% 11th grade, +3% Students with Disabilities: 5th grade, +13% 8th grade, -17% 11th grade, +8% Gap between White and Hispanic students decreased 6% Gap between Economically Disadvantaged and Non-Economically Disadvantaged students decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Economically Disadvantaged and Non-Economically Disadvantaged students	
1.2	California Assessment of Student Performance and Progress in Math (CAASPP)	2022-23 Data: Students met or exceeded standard 26% 5th grade 39% 8th grade 27% 11th grade English Learners: 8% 5th grade 17% 8th grade 0% 11th grade Economically Disadvantaged: 18% 5th grade 35% 8th grade 20% 11th grade Students with Disabilities: 4% 5th grade 18% 8th grade 0% 11th grade 26% Hispanic 67% White	2023-24 Data: Students met or exceeded standard 37% 5th grade 43% 8th grade 24% 11th grade English Learners: 6% 5th grade N/A 8th grade 0% 11th grade Economically Disadvantaged: 26% 5th grade 36% 8th grade 19% 11th grade Students with Disabilities: 8% 5th grade 0% 8th grade 0% 11th grade 31% Hispanic 67% White		More than 40% of students in grades 5 and 11 and more than 50% of students in grade 8 will meet or exceed standard in math 15% increase for English Learners meet or exceed standard 15% increase for economically disadvantaged students meet or exceed standard 15% increase for students with disabilities meet or exceed standard Decrease the gap to 25 or less percentage points between White	Students met or exceeded standard 5th grade, +11% 8th grade, +4% 11th grade, -3% English Learners: 5th grade, -2% 8th grade, NA 11th grade, 0% Economically Disadvantaged: 5th grade, +8% 8th grade, +1% 11th grade, -1% Students with Disabilities: 5th grade, +4% 8th grade, -18% 11th grade, 0% Gap between White and Hispanic students decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28% Economically Disadvantaged 57% Non-Economically Disadvantaged	34% Economically Disadvantaged 58% Non-Economically Disadvantaged		and Hispanic students Decrease the gap to 15 or less percentage points between Economically Disadvantaged and Non-Economically Disadvantaged students in math	Gap between Economically Disadvantaged and Non-Economically Disadvantaged students decreased 5%
1.3	STAR Reading and Math (Local Data)	2023-24 (April) Data: 3rd Grade STAR Reading: 4.0 grade level 3rd Grade STAR Math: 4.2 grade level	2024-25 (May) Data: 3rd Grade STAR Reading: 4.0 grade level 3rd Grade STAR Math: 4.0 grade level		Average Grade Level on Grade 3 STAR Reading will be 3.9 or higher Average Grade Level on Grade 3 STAR Math will be 3.9 or higher	3rd Grade STAR Reading grade level remained the same at 4.0 3rd Grade STAR Math grade level decreased 0.2
1.4	Student Grades, GPAs (Local Data)	2022-23 (2nd Semester) Data: CMS: 66% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.17 CHS: 63% of students earned a 3.0 or higher cumulative GPA, with a	2024-25 (1st Semester) Data: CMS: 74% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.32		75% or more grades 6-12 students will earn a 3.0 or higher cumulative GPA	CMS: percent of students who earned a 3.0 or higher GPA increased 7% CHS: percent of students who earned a 3.0 or higher GPA increased 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school average GPA of 3.47	CHS: 77% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.64			
1.5	English Language Proficiency Assessment for California (ELPAC)	2022-23 Data: 20.2% scored proficient on the ELPAC	2023-24 Data: 12.9% scored proficient on the ELPAC		30% or more English learners will score proficient on the ELPAC	Students who scored proficient on the ELPAC decreased 7.3%
1.6	English Learner Progress Indicator (Dashboard)	2022-23 Data: 55.1% of English learners are making progress towards English language proficiency	2024 Dashboard: 36% of English learners are making progress towards English language proficiency		50% of English learners will make progress towards English language proficiency	Percent of English learners making progress towards English language proficiency decreased 19%
1.7	Reclassification rates (Dataquest)	2023-24 Data: 17.1% English learners were reclassified by grade 6	2024-25 Data: 10.9% English learners were reclassified by grade 6		20% or more English learners will be reclassified by grade 6	English learners who were reclassified by grade 6 decreased 6.2%
1.8	Long Term English Learners (Local Data)	2022-23 Data: 11.5% Long Term English Learners	2024-25 Data: 7.5% Long Term English Learners		Long Term English Learners will decrease to less than 5%	Long Term English Learners decreased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	% of students who have access to instructional materials (Williams Act)	100% of students have access to instructional materials	100% of students have access to instructional materials		100% of students will access to instructional materials	100% of students have access to instructional materials
1.10	% of teachers who are appropriately assigned and fully credentialed (Dashboard)	2022-23 Data: 86.8% of teachers are appropriately assigned and fully credentialed	2022-23 Data: 80% of teachers are appropriately assigned and fully credentialed		100% of teachers are appropriately assigned and fully credentialed	Percent of teachers appropriately assigned and fully credentialed decreased 6.8%
1.11	Implementation of state standards (Local Data)	Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards		Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards
1.12	% of students who have access and are enrolled in a broad course of study (Local Data)	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study		100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study

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 district achieved significant progress in enhancing student support and instructional practices during the 2024-2025 academic year. Key successes included the implementation of lower class sizes, which fostered more individualized attention, and the successful expansion of the Dual Language Immersion (DLI) program, demonstrating its value in supporting bilingual proficiency. Teachers consistently provided targeted small group instruction in reading and math, alongside designated and integrated English Language Development (ELD) instruction, directly addressing diverse student needs. This was complemented by regular teacher meetings to monitor student learning, ensuring responsiveness to academic progress. Additionally, the district offered crucial after-school tutoring for underperforming students and the Student Success Center successfully delivered a comprehensive support system for struggling learners. Furthermore, secondary teachers

benefited from specialized professional development in Artificial Intelligence, equipping them with foundational knowledge in an emerging field.

Implementation Challenges: Summer ELD program for English Learners was not implemented due to low enrollment.

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.

1.2 The DLI program was expanded at Aliso and Carpinteria Middle School, additional teachers were added, in addition the 2024-25 projected expenditures were under projected.
1.4 The 2024-25 projected expenditures for instructional assistants were under projected.
1.13 A reduction in state funding (ELOP) necessitated a decrease in spending on after school tutoring.

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

1.1 Reduce class size averages for grades TK-12. (Highly effective) smaller class sizes allowed for more individualized attention, differentiated instruction, and a more positive learning environment. CAASPP ELA scores target was met for grade 5 and Math target was met for grade 8. STAR reading and math assessments also indicated a positive correlation between smaller class sizes and student achievement.

1.2 Dual language immersion. (Effective) the DLI program provided students the opportunity to develop proficiency in both English and Spanish. English learners in the DLI program made significant progress acquiring academic language. Many are on track for reclassification.

1.3 Reading intervention instruction. (Effective) CAASPP ELA scores target was met for grade 5. STAR reading assessments showed an increase in student grade level reading proficiency.

1.4 Targeted small group instruction in reading and math. (Effective) CAASPP ELA scores target was met for grade 5 and Math target was met for grade 8. Targeted small group instruction had a positive impact on student achievement as measured by STAR reading and math data

1.5 & 1.8 Daily 30-minute ELD and STEM ELD instruction. (Somewhat effective) while the English Learner Progress indicator declined on the Dashboard, English learners showed progress in acquiring academic language. This progress is directly linked to the daily ELD and STEM ELD instruction students received, which helped them move toward reclassification.

1.6 & 1.7 Elementary PLCs and grade level teams. (Effective) regular meetings provided a consistent forum for collaboration, monitor student progress, and timely adjustments to instruction based on performance data. Grade level teams utilized a variety of data sources to gain a comprehensive understanding of student progress.

1.9 Bridges unit assessments. (Effective) teachers administered these assessments to monitor math progress and identify students needing additional support. Teachers used the intervention curriculum to support struggling students.

1.10 Extended Learning Opportunities for TK-5 (Effective) successfully provided academic enrichment, recreation, socialization, and nutrition during winter/spring/summer breaks.

1.11 CMS performance-based grouping for advanced math and English classes. (Highly effective) students who demonstrated a strong aptitude for advanced math and English concepts were identified and placed in appropriate advanced classes that provide a more stimulating and challenging environment that fosters academic growth.

1.12 Monitor and analyze student academic progress. (Effective) department teams met regularly to analyze student data. Teachers identified areas where they can adjust their instructional practices to better address student needs and learning gaps and developed targeted interventions to support struggling students.

1.13 CMS after school tutoring. (Effective) after school tutoring contributed to overall student academic success, the percentage of students earning a GPA of 3.0 or higher increased from 66% to 74%. CAASPP scores also increased.

1.14 CMS instructional coaching for teachers. (Effective) CAASPP scores in ELA and math show that this action was effective. Teacher coaching was a valuable tool for continuing to improve teacher effectiveness and ultimately student achievement. CAASPP Math target was met for grade 8.

1.15 CMS designated ELD instruction. (Somewhat effective) while the English Learner Progress indicator on the Dashboard declined 7.8%, English learners showed progress in acquiring academic language. This progress is directly linked to the daily ELD instruction program, which helped them move toward reclassification.

1.16 CMS and CHS PLCs. (Effective) regular meetings provided a consistent forum for collaboration, monitor student progress. Teachers identified areas where they can adjust their instructional practices to better address student needs and learning gaps and developed targeted interventions to support struggling students

1.17 Summer ELD program for English Learners was not implemented as planned due to low enrollment (not effective).

1.18 Student Success Center. (Highly effective) this action has proven to be a powerful tool in supporting student success. The district's graduation rate is relatively high at 91.6%, which is a testament to the effectiveness of the program.

1.19 & 1.20 Professional Development. (Effective) teachers participated in professional development, they strengthened their collaboration skills and increased the effectiveness of classroom instruction that benefited students by providing them with a strong foundation for learning and academic success.

1.21 Professional Development in Artificial Intelligence. (Effective) teachers learned the necessary skills and knowledge to effectively integrate AI tools in their classrooms for increased student engagement and learning.

1.22 District Leadership Team collaboration. (Effective) the team's collaboration improved their leadership practices, the District Leadership Team played a vital role in ensuring all students have access to high quality instruction and the support they need to achieve academic success.

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

Metrics:
1.1 Target for Year 3 Outcome was met for 5th graders, the target was raised to 60% for 5th graders.
1.2 Target for Year 3 Outcome was met for 8th graders, the target was raised to 50% for 8th graders.
1.4 Target for Year 3 Outcome was met, the target was raised to 75%
1.6 The ELPI decreased 19%, the Target for Year 3 Outcome was lowered to 50%
1.7 The reclassification rate decreased 6.2%, the Target for Year 3 Outcome was lowered to 20%

Actions:
1.8 STEM ELD instruction will be discontinued at the end of 2024-2025 due to budget reductions, CUSD will no longer have an elementary GATE teacher position.
1.17 Summer ELD program is sunsetting at the end of 2024-2025 due to low enrollment.
1.19 TK-12 Professional development in ELA, ELD and math will not be offered in 2025-26 unless funding is secured.
1.21 Professional Development in Artificial Intelligence was a one-time offering and will not be repeated in the subsequent academic year.

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	Reduced class size averages for grades TK-12	The district will prioritize early learning success by maintaining smaller class sizes for grades TK-12. This action supports student groups with a red performance indicator, see attached matrix.	$4,432,149.00	Yes
1.2	DLI Program	District administration will continue the dual language immersion program at Canalino and expand the DLI program to include grades K-5 at Aliso	$653,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and grades 6th–8th at Carpinteria Middle School to increase biliteracy, specifically for English Learners.		
1.3	Elementary reading intervention teachers	Elementary reading intervention teachers will provide targeted reading instruction for students performing below grade level to increase reading levels. This action supports student groups with a red performance indicator, see attached matrix.	$378,430.00	No
1.4	Targeted small group instruction in reading and math	Elementary teachers will differentiate instruction by providing targeted small group instruction in reading and math with the support of instructional assistants. This action supports student groups with a red performance indicator, see attached matrix.	$468,529.00	Yes
1.5	Elementary daily designated ELD instruction	Elementary teachers will provide daily designated structured English Language Development (ELD) instruction to support English Learners in mastering academic language and content. This action supports student groups with a red performance indicator, see attached matrix.	$0.00	No
1.6	Elementary PLCs	Elementary PLCs will meet regularly to analyze student performance data from assessments to identify areas needing improvement and develop targeted instructional strategies and learning activities to address identified needs.	$0.00	No
1.7	Elementary grade level teams	Elementary district wide grade level teams will meet regularly to ensure consistent implementation of District adopted curriculum with a focus on grade level standards and inclusive instructional practices.	$50,000.00	No
1.8	STEM ELD instruction	STEM ELD Instruction is discontinuing at the end of 2024-2025. CUSD no longer has an elementary GATE teacher position. ELD Students will continue to receive both designated ELD and integrated ELD with their classroom teacher.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The elementary GATE teacher will provide STEM ELD instruction specifically designed to support English Learners in developing both STEM knowledge and English language proficiency to 4th and 5th grade English Learners.		
1.9	Bridges Unit Assessments	Elementary teachers will utilize Bridges unit assessments to diagnose student strengths and weaknesses in math and provide targeted interventions to address identified learning gaps. This action supports student groups with a red performance indicator, see attached matrix.	$0.00	No
1.10	Extended Learning Opportunities for TK-5	The District will implement Extended Learning Opportunities for TK-5 during Winter/Spring/Summer breaks that provide academic enrichment, recreation, socialization, and nutrition. The ELO Program will be operated by United Way in alignment with the Expanded Learning Opportunities (ELO-P) requirements. English Learners, homeless, foster and low income students will be given priority enrollment.	$658,800.00	No
1.11	CMS performance-based grouping	CMS will implement performance-based grouping to place students in advanced math and ELA classes to ensure students are challenged at an appropriate level.	$0.00	No
1.12	CMS and CHS monitor and analyze student academic progress	CMS and CHS teachers and counselors will collaboratively monitor and analyze student academic progress, including grade reports, to identify students who may benefit from additional academic support.	$0.00	No
1.13	CMS after school tutoring	CMS teachers will provide after school tutoring in ELA and math to accelerate student academic growth specifically for English Learners, Long Term English Learners, Homeless, foster youth, low income, and students with disabilities. This action supports student groups with a red performance indicator, see attached matrix.	$26,188.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	CMS instructional coaching program for teachers	The CMS Principal will implement an instructional coaching program for teachers to improve student engagement and classroom instruction.	$0.00	No
1.15	CMS designated ELD instruction	CMS teachers will provide daily designated English Language Development (ELD) instruction to support English Learners and Long Term English Learners in mastering academic language and content. This action supports student groups with a red performance indicator, see attached matrix.	$177,419.00	No
1.16	CMS and CHS PLCs	CMS and CHS PLCs will analyze common interim assessment data to collaboratively develop and refine data-driven instruction that improves student learning outcomes and achievement for all students.	$0.00	No
1.17	CHS summer ELD program	CHS Summer ELD program is sunsetting at the end of 2024-2025 due to low enrollment. CHS will offer a comprehensive 45-hour summer ELD program for level 1 and level 2 English Learners and Long Term English Learners to accelerate English language acquisition.	$0.00	No
1.18	CHS Student Success Center	The CHS Student Success Center (SSC) will offer a comprehensive support system for identified students struggling academically, including personalized interventions and counseling services to address learning gaps and improve academic performance. This action supports student groups with a red performance indicator, see attached matrix.	$132,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	TK-12 Professional Development in ELA, ELD, and math	Professional development will not be offered in 2025-26 unless funding is secured. The District will provide TK-12 targeted professional development opportunities in ELA, ELD, and math to increase the effectiveness of classroom instruction to address low performing student groups in ELA (English learners, students with disabilities, homeless) and in math (students with disabilities)	$0.00	No
1.20	TK-12 Professional Development in PLCs	The District will provide professional development opportunities focused on strengthening teacher collaboration skills within Professional Learning Communities (PLCs). This will include workshops, coaching, and collaborative planning time for teachers across all grade levels (TK-12) to develop effective strategies for data analysis, curriculum alignment, and shared instructional practices.	$0.00	No
1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	Professional Development in Artificial Intelligence was a one-time offering and will not continue in 2025-2026. The District will provide professional development for CMS and CHS teachers to equip them with the necessary skills and knowledge to effectively integrate Artificial Intelligence (AI) tools into their classrooms for increased student engagement and learning.	$0.00	No
1.22	District Leadership Team collaboration	The District Leadership Team will collaborate weekly to develop and implement strategies that strengthen school leadership and improve student learning. The district qualifies for technical assistance and will collaborate with SBCEO to develop and implement effective actions that improve instructional practices to meet the specific needs of English learners and students with disabilities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.23	Support for Long Term English Learners	CMS teachers will provide designated English Language Development (ELD) instruction specifically tailored for LTELs, focusing on explicit language instruction crucial for their progress. CHS will offer individualized support to LTELs in the Student Success Center, providing additional assistance to help them master academic language. This action supports student groups with a red performance indicator, see attached matrix. (This action's expenditures are already reported in 1.15 and 1.18)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will actively engage in learning and participate in a positive school culture in partnership with parents.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #2 based on data from the 2023 Dashboard. At that time, review of the California Healthy Kids Survey data indicated that the school climate needs improvement, specifically in school connectedness, and academic motivation. The schools need to create a learning environment where students, staff, and families feel connected, safe, motivated, respected, and welcomed.
The 2023 Dashboard data showed that chronic absenteeism rate is high at 25%, school administrators need to daily monitor student attendance, work with students and families to provide resources to assist students and families to decrease chronic absenteeism.

Educational partner feedback in 2023-24 informed these actions. Feedback from 2024-25 continue to validate these actions:

- Meet monthly with parents (2.12, 2.13, 2.14)
- Focus on school culture and community building (2.14)
- Increase opportunities for parent engagement (2.12, 2.13, 2.14)
- Host cultural events that represent our community (2.14)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School connectedness, academic motivation, and high expectations California Healthy Kids Survey (CHKS)	2023-24 Data: Average for grades 7th, 9th & 11th	2024-25 Data: Average for grades 7th, 9th & 11th		Average for grades 7th, 9th & 11th School connectedness: 90% or higher	School connectedness: +2% Academic motivation: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School connectedness: 88% Academic motivation: 89% High expectations: 93%	School connectedness: 90% Academic motivation: 90% High expectations: 94%		Academic motivation: 90% or higher High expectations: 90% or higher	High expectations: +1%
2.2	School safety California Healthy Kids Survey (CHKS)	2023-24 Data: Schools are safe: Average for grades 7th, 9th & 11th - 92% Staff - 98% Parents - 95%	2024-25 Data: Schools are safe: Average for grades 7th, 9th & 11th - 93% Staff - 94% Parents - 90%		Schools are safe: Average for grades 7th, 9th & 11th - 90% or higher Staff - 90% or higher Parents - 90% or higher	Average for grades 7th, 9th & 11th: +1% Staff: -4% Parents: -5%
2.3	Parent participation in school conferences and events California Healthy Kids Survey (CHKS)	2023-24 Data: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 74%	2024-25 Data: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 68%		Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school will be 75% or higher	Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school decreased 6%
2.4	Attendance rates (Local Data)	2023-24 94.06% Average Daily Attendance	2024-25 (P-2) 93.6% Average Daily Attendance		95% or higher Average Daily Attendance	Average Daily Attendance decreased 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Chronic absenteeism (Dashboard)	2023-24 17% chronic absenteeism Chronic absenteeism rate for English Learners: 19.5% Chronic absenteeism rate for Students with Disabilities: 27.4%	2024-25 17% chronic absenteeism Chronic absenteeism rate for English Learners: 14.5% Chronic absenteeism rate for Students with Disabilities: 22.9%		10% or less chronic absenteeism for all students	Chronic absenteeism rate for all students remained the same at 17% Chronic absenteeism rate for English Learners: -5% Chronic absenteeism rate for Students with Disabilities: -4.5%
2.6	Suspension rates (Dashboard) Expulsion rates (Dataquest)	2023-24 6% suspension rate 0.1% expulsion rate Suspension rate for English Learners: 7% Suspension rate for Students with Disabilities: 10.4%	2024-25 (May) 6% suspension rate for all students Suspension rate for English Learners: 9.3% Suspension rate for Students with Disabilities: 8.4% 0.05% expulsion rate		5% or less suspension rate for all students 1% or less expulsion rate	Suspension rate for all students remains the same Suspension rate for English Learners: +2.3% Suspension rate for Students with Disabilities: -2% Expulsion rate decreased .05%

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.

Successful implementation
School administrators diligently monitored student attendance. Mental health teams provided crucial support to students facing emotional challenges. Social Emotional Learning lessons were successfully implemented. Elementary schools enriched student experience by offering engaging activities. The ELOP program provided an array of activities reinforcing learning. Teachers conducted parent conference to discuss student progress and foster collaborative partnerships. Coffee with the Principal events were well attended. Family activity nights provided enjoyable experiences for students and families.

Challenging implementation
2.2 Social workers, this action was not implemented due to ongoing personnel shortages.

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.

2.2 We were not able to hire social workers due to ongoing personnel shortages
2.3 The need for counseling services was greater than anticipated, prompting us to contract additional specialized therapists to meet the increased demand.

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

2.1 Monitor daily student attendance. (Highly effective) Our focus on attendance monitoring has yielded significant results. The chronic absenteeism rate has been reduced from 24.6% to 17%, the rate for English Learners and students with disabilities has reduced 5% and 4.5% respectively.

2.2 Social Workers. (Ineffective) we were not able to implement this action because of ongoing personnel shortages.

2.3 & 2.4 Mental health teams and Therapeutic mental health services. (Effective) students with emotional challenges received appropriate mental health support. CHKS data in school connectedness shows improvement.

2.5 & 2.7 Social Emotional Learning Lessons and AHA! (Effective) these lessons have yielded significant results. Data from the CHKS shows a positive impact on increased school connectedness and academic motivation, suspension rate maintained at 6% at the secondary schools, indicating a more positive and productive environment.

2.6 Enrichment Activities. (Effective) enrichment activities for our elementary students provided new learning experiences, critical thinking, communication, collaboration skills, and SEL. This action was effective in increasing student's academic scores and school connectedness.

2.8 Restorative Justice Practices and positive behavioral interventions. (Somewhat effective) School climate improved, students reported feeling safer at school. Suspension rates have maintained, indicating a more positive and supportive learning environment.

2.9 CMS Extended Learning Opportunities Program. (Effective) a wide range of engaging activities provided students with opportunities to explore their interests, develop new skills, and connect with peers in a positive and supervised environment.

2.10 Parent Square. Highly effective for family communication and engagement. Data shows that a 86% of parents receive posts via email, 19% have opted for text messages, and an impressive 72% of families actively interact with school staff through the platform.

2.11 Teacher Parent Conferences. (Highly effective) teachers conducted parent conferences that fostered a collaborative partnership between teachers and families, conferences ensured that all students received the comprehensive support they need to thrive.

2.12 Monthly “Coffee with the Principal”. (Effective) these meetings provided an open forum for parents to connect with their principal, discuss current school issues, and ask questions.

2.13 Monthly Parent Group Meetings. (Effective) these meetings were well attended and provided opportunities to discuss student progress, celebrate school achievements, and address any parental concerns.

2.14 Family Activity Nights. (Very effective) these events provided opportunities for families to connect with their school community and learn about curriculum and instructional practices.

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.

Metrics:
Disaggregated chronic absenteeism and suspension data for English Learners and students with disabilities have been added to ensure we are effectively monitoring the progress of these student groups receiving targeted assistance.

Actions:
2.2 Social Workers - this action was not implemented in 2024-2025 and will be discontinued next year due to ongoing personnel shortages and budget reductions.
2.7 Moving forward AHA! will concentrate its services exclusively on Carpinteria High School.

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	Monitor daily student attendance	School administrators will closely monitor daily student attendance to ensure all students are on track for success. This includes early identification of attendance concerns and providing timely support to students and families. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.2	Social Workers	This action was not implemented in 2024-2025 and will be discontinued next year due to ongoing personnel shortages and budget reductions. School social workers will partner with families to address barriers to attendance and develop a comprehensive plan to reduce chronic absenteeism, ensuring all students have the opportunity to thrive in school. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.3	Mental Health Teams	School mental health teams will collaborate monthly to identify student needs, monitor student progress, and create personalized intervention plans to ensure all students receive the appropriate mental health support.	$326,990.00	Yes
2.4	Counselors, Psychologists, and Mental Health Therapists	School counselors, psychologists and mental health therapists will provide a range of therapeutic services to address students with emotional challenges.	$258,970.00	Yes
2.5	Social Emotional Learning Lessons	Elementary teachers will implement weekly social-emotional learning lessons from the district adopted Second Step curriculum. This will equip students with the skills and knowledge to manage emotions, build healthy	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		relationships, and make responsible decisions, fostering a positive and supportive learning environment.		
2.6	Enrichment activities	Elementary teachers will implement enrichment activities that provide new learning experiences, teach critical thinking, communication, and collaboration skills, and contribute to social emotional health. Enrichment activities include weekly arts lessons, music, swim lesson program for third graders, curriculum field trips, Battle of the Books, County Math Bowl, STEM projects, student clubs, and student council.	$11,300.00	Yes
2.7	AHA!	CHS will partner with AHA! to provide social emotional learning lessons to equip students with the skills and strategies to develop social competence. AHA will also provide social-emotional learning councils, student groups, and peace builders programs to build positive relationships, resolve conflicts, and create a more respectful school community. This action specifically supports student groups with a red performance indicator, see attached matrix.	$105,000.00	No
2.8	Restorative Justice Practices	CMS and CHS will implement restorative justice practices and positive behavioral interventions and supports (PBIS) that focus on improved student relationships and a stronger sense of school community, thus reducing suspensions and expulsions. The Ripple Effects program, a comprehensive, digital suite of programs designed to foster social-emotional learning, mental health, and behavioral supports for students, will also be implemented. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.9	CMS Extended Learning Opportunities Program	CMS will expand its after-school program through the ELO-P initiative to offer a wider range of engaging activities, including skateboarding, soccer, fishing, and volleyball. This will provide students with opportunities to explore their interests, develop new skills, and connect with peers in a positive and supervised environment.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Parent Square Communication	The District will continue to utilize Parent Square communication in English and Spanish to keep families informed and engaged in their child's education.	$8,700.00	No
2.11	Teacher-Parent Conferences	Elementary teachers will conduct bi-annual parent conferences to discuss student's academic progress, social-emotional well-being, and opportunities for home support. These conferences will foster a collaborative partnership between teachers and families, ensuring all students receive the comprehensive support they need to thrive.	$0.00	No
2.12	Monthly "Coffee with the Principal"	School principals will host monthly "Coffee with the Principal" to provide an open forum for parents and community members to connect with their principal, discuss current school issues, and ask questions. This initiative fosters a collaborative environment where all stakeholders feel informed and valued.	$0.00	No
2.13	Monthly Parent Group Meetings	Principals will establish a regular schedule of monthly meetings with parent groups, site councils, and ELAC. These collaborative meetings will provide opportunities to discuss student progress, celebrate school achievements, and address any parental concerns in a transparent and collaborative manner.	$0.00	No
2.14	Family Activity Nights	Principals will develop and implement a calendar of family engagement events throughout the school year, extending beyond traditional Back-to-School Night and Open House. These events will provide opportunities for families to connect with their child's school community, learn about curriculum and instructional practices, and participate in fun and interactive activities together.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate from high school and be college & career ready	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #3 based on data from the 2023 Dashboard. At that time the data indicated that 39% of graduates are not college and career prepared and 46% of graduates are not meeting the UC/CSU requirements. More efforts are needed to ensure that all students are college and career ready.

Educational partner feedback in 2023-24 informed these actions:

- More real-life experiences working in a real life career (3.4, 3.6)
- Continue 8th grade CTE wheel at CHS (3.3)
- Continue the Student Success Center at CHS (3.12)
- Internship program with SBCEO (3.6)
- Add computer science at CMS/CHS (3.2)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation rates (Dashboard)	2022-23 Data: 93.9% graduation rate	2023-24 Data: 91.6% graduation rate		100% of seniors will graduate from high school	Graduation rate decreased 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	College and Career readiness rates (Dashboard)	2022-23 Data: 66.1% college and career prepared	2023-24 Data: 60.5% college and career prepared		70% of graduates will be college and career ready	Students prepared for college and career decreased 5.6%
3.3	UC/CSU requirements (Dashboard)	2022-23 Data: 55.8% of graduates met UC/CSU requirements	2023-24 Data: 53.9% of graduates met UC/CSU requirements		65% of graduates will meet the UC/CSU requirements	Graduates met UC/CSU requirements decreased 1.9%
3.4	Advanced Placement (AP) exams Students who scored a 3 or higher on at least two AP Exams (Dashboard)	2022-23 Data: 28.4% of students tested scored a 3 or higher on at least two AP exams	2023-24 Data: 25.1% of students tested scored a 3 or higher on at least two AP exams		30% of students tested will score a 3 or higher on two AP exams	Students tested scored 3 or higher on two AP exams decreased 3.3%
3.5	Enrollment in AP/Honors and Dual Enrollment courses (Local Data)	2023-24 Data: 65% of students are enrolled in AP, Honors or Dual Enrollment courses	2024-25 Data: 73% of students are enrolled in AP, Honors or Dual Enrollment courses		75% or more students will enroll in AP, Honors or Dual Enrollment courses	Students enrolled in AP, Honors or Dual Enrollment courses increased 8%
3.6	Students who completed at least one CTE Pathway (Dashboard)	2022-23 Data: 47.9% of students completed at least one CTE Pathway	2023-24 Data: 44.3% of students completed at least one CTE Pathway		55% or more students will complete a CTE Pathway	Students completed at least one CTE Pathway decreased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Enrollment in CTE courses (Local Data)	2023-24 Data: 55% of students are enrolled in CTE courses	2024-25 Data: 45% of students are enrolled in CTE courses		60% or more students will enroll in CTE courses	Students enrolled in CTE courses decreased 10%
3.8	Students who met UC/CSU requirements and at least one CTE Pathway (Dashboard)	2022-23 Data: 30.9% of graduates met UC/CSU requirements and at least one CTE Pathway	2023-24 Data: 31.1% of graduates met UC/CSU requirements and at least one CTE Pathway		35% or more graduates will meet UC/CSU requirements and at least one CTE Pathway	Graduates met UC/CSU requirements and at least one CTE Pathway decreased 0.2%
3.9	State Seal of Biliteracy (Dataquest)	2022-23 Data: 12.9% of graduates earned the State Seal of Biliteracy	2023-24 Data: 15% of graduates earned the State Seal of Biliteracy		20% or more students will earn the State Seal of Biliteracy	Students earned the State Seal of Biliteracy increased 2.1%
3.10	High School dropout rates (Dataquest) Middle School dropout rates (Local Data)	2022-23 Data: 1.8% high school dropout rate 0% middle school dropout rate	2023-24 Data: 3.6% high school dropout rate 0% middle school dropout rate		1% of less high school drop out rate 0% middle school drop out rate	High School dropout rate increased 1.8%

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 successful implementation of our CTE pathways program begins with foundational efforts like CMS Computer Science courses and Introductory CTE wheel classes, which effectively introduce students to a CTE pathways at CHS, ensuring a smooth transition into high school. Get Focused Stay Focused classes were instrumental in guiding 9th grade students to explore their academic interests and establish

personalized goals for their future college or career success. Our active partnership with SBCEO Partners in Education has allowed us to develop a comprehensive internship program for CTE completers. The CTE Pathways Industry Certification now incorporates essential credentials providing students with valuable industry skills. Through the successful alignment of SBCC courses with CTE pathways, we were able to add dual enrollment courses in soil science and environmental horticulture to the agriculture pathway.
In collaboration with UCSB, SBCC, and CalSOAP, comprehensive support was provided through College Parent Workshops and College Field Trips, offering students and parents valuable exposure to regional colleges and essential information on college applications and financial aid. AVID classes have been instrumental in equipping students with the confidence and academic skills, preparing them for college. This comprehensive support system, also includes the Student Success Center, which offers credit recovery opportunities.

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.

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

3.1 Get Focused Stay Focused classes. (Effective) these classes effectively guided 9th grade students in exploring their academic interests and setting personalized goals for their future success in college or a chosen career. The graduation rate is high at 91.6% and 60.5% of students are college and career prepared.

3.2 & 3.3 CMS Computer Science courses and Introductory CTE wheel. (Effective) these classes introduced students to a variety of CTE pathways at CHS. This early exposure to different fields allowed for a smooth transition into high school CTE programs.

3.4 CTE Pathways Industry Experience. (Effective) through our active partnership with SBCEO Partners in Education, a comprehensive internship program for CTE completers is being developed. This collaboration has also been instrumental in increasing the number of industry field trips and guest speaker opportunities, greatly enriching their learning.

3.5 CTE Pathways Industry Certification. (Effective) pathways now incorporate essential industry certifications and credentials such as OSHA-10, Haas, ServeSafe, and YouScience. These valuable credentials directly enhance students' college and career readiness, providing them with in-demand, tangible skills

3.6 Internship program with SBCEO. (Effective) collaboration with SBCEO Partners in Education has allowed us to create a comprehensive internship opportunity for CTE program completers. We've also successfully secured funding from a local foundation to provide stipends for participating students.

3.7 Recognition program for CTE pathways completers. (Effective) a process was established to ensure CTE program completers are identified and honored for their accomplishments during the senior awards ceremony.

3.8 Alignment of SBCC courses with CTE pathways. (Effective) the agriculture CTE pathway at CHS has been strengthened with the addition of SBCC dual enrollment courses in soil science and environmental horticulture. This expands the overall dual enrollment options available to CHS students.

3.9 College Parent Workshops. (Effective) the CHS counseling department provided comprehensive support to all students by conducting college application and financial aid workshops. These efforts were enhanced through collaborations with UCSB, SBCC, and CalSOAP, resulting in multiple informative events for students and parents.

3.10 College field trips and college exploration activities. (Effective) collaboration with CalSOAP allowed us to provide students with valuable exposure to regional colleges through multiple field trips.

3.11 AVID classes. (Highly effective) by participating in AVID classes, students gained the confidence and skills necessary to thrive in competitive academic environments, preparing them for success in college and career.

3.12 Student Success Center. (Highly effective) the high graduation rate of 91.6% is a testament to the effectiveness of the Student Success Center. The program was very effective in providing students with an opportunity to take credit recovery classes in a flexible and supportive environment, ensuring they stay on track to graduate and pursue their post-secondary goals.

3.13 SBCC qualifications to teach Dual Enrollment Courses. (Effective) through collaboration with the SBCC Foundation, we have identified CHS teachers who are interested in pursuing master's degrees in specific fields to meet the qualifications for teaching dual enrollment courses. The Early College program is on track to begin in the 2025-2026 academic year as a general education program to increase the number of college bound students, pending CCAP agreement.

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.

Metrics:
3.5 goal was met, target for year 3 outcome was raised to 75%
3.9 goal was met, target for year 3 outcome was raised to 20%

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	Get Focused Stay Focused	All 9th graders will participate in the Get Focused Stay Focused program to guide them in exploring their academic and career interests and setting personalized goals for their future success in college or a chosen career path.	$53,973.00	Yes
3.2	CMS Computer Science courses	CMS will offer computer science courses to prepare students for CTE pathways at CHS.	$73,542.00	Yes
3.3	Introductory CTE Wheel	CHS will provide an introductory CTE wheel, Culinary, Ag, and Robotics to 60 CMS eighth graders to prepare them for the CTE pathways at CHS.	$20,000.00	No
3.4	CTE pathways industry experience	CHS will develop and implement a comprehensive strategy to expand industry experience opportunities for all students enrolled in CTE pathways. This may include guest speakers, job shadowing, internships, and mentorships with industry professionals. By integrating real-world experiences into the curriculum, students will gain valuable insights into their chosen career fields, develop essential workplace skills, and strengthen their college and career readiness.	$0.00	No
3.5	CTE Pathways Industry Certification	CHS will integrate industry-recognized certification opportunities into each CTE pathway. This may include certifications such as OSHA-10, ServSafe, YouScience, and Haas certifications, aligning with the specific requirements of each pathway. Earning these credentials will demonstrate student's mastery of industry skills and increase their competitiveness in the job market.	$7,000.00	No
3.6	Internship program with SBCEO for CTE pathways completers	CHS will collaborate with SBCEO to develop and implement an internship program for qualified 12th grade students upon successful completion of their CTE pathway. This program will provide valuable on-the-job experience in their chosen career fields, allowing students to apply their knowledge and skills in real-world settings. Interns will gain mentorship	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		from industry professionals, further strengthening their career readiness and facilitating a smooth transition to the workforce or higher education.		
3.7	Recognition program for CTE pathways completers	CHS will develop a recognition program to celebrate students' achievements in completing their CTE pathways and earning industry-recognized certifications. By acknowledging their hard work and dedication, this program will motivate students, inspire their peers, and showcase the value of CTE programs.	$1,000.00	No
3.8	Alignment of SBCC courses with CTE Pathways	CHS will collaborate with SBCC to identify existing SBCC courses that can be directly aligned with our CTE pathway curriculum. By offering these courses for dual credit, CTE students will have the opportunity to earn college credit while fulfilling their high school graduation requirements. This initiative will streamline the transition to higher education and provide students with a head start on their college degrees.	$5,000.00	No
3.9	College Parent Workshops	CHS counselors will offer a series of informative parent workshops to equip parents with the knowledge and resources they need to navigate the college application process, increasing college participation rates.	$0.00	No
3.10	College field trips and college exploration activities	CHS will offer a range of college field trips and college exploration activities for 11th and 12th graders. These experiences will allow students to explore different colleges and universities, gain firsthand knowledge about campus life, and make informed decisions about their post-secondary education path, increasing college participation.	$25,000.00	No
3.11	AVID classes	CMS and CHS will offer AVID classes to ensure that students are prepared for success in college and beyond.	$82,199.00	Yes
3.12	Student Success Center	CHS will provide all students with a clear pathway to graduation by expanding credit recovery opportunities within the Student Success	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Center. This will allow students who have fallen behind to recover missed credits in a flexible and supportive environment, ensuring they stay on track to graduate on time. (This action's expenditures were already reported in 1.18)		
3.13	SBCC qualifications to teach Dual Enrollment Courses	CHS will identify staff members that meet Santa Barbara City College minimum qualifications to teach dual enrollment courses. Dual enrollment courses will be expanded and an Early College program with SBCC will be created by the 2025-2026 school year to increase the number of college bound students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Facilities are safe, updated, and well-maintained for all students and staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #4 based on data from the 2023 California Healthy Kids Survey (CHKS), which showed that an average of 85% of students and staff reported schools as clean and well maintained. There remains a need to update school facilities and ensure ongoing compliance with cleanliness and safety regulations.

Educational partner feedback in 2023-24 informed these actions and feedback in 2024-25 continue to validate these actions:

- Continue to evaluate safety measures, policies and practices (4.3, 4.5)
- More campus security on CHS and CMS campus (4.4)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Clean and well maintained facilities California Healthy Kids Survey (CHKS)	2023-24 Data: Schools are clean and well maintained Average for grades 7th, 9th & 11th: 83% Staff: 87% Parents: 95%	2024-25 Data: Schools are clean and well maintained Average for grades 7th, 9th & 11th: 84% Staff: 84% Parents: 90%		Schools are clean and well maintained Average for grades 7th, 9th & 11th: 90% or higher Staff: 90% or higher Parents: 90% or higher	Students: +1% Staff: -3% Parents: -5%
4.2	Measure U Projects	Canalino Learning Center	The Canalino Learning Center		Canalino Learning Center will be	The Canalino Learning Center

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Aliso TK/K Building	was successfully completed in December 2024 The Aliso TK/K Building project is currently in the planning stages		completed January 2025 Aliso TK/K Building will be completed August 2027	was successfully completed in December 2024 The Aliso TK/K Building project is currently in the planning stages

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 district has successfully implemented a positive, productive, and secure learning environment through diligent attention to facilities, technology, and safety protocols. Our commitment to maintaining clean and well-maintained facilities has yielded positive results, directly contributing to a more conducive learning atmosphere. Furthermore, classrooms are equipped with the right technology tools and resources, empowering teachers to boost student engagement and personalize instruction. School safety consistently identified and addressed concerns to ensure a safe and secure environment for all. This was further reinforced by visible security personnel who diligently monitored campuses, and the successful implementation of the Standard Response Protocol, which has effectively equipped staff with the knowledge and skills necessary to respond to a variety of emergency situations.

The Canalino Learning Center was successfully completed in December 2024.

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.

4.2 Technology tools costs were not represented in the 2024-25 Total Planned Expenditures Table
4.4 Security personnel costs were not represented in the 2024-25 Total Planned Expenditures Table

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

4.1 Clean and well-maintained facilities. (Successful) there was an overall increase in students, staff and parents reporting that schools are clean and well-maintained. Clean and well-maintained facilities contribute to a more positive and productive learning environment.

4.2 Technology tools and resources. (Successful) classrooms are equipped with the right technology that have allowed teachers to enhance student engagement, personalize instruction, develop digital literacy skills, and create a dynamic learning environment.

4.3 School safety teams. (Successful) teams proactively identified and addressed safety concerns, ensuring a safe and secure learning environment for all.

4.4 Security Personnel (Successful) campus supervisors monitor campuses and maintain safe and secure campuses, this is evident by students reporting feeling safe, there was no increase in suspension rates.

4.5 Standard Response Protocol. (Successful) SRP equipped staff with knowledge and skills to respond effectively to a variety of emergency situations, fostering a secure learning environment.

4.6 Measure U projects. The Measure U team successfully completed the Canalino Learning Center.

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.

Costs associated with actions 4.2 and 4.4 are now included in the 2025-26 LCAP, they were not included previously.

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
4.1	Clean and well-maintained facilities	School administrators will prioritize creating a clean and healthy learning environment for all students and staff. This will be achieved through regular inspections and collaboration with the custodial teams.	$0.00	No
4.2	Technology tools and resources	The District will provide teachers with the latest technology tools and resources to enhance classroom instruction. By integrating these tools effectively, teachers can create engaging and interactive learning	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		experiences that prepare students for success in a technology-driven world.		
4.3	School safety teams	School site safety teams will hold regular meetings to proactively identify and address safety concerns. The teams will develop comprehensive recommendations for the District Leadership Team, ensuring the safety and well-being of all students and staff.	$0.00	No
4.4	Security personnel	CMS and CHS security personnel will monitor campuses for safety violations and respond when necessary to maintain safe and secure campuses.	$400,000.00	No
4.5	Standard Response Protocol	All district staff will be trained in the Standard Response Protocol (SRP), the training will equip staff with the knowledge and skills to respond effectively to a variety of emergency situations, fostering a safe and secure learning environment for everyone.	$0.00	No
4.6	Measure U projects	The Measure U projects which include the Canalino Learning Center and TK/K Aliso building will be completed.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students with disabilities will increase their performance on the CAASPP	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #5 based on data from the 2023 Dashboard. At that time, a review of the CAASPP data indicated a significant gap between students with disabilities and students without disabilities. The 2024 Dashboard data indicates some improvement but the gap still remains.

Educational partner feedback in 2023-24 informed these actions:

- Professional development for special education teachers (5.3)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA	2022-23 Data: 10.9% of students with disabilities met or exceeded standard in CAASPP ELA	2023-24 Data: 14.6% of students with disabilities met or exceeded standard in CAASPP ELA		20% of students with disabilities will meet or exceed standard in CAASPP ELA	Students with disabilities who met or exceeded standard in CAASPP ELA: +3.7%
5.2	CAASPP Math	2022-23 Data: 10.2% of students with disabilities met or exceeded standard in CAASPP math	2023-24 Data: 13.7% of students with disabilities met or exceeded		20% of students with disabilities will meet or exceed standard in CAASPP math	Students with disabilities who met or exceeded standard in CAASPP Math: +3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard in CAASPP math			
5.3	Least Restrictive Environment (CALPADS)	2023-24 Data: Percentage of students with disabilities who spend 80% or more of their day in general education setting: 55.7%	2024-25 Data: Percentage of students with disabilities who spend 80% or more of their day in general education setting: 62.6%		Percentage of students with disabilities who spend 80% or more of their day in general education setting will be 70% or higher	Percentage of students with disabilities who spend 80% or more of their day in general education setting: +6.8%

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.

Successful Implementation:
Teachers provided targeted interventions and individualized support and used formative assessments. Professional development initiatives have equipped special education teachers with instructional techniques to effectively address the unique challenges and opportunities presented by their students.

Implementation Challenges:
Special education staff turnover continues to be a challenge. More time is needed to address the challenge of teacher turnover and ensure continuity in supporting students with disabilities.

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.

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

5.1 & 5.2 Math formative assessments. (Somewhat effective) teachers provided targeted interventions and individualized support and used formative assessments to identify specific areas where students needed additional support.

5.3 SPED Professional Development. (Effective) teachers learned techniques to further refine their instructional skills and strategies to effectively support students with disabilities.

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

Metrics: Added 5.3 Least Restrictive Environment

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
5.1	Math formative assessments	Special education teachers will utilize formative assessments to identify specific areas where each student needs additional support.	$0.00	No
5.2	Targeted support and interventions	Special education teachers will leverage data from formative assessments to tailor specialized instruction for each student's specific needs. This personalized approach will ensure students with disabilities receive targeted support and interventions to address learning gaps and master grade level standards. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
5.3	SPED Professional Development	Special education teachers will participate in professional learning to refine and improve their instructional skills and strategies to help students with disabilities master grade level standards.	$0.00	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
$4,863,155	$448,854

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
21.815%	0.000%	$0.00	21.815%

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:** Reduced class size averages for grades TK-12 **Need:** Data shows that unduplicated students are not meeting proficiency at same levels as other student groups. While the achievement gap between economically disadvantaged and non-	Reducing class sizes is a beneficial strategy for all students and can be a crucial step towards greater equity. Low-income students and English learners, who may require more individualized support, particularly stand to gain. Smaller classes empower teachers to utilize diverse instructional strategies, offer focused instruction, readily identify learning gaps, and provide the personalized support needed to ensure all students achieve grade-level proficiency.	1.1, 1.2 CAASPP ELA and Math, 1.3 STAR reading, 1.4 local academic grades,

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
	economically disadvantaged students narrowed by 5% in both ELA and math, a significant gap persists. English Learners and economically disadvantaged students have a lower average GPA compared to the general student population. Despite an increase in English Learners CAASPP scores in 2024, their overall proficiency remains low. **Scope:** LEA-wide		
1.2	**Action:** DLI Program **Need:** Data shows that unduplicated students are not meeting proficiency at same levels as other student groups. Despite an increase in English Learners CAASPP scores in 2024, their overall proficiency remains low. The DLI program is demonstrating strong results in reading proficiency. STAR Reading scores reveal that DLI students achieve average scores that are comparable to or exceed those of students in English Only (EO) classes.	The DLI program is an educational strategy designed to support English Learners (ELs) and other diverse student populations, while also providing meaningful benefits for native English speakers. The program follows a gradual language allocation model: 90/10 in Kindergarten, 80/20 in 1st grade, 70/30 in 2nd grade, 60/40 in 3rd grade, and 50/50 by 4th grade and beyond. This model strengthens students' native language development as they acquire a second language, creating a rich, collaborative environment where ELs and native English speakers serve as language models for one another, promoting bilingualism and biliteracy for all students. A key objective of the program is to drive high academic achievement among unduplicated pupils, helping to close the achievement gap, while	1.1 CAASPP ELA; 1.5 ELPAC; 1.3 STAR Reading and Math

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	simultaneously offering educational advantages to all students, regardless of background.	
1.4	**Action:** Targeted small group instruction in reading and math **Need:** There are substantial disparities in proficiency rates between all students and both English Learners and socioeconomically disadvantaged students in both ELA and Math. The data strongly suggests a need for targeted support and effective strategies for these student groups. **Scope:** Schoolwide	Instructional assistants support student learning by facilitating small group instruction. This allows teachers to dedicate more focused time to individual students or small groups, which is particularly beneficial for those performing below grade level, including a significant number of English learners and low-income students. This targeted support is essential in light of the notable gaps in CAASPP proficiency observed between all students and both ELs and socioeconomically disadvantaged students.	1.1, 1.2 CAASPP ELA and Math, 1.3 STAR Reading and Math
1.18	**Action:** CHS Student Success Center **Need:** Nearly one-third (32%) of English learners are utilizing the Student Success Center. The majority (62%) of students participating in the SSC are identified as low income. **Scope:** Schoolwide	The Student Success Center offers a supportive environment for all students seeking academic and personal growth. The center provides a range of programs and resources to empower students, including English Learners, homeless, and low income students, through individualized academic intervention and counseling support, the center helps students who may need additional assistance to excel in their regular classes and aims to equip all students with the tools and support they need to achieve academic success and graduate on time The Student Success Center effectively reaches a key demographic in need, with a high percentage	1.4 student grades; 3.1 graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		of low-income students utilizing its resources. Furthermore, the SSC is addressing the academic needs of 32% of English Learners, and the average GPA of 3.19 for participants suggests a positive correlation between SSC engagement and academic performance, indicating a beneficial impact.	
2.3	**Action:** Mental Health Teams **Need:** The CHKS survey revealed that a notable percentage of students experience social emotional distress: 7th grade (19%); 9th grade (12%); 11th grade (13%) and chronic sadness or hopelessness: 7th grade (23%) 9th grader (18%) 11th grader (15%). These findings underscore the ongoing need for comprehensive social-emotional learning (SEL) programs and mental health support services for students. **Scope:** LEA-wide	A district wide tiered system of social and emotional support is utilized. Tier 1: School-Based Counselors (All Sites): Provide short-term support to a broad range of students. This acts as the initial level of intervention and support. Tier 2: Contracted Marriage and Family Therapists (Family Service Agency or Council on Alcohol and Drug Abuse): Offer longer-term therapy for students experiencing chronic social and emotional distress. This tier provides more intensive support for students with more significant needs. Tier 3 (Implied): School Psychologists: Support students in both general and special education with additional social, emotional, or behavioral needs. This tier often involves more specialized assessments and interventions. The system is principally directed towards unduplicated students, who accounted for 72% of mental health referrals. This reflects an awareness of the increased social and emotional needs often faced by these student groups and demonstrates a commitment to equitable support.	2.1 CHKS
2.4	**Action:**	A district wide tiered system of social and emotional support is utilized.	2.1 CHKS

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
	Counselors, Psychologists, and Mental Health Therapists **Need:** The CHKS survey revealed that a notable percentage of students experience social emotional distress: 7th grade (19%); 9th grade (12%); 11th grade (13%) and chronic sadness or hopelessness: 7th grade (23%) 9th grader (18%) 11th grader (15%). These findings underscore the ongoing need for comprehensive social-emotional learning (SEL) programs and mental health support services for students. **Scope:** LEA-wide	Tier 1: School-Based Counselors (All Sites): Provide short-term support to a broad range of students. This acts as the initial level of intervention and support. Tier 2: Contracted Marriage and Family Therapists (Family Service Agency or Council on Alcohol and Drug Abuse): Offer longer-term therapy for students experiencing chronic social and emotional distress. This tier provides more intensive support for students with more significant needs. Tier 3 (Implied): School Psychologists: Support students in both general and special education with additional social, emotional, or behavioral needs. This tier often involves more specialized assessments and interventions. The system is principally directed towards unduplicated students, who accounted for 72% of mental health referrals. This reflects an awareness of the increased social and emotional needs often faced by these student groups and demonstrates a commitment to equitable support.	
2.6	**Action:** Enrichment activities **Need:** The CHKS survey revealed that a notable percentage of 5th grade students experience frequent sadness (11%) and not feeling good and happy some of the time (20%) These findings underscore the critical and ongoing need for robust enrichment activities in elementary grades. Such activities provide	Elementary teachers will implement enrichment activities that provide new learning experiences, teach critical thinking, communication, and collaboration skills, and contribute to social/emotional health. While these enrichment activities are available to all students, they can be particularly beneficial for unduplicated students, helping them develop their skills and explore their interests in a supportive environment.	2.1 CHKS

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
	valuable new learning experiences that actively contribute to students' social-emotional health by fostering a sense of belonging, accomplishment, and positive engagement. **Scope:** LEA-wide		
3.1	**Action:** Get Focused Stay Focused **Need:** The College/Career indicator shows that unduplicated students are less prepared than the all students group. The substantial disparities, raise significant equity concerns. Focused interventions and support are needed to ensure these students are equally prepared for post-secondary success. The graduation rate for unduplicated students is lower than the graduation rate for all students group. The existing gap underscores the need for continued efforts to provide targeted supports to address any systemic barriers these students may face. **Scope:** Schoolwide	Get Focused Stay Focused program focuses on preparing incoming freshmen for their high school experience and develop a 10-year plan for college and career readiness. This program is particularly beneficial for unduplicated students who may face unique challenges during this transition, the program provides tailored support to help them navigate the high school setting, equipping them with not just academic readiness but also the social and emotional skills needed to feel prepared, connected, and empowered to reach their full potential in high school.	3.1 graduation rates, 3.2 College and Career readiness
3.2	**Action:** CMS Computer Science courses	Offering computer science courses to all students is valuable; however, it can be particularly	3.2 College and Career readiness

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: The College/Career indicator shows that unduplicated students are less prepared than the all students group. The substantial disparities, raise significant equity concerns. Focused interventions and support are needed to ensure these students are equally prepared for post-secondary success. **Scope:** Schoolwide	transformative for unduplicated students who may have less access to technology and related skills outside of school. By building a strong foundation in technology and critical thinking, computer science can act as an equalizer, significantly boosting their preparedness for both college and future careers.	
3.11	**Action:** AVID classes **Need:** The College/Career indicator shows that unduplicated students are less prepared than the all students group. The substantial disparities, raise significant equity concerns. Focused interventions and support are needed to ensure these students are equally prepared for post-secondary success. The graduation rate for unduplicated students is lower than the graduation rate for all students group. The existing gap underscores the need for continued efforts to provide targeted supports to address any systemic barriers these students may face. **Scope:**	AVID is a rigorous college preparatory program designed to support students from traditionally underserved backgrounds by developing the academic skills and knowledge necessary to successfully navigate and thrive in a four-year college or university, ultimately closing the achievement gap.	3.2 College ad Career readiness, 3.1 Graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

CUSD has 4 out of 6 schools that have an unduplicated pupil enrollment of 55% or higher. Aliso, Canalino, Carpinteria Middle School, and Carpinteria High School. CUSD has provided additional staff who provide direct services in the following ways: Reading intervention teachers at Aliso and Canalino (action 1.3). Additional school-based mental health and therapists at Aliso, Canalino, CMS, and CHS (actions 2.3 and 2.4). Smaller class sizes at all schools (action 1.1).

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	1:32	1:27

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 certificated staff providing direct services to students	1:19	1:15

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	22,292,782	4,863,155	21.815%	0.000%	21.815%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,235,171.00	$792,988.00	$105,000.00	$423,417.00	$8,556,576.00	$8,173,576.00	$383,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reduced class size averages for grades TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,432,149.00	$0.00	$4,432,149.00	$0.00	$0.00	$0.00	$4,432,149.00	0
1	1.2	DLI Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canalino, Aliso, and CMS	Ongoing	$653,490.00	$0.00	$653,490.00	$0.00	$0.00	$0.00	$653,490.00	0
1	1.3	Elementary reading intervention teachers	All	No			Specific Schools: Aliso and Canalino	Ongoing	$378,430.00	$0.00	$0.00	$0.00	$0.00	$378,430.00	$378,430.00	0
1	1.4	Targeted small group instruction in reading and math	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Aliso and Canalino	Ongoing	$468,529.00	$0.00	$468,529.00	$0.00	$0.00	$0.00	$468,529.00	0
1	1.5	Elementary daily designated ELD instruction	English Learners	No			TK-5	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.6	Elementary PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.7	Elementary grade level teams	All	No			TK-5	Ongoing	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0
1	1.8	STEM ELD instruction	English Learners	No			4th-5th	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.9	Bridges Unit Assessments	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.10	Extended Learning Opportunities for TK-5	All	No			TK-5	Ongoing	$658,800.00	$0.00	$0.00	$658,800.00	$0.00	$0.00	$658,800.00	0

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	**1.11**	CMS performance-based grouping	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.12**	CMS and CHS monitor and analyze student academic progress	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.13**	CMS after school tutoring	All	No			Specific Schools: CMS	Ongoing	$26,188.00	$0.00	$0.00	$26,188.00	$0.00	$0.00	$26,188.00	0
1	**1.14**	CMS instructional coaching program for teachers	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.15**	CMS designated ELD instruction	English Learners	No			Specific Schools: CMS	Ongoing	$177,419.00	$0.00	$132,432.00	$0.00	$0.00	$44,987.00	$177,419.00	0
1	**1.16**	CMS and CHS PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.17**	CHS summer ELD program	English Learners	No			Specific Schools: CHS	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.18**	CHS Student Success Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CHS	Ongoing	$132,897.00	$0.00	$132,897.00	$0.00	$0.00	$0.00	$132,897.00	0
1	**1.19**	TK-12 Professional Development in ELA, ELD, and math	All	No			All Schools	Will not continue	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.20**	TK-12 Professional Development in PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.21**	CMS and CHS professional development in the implementation of Artificial Intelligence	All	No			Specific Schools: CMS and CHS	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.22**	District Leadership Team collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.23**	Support for Long Term English Learners	Long Term English Learners	No			Specific Schools: CMS and CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.1**	Monitor daily student attendance	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
			Homeless													
2	2.2	Social Workers	All	No			All Schools	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.3	Mental Health Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$326,990.00	$0.00	$326,990.00	$0.00	$0.00	$0.00	$326,990.00	0
2	2.4	Counselors, Psychologists, and Mental Health Therapists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$258,970.00	$0.00	$258,970.00	$0.00	$0.00	$0.00	$258,970.00	0
2	2.5	Social Emotional Learning Lessons	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.6	Enrichment activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	Ongoing	$0.00	$11,300.00	$11,300.00	$0.00	$0.00	$0.00	$11,300.00	0
2	2.7	AHA!	All	No			Specific Schools: CHS	Ongoing	$0.00	$105,000.00	$0.00	$0.00	$105,000.00	$0.00	$105,000.00	0
2	2.8	Restorative Justice Practices	All	No			Specific Schools: CMS and CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.9	CMS Extended Learning Opportunities Program	All	No			Specific Schools: CMS	Ongoing	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	0
2	2.10	Parent Square Communication	All	No			All Schools	Ongoing	$0.00	$8,700.00	$8,700.00	$0.00	$0.00	$0.00	$8,700.00	0
2	2.11	Teacher-Parent Conferences	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.12	Monthly "Coffee with the Principal"	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.13	Monthly Parent Group Meetings	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.14	Family Activity Nights	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Get Focused Stay Focused	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	9th grade	Ongoing	$53,973.00	$0.00	$53,973.00	$0.00	$0.00	$0.00	$53,973.00	0

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
			Low Income			Low Income										
3	**3.2**	CMS Computer Science courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CMS	Ongoing	$73,542.00	$0.00	$73,542.00	$0.00	$0.00	$0.00	$73,542.00	0
3	**3.3**	Introductory CTE Wheel	All	No			8th grade	Ongoing	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	0
3	**3.4**	CTE pathways industry experience	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.5**	CTE Pathways Industry Certification	All	No			Specific Schools: CHS	Ongoing	$0.00	$7,000.00	$0.00	$7,000.00	$0.00	$0.00	$7,000.00	0
3	**3.6**	Internship program with SBCEO for CTE pathways completers	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.7**	Recognition program for CTE pathways completers	All	No			Specific Schools: CHS	Ongoing	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	0
3	**3.8**	Alignment of SBCC courses with CTE Pathways	All	No			Specific Schools: CHS	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	0
3	**3.9**	College Parent Workshops	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.10**	College field trips and college exploration activities	All	No			11th & 12th grade	Ongoing	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	0
3	**3.11**	AVID classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CMS and CHS	Ongoing	$82,199.00	$0.00	$82,199.00	$0.00	$0.00	$0.00	$82,199.00	0
3	**3.12**	Student Success Center	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.13**	SBCC qualifications to teach Dual Enrollment Courses	All	No			Specific Schools: CHS	2024-25 School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.1**	Clean and well-maintained facilities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
4	**4.2**	Technology tools and resources	All	No			All Schools	Ongoing	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0
4	**4.3**	School safety teams	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.4**	Security personnel	All	No			Specific Schools: CMS and CHS	Ongoing	$400,000.00	$0.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0
4	**4.5**	Standard Response Protocol	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.6**	Measure U projects	All	No			Specific Schools: Canalino and Aliso	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	**5.1**	Math formative assessments	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	**5.2**	Targeted support and interventions	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	**5.3**	SPED Professional Development	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
22,292,782	4,863,155	21.815%	0.000%	21.815%	$6,494,039.00	0.000%	29.131 %	**Total:**	$6,494,039.00
								LEA-wide Total:	$5,682,899.00
								Limited Total:	$0.00
								Schoolwide Total:	$811,140.00

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**	Reduced class size averages for grades TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,432,149.00	0
1	**1.2**	DLI Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canalino, Aliso, and CMS	$653,490.00	0
1	**1.4**	Targeted small group instruction in reading and math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aliso and Canalino	$468,529.00	0
1	**1.18**	CHS Student Success Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS	$132,897.00	0
2	**2.3**	Mental Health Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,990.00	0
2	**2.4**	Counselors, Psychologists, and Mental Health Therapists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,970.00	0
2	**2.6**	Enrichment activities	Yes	LEA-wide	English Learners Foster Youth	TK-5	$11,300.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Get Focused Stay Focused	Yes	Schoolwide	English Learners Foster Youth Low Income	9th grade	$53,973.00	0
3	**3.2**	CMS Computer Science courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS	$73,542.00	0
3	**3.11**	AVID classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS and CHS	$82,199.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,780,477.00	$9,530,675.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Reduced class size averages for grades TK-12	Yes	$3,857,000.00	$3,947,217.00
1	**1.2**	DLI Program	Yes	$603,490.00	$1,468,184.00
1	**1.3**	Elementary reading intervention teachers	No	$328,444.00	$369,680.00
1	**1.4**	Targeted small group instruction in reading and math	Yes	$402,593.00	$844,322.00
1	**1.5**	Elementary daily designated ELD instruction	No	$0.00	$0
1	**1.6**	Elementary PLCs	No	$0.00	$0
1	**1.7**	Elementary grade level teams	No	$48,407.00	$48,407.00
1	**1.8**	STEM ELD instruction	No	$49,535.00	$49,535.00
1	**1.9**	Bridges Unit Assessments	No	$0.00	$0
1	**1.10**	Extended Learning Opportunities for TK-5	No	$838,138.00	$838,138.00
1	**1.11**	CMS performance-based grouping	No	$0.00	$0

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	1.12	CMS and CHS monitor and analyze student academic progress	No	$0.00	$0
1	1.13	CMS after school tutoring	No	$42,854.00	$23,084.00
1	1.14	CMS instructional coaching program for teachers	No	$0.00	$0
1	1.15	CMS designated ELD instruction	No	$95,753.00	$95,753.00
1	1.16	CMS and CHS PLCs	No	$0.00	$0
1	1.17	CHS summer ELD program	Yes	$6,000.00	$0
1	1.18	CHS Student Success Center	Yes	$238,943.00	$265,298.00
1	1.19	TK-12 Professional Development in ELA, ELD, and math	No	$0.00	$3,915.00
1	1.20	TK-12 Professional Development in PLCs	No	$0.00	$0
1	1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	Yes	$2,000.00	$12,000.00
1	1.22	District Leadership Team collaboration	No	$0.00	$0.00
2	2.1	Monitor daily student attendance	No	$0.00	$0
2	2.2	Social Workers	Yes	$446,872.00	$0

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	2.3	Mental Health Teams	Yes	$107,986.00	$292,231.00
2	2.4	Counselors, Psychologists, and Mental Health Therapists	Yes	$224,569.00	$251,972.00
2	2.5	Social Emotional Learning Lessons	No	$0.00	$0
2	2.6	Enrichment activities	Yes	$11,300.00	$11,300.00
2	2.7	AHA!	No	$170,010.00	$105,000.00
2	2.8	Restorative Justice Practices	No	$0.00	$0
2	2.9	CMS Extended Learning Opportunities Program	No	$50,000.00	$68,000.00
2	2.10	Parent Square Communication	No	$8,967.00	$8,700.00
2	2.11	Teacher-Parent Conferences	No	$0.00	$0
2	2.12	Monthly "Coffee with the Principal"	No	$0.00	$0
2	2.13	Monthly Parent Group Meetings	No	$0.00	$0
2	2.14	Family Activity Nights	No	$0.00	$0
3	3.1	Get Focused Stay Focused	Yes	$61,005.00	$51,102.00
3	3.2	CMS Computer Science courses	Yes	$51,001.00	$72,666.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Introductory CTE Wheel	No	$20,000.00	$20,000.00
3	3.4	CTE pathways industry experience	No	$0.00	$0
3	3.5	CTE Pathways Industry Certification	No	$7,000.00	$6,026.00
3	3.6	Internship program with SBCEO for CTE pathways completers	No	$0.00	$0
3	3.7	Recognition program for CTE pathways completers	No	$1,000.00	$1,088.00
3	3.8	Alignment of SBCC courses with CTE Pathways	No	$5,000.00	$5,000.00
3	3.9	College Parent Workshops	No	$0.00	$0
3	3.10	College field trips and college exploration activities	No	$25,000.00	$25,000.00
3	3.11	AVID classes	Yes	$77,610.00	$84,060.00
3	3.12	Student Success Center	No	$0.00	$0
3	3.13	SBCC qualifications to teach Dual Enrollment Courses	No	$0.00	$0
4	4.1	Clean and well-maintained facilities	No	$0.00	$0
4	4.2	Technology tools and resources	No	$0.00	$175,331.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	School safety teams	No	$0.00	$0
4	**4.4**	Security personnel	No	$0.00	$387,666.00
4	**4.5**	Standard Response Protocol	No	$0.00	$0
4	**4.6**	Measure U projects	No	$0.00	$0
5	**5.1**	Math formative assessments	No	$0.00	$0
5	**5.2**	Targeted support and interventions	No	$0.00	$0
5	**5.3**	SPED Professional Development	No	$0.00	$0

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)
$5,131,204.00	$5,866,933.00	$7,287,352.00	($1,420,419.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reduced class size averages for grades TK-12	Yes	$3,857,000.00	3,947,217	0	0
1	1.2	DLI Program	Yes	$603,490.00	1,468,184	0	0
1	1.4	Targeted small group instruction in reading and math	Yes	$402,593.00	844,322	0	0
1	1.17	CHS summer ELD program	Yes	$6,000.00	0	0	0
1	1.18	CHS Student Success Center	Yes	$238,943.00	252,298	0	0
1	1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	Yes	$2,000.00	12,000	0	0
2	2.2	Social Workers	Yes	$223,436.00	0	0	0
2	2.3	Mental Health Teams	Yes	$107,986.00	292,231	0	0
2	2.4	Counselors, Psychologists, and Mental Health Therapists	Yes	$224,569.00	251,972	0	0
2	2.6	Enrichment activities	Yes	$11,300.00	11,300	0	0
3	3.1	Get Focused Stay Focused	Yes	$61,005.00	51,102	0	0
3	3.2	CMS Computer Science courses	Yes	$51,001.00	72,666	0	0

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)
3	**3.11**	AVID classes	Yes	$77,610.00	84,060	0	0

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)
$22,727,841.00	$5,131,204.00	0	22.577%	$7,287,352.00	0.000%	32.064%	$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).

California Department of Education
November 2024

CARPINTERIA UNIFIED SCHOOL DISTRICT
2024-2027 LCAP ADDENDUM MATRIX

EC Section 52064(e) was amended to include the requirement that LEAs must include specific actions in the LCAP to address all instances where a school or student group within an LEA, or a student group with a school, receives the lowest performance level on one or more state indicators on the Dashboard.

ELA Indicator		
Site	**Low Performing School/Student Group**	**Actions**
CUSD	English learners, LTEL	1.1, 1.3, 1.4, 1.5, 1.8, 1.13, 1.15, 1.17, 1.18,1.23
CUSD	Homeless	1.1, 1.3, 1.4, 1.13, 1.18
CUSD	Students with disabilites	1.1, 1.3, 1.4, 1.13, 1.18, 5.2
CUSD	Carpinteira High School	1.17, 1.18
Aliso Elementary	Students with disabilites	1.1, 1.3, 1.4, 5.2
Canalino Elementary	Students with disabilites	1.1, 1.3, 1.4, 5.2
Canalino Elementary	English learners	1.1, 1.3, 1.4, 1.5, 1.8
Carpinteria Middle School	Students with disabilites	1.13, 5.2
Carpinteria Middle School	English learners	1.13, 1.15
Carpinteria High School	English learners	1.17, 1.18
Carpinteria High School	Economically disadvantaged	1.18
Carpinteria High School	Hispanic	1.18
Carpinteria High School	White	1.18

Math Indicator		
Site	**Low Performing School/Student Group**	**Actions**
CUSD	Students with disabilites	1.1, 1.4, 1.9, 1.13, 1.18, 5.2
Aliso Elementary	Students with disabilites	1.1, 1.4, 1.9, 5.2
Carpinteria Middle School	Students with disabilites	1.13, 5.2
Carpinteria High School	English learners	1.17, 1.18
Carpinteria High School	Students with disabilites	1.18, 5.2
Carpinteira High School	Hispanic	1.18

English Learner Progress Indicator		
Site	**Low Performing School/Student Group**	**Actions**
CUSD	English learners, LTEL	1.1, 1.3, 1.4, 1.5, 1.8, 1.13, 1.15, 1.18, 1.23
Aliso Elementary	English learners, LTEL	1.1, 1.3, 1.4, 1.5, 1.8
Canalino Elementary	English learners, LTEL	1.1, 1.3, 1.4, 1.5, 1.8
Carpinteria High School	English learners, LTEL	1.18. 1.23

Chronic Absenteeism Indicator		
Site	**Low Performing School/Student Group**	**Actions**
CUSD	Students with disabilites	2.1, 2.2
CUSD	Homeless	2.1, 2.2
CUSD	Carpinteria Middle School	2.1, 2.2
Carpinteria Middle School	English learners	2.1, 2.2
Carpinteria Middle School	Economically disadvantaged	2.1, 2.2
Carpinteria Middle School	Students with disabilites	2.1, 2.2
Carpinteria Middle School	Hispanic	2.1, 2.2
Carpinteria Middle School	White	2.1, 2.2

Suspension Rate Indicator		
Site	**Low Performing School/Student Group**	**Actions**
CUSD	Students with disabilites	2.7, 2.8
CUSD	English learners	2.7, 2.8
CUSD	Homeless	2.7, 2.8
CUSD	Carpinteria High School	2.7, 2.8
Carpinteria Middle School	Students with disabilites	2.7, 2.8
Carpinteria Middle School	Economically Disadvantaged	2.7, 2.8
Carpinteria Middle School	Hispanic	2.7, 2.8
Carpinteria High School	English learners	2.7, 2.8
Carpinteria High School	Economically disadvantaged	2.7, 2.8
Carpinteria High School	Students with disabilites	2.7, 2.8
Carpinteria High School	Hispanic	2.7, 2.8