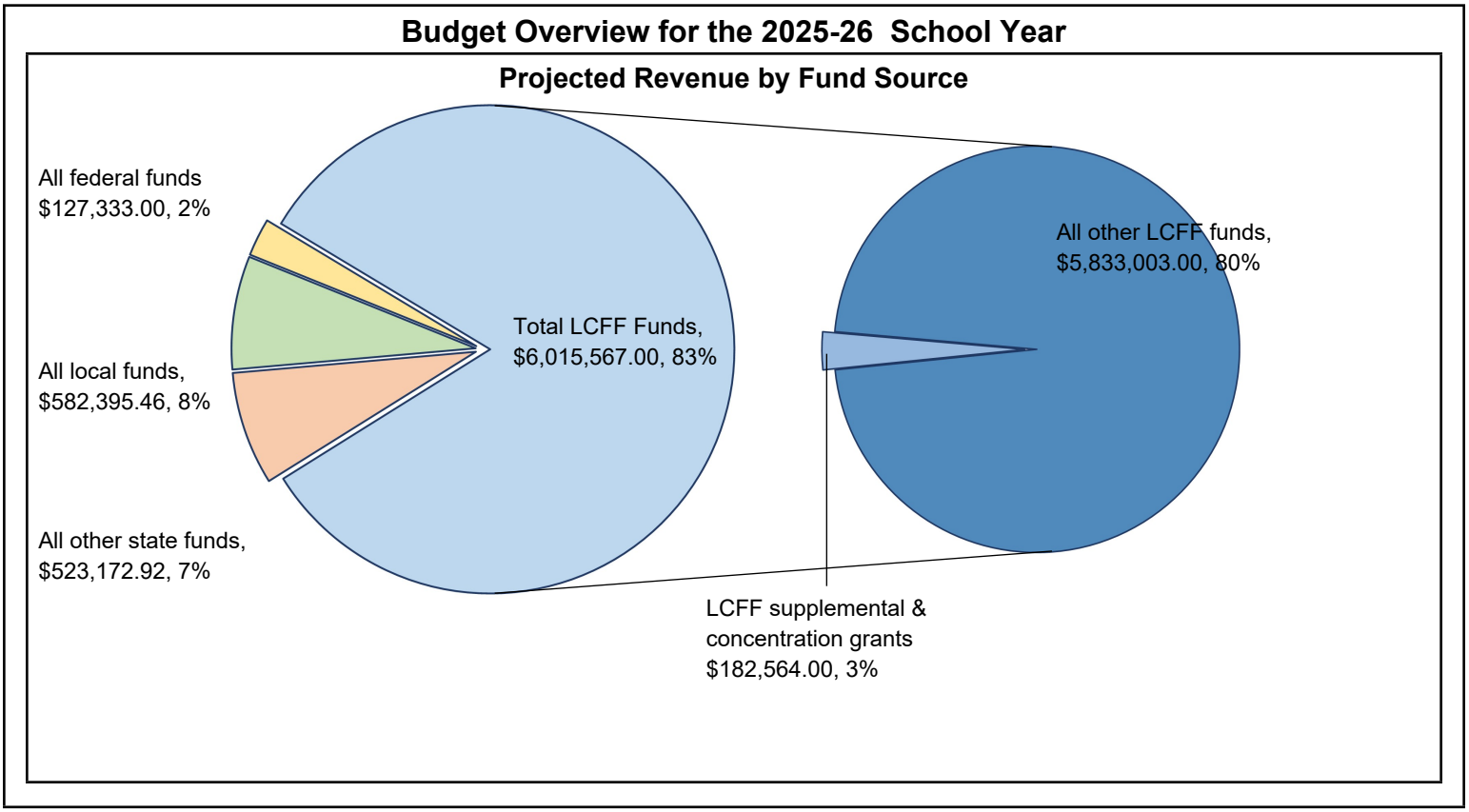
LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: College Elementary School District
CDS Code: 42 69179 0000000
School Year: 2025-26
LEA contact information: Maurene Donner, (805) 686-7300, mdonner@collegeschooldistrict.org

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).

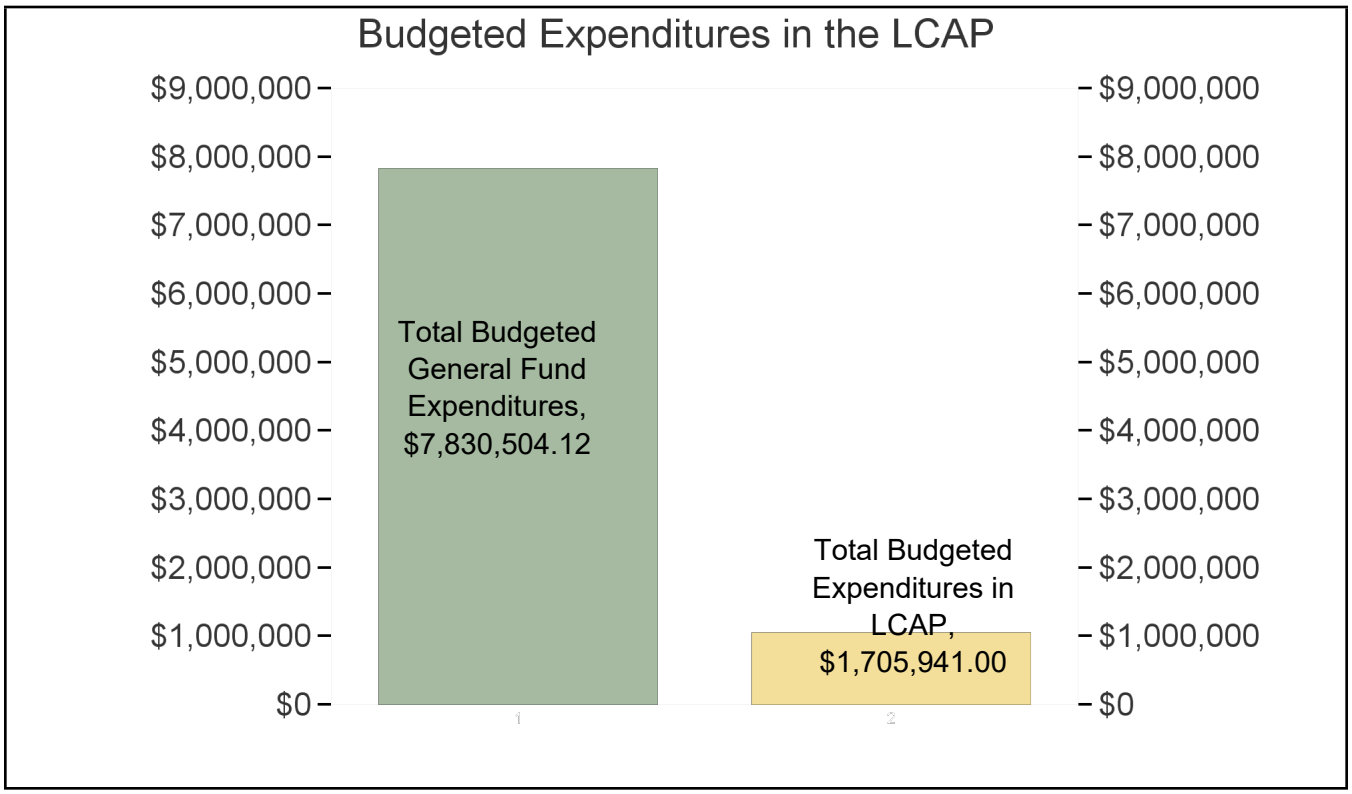


This chart shows the total general purpose revenue College Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for College Elementary School District is $7,248,468.38 of which $6,015,567.00 is Local Control Funding Formula (LCFF), $523,172.92 is other state funds, $582,395.46 is local funds, and $127,333.00 is federal funds. Of the $6,015,567.00 in LCFF Funds, $182,564.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much College Elementary 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.

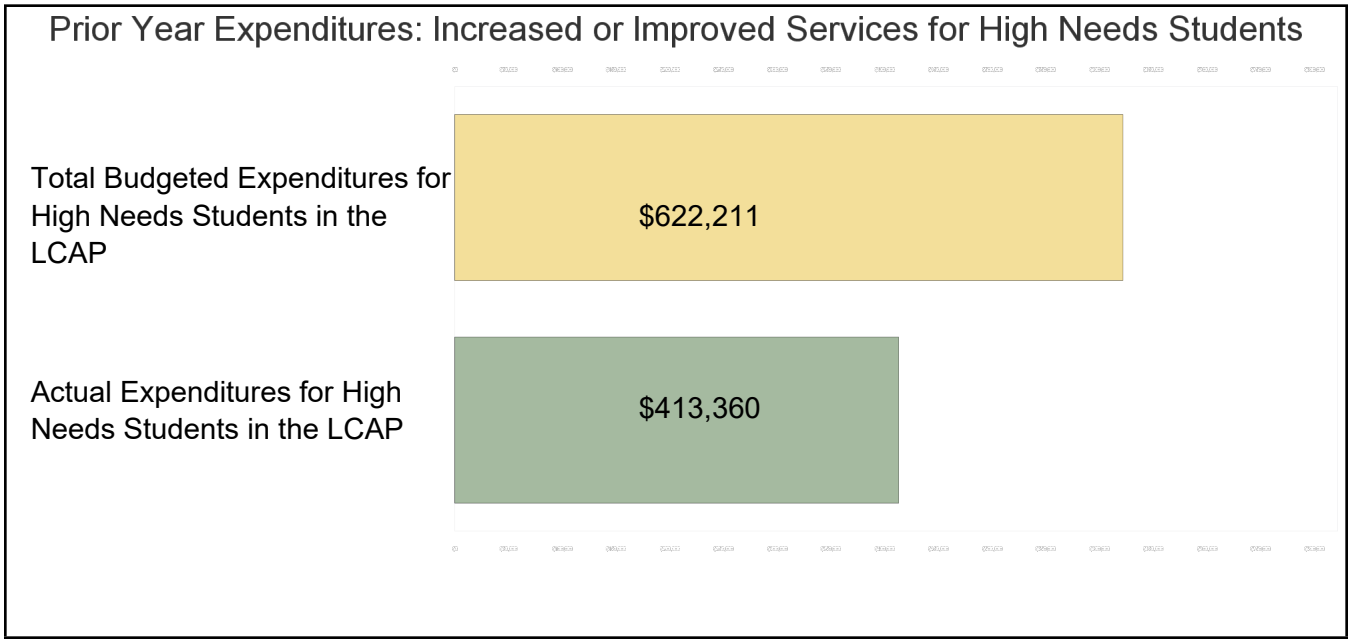
The text description for the above chart is as follows: College Elementary School District plans to spend $7,830,504.12 for the 2025-26 school year. Of that amount, $1,705,941.00 is tied to actions/services in the LCAP and $6,124,563.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2025-26, College Elementary School District is projecting it will receive $182,564.00 based on the enrollment of foster youth, English learner, and low-income students. College Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. College Elementary School District plans to spend $582,214.00 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 College Elementary 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 College Elementary 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, College Elementary School District's LCAP budgeted $622,210.88 for planned actions to increase or improve services for high needs students. College Elementary School District actually spent $413,360.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of -$208,850.88 had the following impact on CESD's ability to increase or improve services for high needs students: Total actual expenditures were less because in action 02.01 the district used one time LREBG funds to pay for the teachers salaries instead of the LCFF supplemental and concentration grant funds.

Local Control 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
College Elementary School District	Maurene Donner Superintendent	mdonner@collegeschooldistrict.org (805) 686-7300

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.

The College Elementary School District is a elementary district in Santa Barbara county serving a rural community in grades TK-8. The current enrollment is 173 students of which 32 are ELs, 113 are socio-economically disadvantaged, 65 are white, 105 are hispanic, 38 are students with disabilities and the district has 2 foster youth. The district has 2 schools. The schools are College ES (TK-K) and Santa Ynez ES (1-8).

In 2022 Superintendent Maurene Donner was given the Santa Barbara County Crystal Apple Award. This award is given to educators for their dedication, instructional and motivational skills, their ability to challenge and inspire students, and their ability to meaningfully engage with students, staff, and community members. The district was also given a California Pivotal Practice Award Program. This award celebrates districts that have an innovative practice that was implemented during the 2020–21 school year, when California required schools to offer distance learning due to the COVID-19 pandemic

The district conducted a leadership workshop in the spring of 2020 to revise the district's Mission Statement, Values, and Vision. The governing board then revisited these on 4/16/2024. The updated versions of these statements follow.

<u>CESD Mission Statement</u>
College School District creates a safe, positive, and engaging school climate. A highly-skilled team of professionals work in partnership with students, parents, and the community, all dedicated to meeting the academic, behavioral, and social-emotional needs of every student. Through rigorous, well rounded curriculum and a system of support, all students are prepared for high school, higher education, and future opportunities.

<u>CESD Values</u>
● All students, parents, guardians, staff, and community members are empowered, supported, and held accountable in their role in the educational process.
● The district creates a safe, innovative, and supportive learning environment that focuses on student learning, social-emotional well-being, technology, and collaboration.
● Staff, students, parents, guardians and community members demonstrate integrity and cultural sensitivity with respect and responsibility in order to create an accepting and inclusive school culture and climate.
● The district ensures continuing professional education and growth for staff members in academic, social-emotional, and behavioral systems.
● The district ensures a safe, respectful and responsible environment.

CESD Vision
● Students learn to succeed through engaging programs, rigorous curriculum, and high quality instruction;
● College and career-ready students demonstrate high standards of academic achievement, self-confidence, and integrity;
● Staff and students are socially and emotionally competent citizens who make safe, respectful, and responsible decisions so they may participate positively in an ever-changing, culturally diverse world;
● The district partners with parents, guardians and the community to ensure student success and embracing multi-cultural backgrounds;
● Facilities are state-of-the-art, well-maintained, and equipped with up-to-date technology encouraging all students to excel in academics and wellness in a safe and engaging environment.

Reflections: Annual Performance

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

Highlights:
The 2025-26 LCAP has the following goals as top priorities:

01 - Achieve excellence in student learning and wellness by maintaining a high quality, articulated, TK-8 program for all students through rigorous curriculum, enrichment, and a multi-tiered system of support.
03 - Provide a productive learning and working environment that is physically, socially and emotionally safe.
04 - Ensure student success by partnering with parents / guardians and the community.

To measure this progress the LCAP calls for the following expected outcomes:

95% - *%* on the *Facilities Inspection Tool* overall rating (Baseline: 93.9%)
55% - % meeting standard on CAASPP ELA (Baseline: 50.4%)
45% - % meeting standard on CAASPP Math (Baseline: 38.8%)

The Facilities Inspection Tool will help the district continue to focus on the physical learning environment while highlighting the CAASPP performance of students will help the district achieve goal 01.

The following actions are designed to assist in meeting the highlighted goals: 01.01, 01.02, 01.03 and 03.04
• 01.01: Continue to implement AVID district-wide to assist students in reading, writing, computer science, critical thinking skills as well as deep content knowledge. (FTE @ $0 / FTE)
• 01.02: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic intervention. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support.
• 01.03: Staff an ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families over the ELD base program. (1 FTE @ $169,778 / FTE)

• 03.04: Staff and fund the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation, including campus safety personnel.

These actions will help struggling students close their learning gaps, will help all students become more college ready, while also maintaining a clean and safe campus.

The LEA is most proud of the progress on the following CAASPP data as well as the following state and local indicators on the 2024 (24-25) Dashboard.

53.0% - % meeting standard on CAASPP ELA (baseline = 50.4%) Data Source: CA CAASPP
43.6% - % meeting standard on CAASPP Math (baseline = 38.8%) Data Source: CA CAASPP
9.3% - % on Chronic absenteeism rate (CA Dashboard, Status) (baseline = 16.2%) Data Source: CA Dashboard
1.5% - % on Suspension rate (CA Dashboard, Status) (baseline = 5.5%) Data Source: CA Dashboard

While the LEA is proud of its past success on these metrics, we want to ensure that we can get closer to 100% of students meeting standard on CAASPP.

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 01.02 and 01.09. These actions will continue the AVID program, continue to modify and expand the MTSS tiered intervention system's academic supports and continue the Structured Transitional Educational Program (STEP) special day class.

Instances of Lowest Performance on CA Dashboard:
LEA:
The following state indicators were in the Lowest Performance Band overall or for at least one student group on the 2023 (22-23) CA Dashboard (the baseline year for this LCAP).

- % on Chronic absenteeism rate (CA Dashboard, Status) - Socioeconomically Disadvantaged
- % on Suspension rate (CA Dashboard, Status) - All Students, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities

The LEA has included the following actions in the LCAP to improve performance on these indicators: 03.01 and 03.02. These actions will improve and expand the MTSS social emotional supports.

Schools:
The following state indicators were in the Lowest Performance Band overall or for at least one school on the 2023 (22-23) CA Dashboard.

5.5% - % on Suspension rate (CA Dashboard, Status) - SYES

The LEA has included the following actions in the LCAP to improve performance on these indicators at these schools: 03.01 and 03.02 These actions will improve and expand the MTSS social emotional supports.

Student Groups within Schools:
The following schools had indicators on the 2023 (22-23) CA Dashboard at the Lowest Performance Band overall or for at least one student group.

SYES:
- % on Suspension rate (CA Dashboard, Status) - Hispanic, White, Socioeconomically Disadvantaged and Students with Disabilities

The LEA has included the following actions in the LCAP to improve performance on these indicators: 03.01 and 03.02 These actions will improve and expand the MTSS social emotional supports.

LREBG:
CESD will have expended all LREBG funds by 6/30/2025.

Reflections: Technical Assistance

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

CESD became eligible for Technical Assistance when the SED student group was identified in the lowest performance level in both the suspension and chronic absenteeism indicators. SBCEO Curriculum and Instruction Department met with the MTSS Leadership Team on 3/8/2024 and with all staff on 4/26/2024 during a professional development day. During these processes the team and staff reviewed CA Dashboard data, conducted an initiative inventory, including alignment to the MTSS framework. and completed an evaluation of impact. The LEA has included the following actions in the LCAP to improve performance on these indicators at these schools: 03.01 and 03.02 These actions will improve and expand the MTSS social emotional supports.

Continued engagement with SBCEO Technical Assistance staff occurred on 3/3/2025. During this session, certificated staff participated in a structured gap analysis. Grade-level teams identified current strengths and weaknesses and collaboratively developed descriptions of desired, exemplary performance aligned to their shared vision. Discussions focused on insights into system-wide practices and next steps for improvement. Staff looked at a broad range of intervention practices informed by both formative and qualitative data. While initial ideas for systemic improvements emerged, consensus on a unified problem of practice was not reached due to limited time. This work will inform future planning and MTSS implementation refinements through 2025 and beyond. Additionally, SBCEO Technical Assistance staff continue to support CESD administration through ongoing coaching, including refinement of PBIS Tier 2 systems and identification of academic correlation between report card grades and state testing performance.

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.

No schools were 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.

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

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.

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.

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 Partners	Process for Engagement
Administration	The CESD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 2/5/2025 and 3/5/2025. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated	CESD conducted a focus group with all teachers including certificated staff local bargaining unit members 1/13/2025. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this educational partner engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community educational partner groups.
Classified	CESD conducted a focus group with the non certificated staff on 1/13/2025. This focus group included classified staff local bargaining unit members
Student	CESD conducted a focus group with the student educational partner group on 1/13/2025.
Parent / Community	CESD conducted a focus group with the parent / community educational partner group on 1/13/2025.

Educational Partners	Process for Engagement
LCAP Committee	CESD 's LCAP Committee met on 3/19/2025 and 4/30/2025. The committee consists of certificated, classified staff, parents of: low income students, English learners, and students with special needs. The committee also has two students. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.
DELAC	CESD 's DELAC met on 3/19/2025 and 4/30/2025. During this meeting the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.
Public Posting	The Draft LCAP was posted on CESD's website for review on 5/2/2025.
Annual Update Committee	A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents of; low income students, english learners, and students with disabilities along with certificated and classified bargaining unit members, administrators, and students. This committee met on 1/13/2025 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.
SELPA	On 2/18/2025 the CESD administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.

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

Feedback:

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/10/2025 and adopted the final version of the LCAP on 6/24/2025.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
13% - Academically Proficient (Reading, Writing, Math)
13% - Critical Thinker (Analytical, Independent)
13% - Emotionally Healthy (compassionate / empathetic)
08% - Organized (time-management, note-taking, etc.)
08% - Physically Healthy (healthy, physically fit)

Actions:
12% - Implement/continue implementing AVID
09% - Implement/continue with STEAM
06% - Provide more opportunities for community service projects.
06% - Provide/increase access to a counselor.
06% - Provide planners to all students.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
13% - Academically Proficient (Reading, Writing, Math)
13% - Critical Thinker (Analytical, Independent)
13% - Emotionally Healthy (compassionate / empathetic)
13% - Organized (time-management, note-taking, etc.)
13% - Resilient

Actions:
13% - Provide/increase access to a counselor.
13% - Provide instruction on responsible technology use.
13% - Provide homework club opportunities.
13% - Implement/continue Ambassadors / student mentors.
13% - Increase the academic rigor.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
13% - Physically Healthy (healthy, physically fit)

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

10% - Creative
10% - Problem Solvers
08% - Academically Proficient (Reading, Writing, Math)
08% - College / Career Ready

Actions:
07% - Provide more and better food options in the cafeteria.
07% - Increase PE time.
07% - Provide class buddies.
05% - Implement/continue a debate team.
05% - Provide a school psychologist.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
13% - Academically Proficient (Reading, Writing, Math)
13% - Communicators (Active listener, articulate speaker)
13% - Critical Thinker (Analytical, Independent)
13% - Emotionally Healthy (compassionate / empathetic)
13% - Organized (time-management, note-taking, etc.)

Actions:
11% - Implement/continue with STEAM
11% - Implement/continue learning lab, intervention, differentiation.
11% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
11% - Implement/continue implementing AVID
05% - Implement/continue the PBIS program.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP. Feedback from this meeting can be found in the Annual Update Section of this LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

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

Influence:

CESD values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of CESD's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

10% - Academically Proficient (Reading, Writing, Math)
9% - Critical Thinker (Analytical, Independent)
9% - Emotionally Healthy (compassionate / empathetic)
9% - Physically Healthy (healthy, physically fit)
8% - Organized (time-management, note-taking, etc.)

The traits Academically Proficient (Reading, Writing, Math) and Critical Thinker (Analytical, Independent) helped to inform the development of goal 01. The traits Emotionally Healthy (compassionate / empathetic) and Physically Healthy (healthy, physically fit) helped to inform the development of goal 03. These two goals are:
01: Achieve excellence in student learning and wellness by maintaining a high quality, articulated, TK-8 program for all students through rigorous curriculum, enrichment, and a multi-tiered system of support.
03: Provide a productive learning and working environment that is physically, socially and emotionally safe.

Actions:

4% - Implement/continue implementing AVID
4% - Implement/continue with STEAM
4% - Provide planners to all students.
3% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
3% - Provide class buddies.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.
01.01: Continue to implement AVID district-wide to assist students in reading, writing, computer science, critical thinking skills as well as deep content knowledge.
03.01: Continue to modify and expand the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. This action is directed to improve a low indicator performance and to support implementation of technical assistance. (LPLP and TA)

Goals and Actions

Goal

Goal #	Description	Type of Goal
01	Achieve excellence in student learning and wellness by maintaining a high quality, articulated, TK-8 program for all students through rigorous curriculum, enrichment, and a multi-tiered system of support.	Broad

State Priorities addressed by this goal.
1: Basics 4: Pupil Achievement 7: Broad Course of Study 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.
Analysis of metric 4.A.1: % meeting standard on CAASPP ELA - 64.5% (21-22) to 50.4% (22-23) to 53.0% (23-24) and metric 4.A.2: % meeting standard on CAASPP Math - 42.0% (21-22) to 38.8% (22-23) to 43.6% (23-24) shows that these metric results fluctuated over the years providing no clear trends. Educational partner focus groups showed that having students be academically proficient in reading, writing and math was a top priority for a majority of educational partner groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math. The district will work on these through continuing to modify and expand the MTSS intervention program and through staffing an ELD classroom with a fully credentialed teacher among other actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
01.01	1.B.1: % of students with CA State Standards aligned core curriculum (BL Yr: 22-23)	100%	100%		100%	0%
01.02	1.B.2: % of ELs with CA State Standards aligned ELD curriculum (BL Yr: 22-23)	100%	100%		100%	0%
01.03	4.A.1: % meeting standard on CAASPP ELA (BL Yr: 22-23)	50.4%	53.0%		55%	2.6%
01.04	4.A.2: % meeting standard on CAASPP Math (BL Yr: 22-23)	38.8%	43.6%		45%	4.8%
01.05	4.D: % of English Learner Progress (CA Dashboard, Status) (BL Yr: 22-23)	48.3%	47.8%		70%	-.5%

01.06	4.E: % of ELs reclassified (Reclassification Rate) (BL Yr: 22-23)	9.5%	10.9%		15%	1.4%
01.07	7.A: % of students enrolled in required courses of study (BL Yr: 23 -24)	100%	100%		100%	0%
01.08	7.B: # of instances each unduplicated student participates in programs or services for UDS (per UDS average) (BL Yr: 23-24)	7.9	7.0		7.9	-.9
01.09	7.C: # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) (BL Yr: 23-24)	3.6	4.1		3.6	.5
01.10	8.A: % of students completing 2 formative local assessments (BL Yr: 23-24)	100%	99.5%		100%	-.5%

Goal Analysis for 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 following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
01.01: AVID - *All certificated staff in our school are AVID trained, and continue to train and discuss new strategies annually.*

01.02: MTSS (Academic) - *There are many systems of support such as, RTI, ELD, extended learning, homework club, and additional support classes after lunch for middle school.*
01.03: ELD Program - *EL students ELPAC performance is higher than the county average and higher than surrounding districts.*
01.04: STEAM classes and STEAM units. - *New science curriculum in middle school is being implemented and is project based. It's CASS aligned. Elementary grades are continuing with the implementation of science lessons through Mystery Science with components of STEAM.*
01.06: Curriculum - *Collaboration between all stakeholders is good. Special ed can modify assessment and lessons to meet the needs of the students while still using CASS-aligned math curriculum.*

Challenges:
01.01: AVID - *It has been a challenging meeting multiple times a year to continue to discuss AVID implementation.*
01.03: ELD Program - *There is no substitute teacher for ELD classes when the ELD teacher is out.*

01.07: Curriculum - *Some grades are not implementing structured time to use computer adaptive programs during the school day.*

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 actions in this goal had significant differences between the budgeted and the actual expenditures:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

4.A.1 - % meeting standard on CAASPP ELA - (BL - 50.4% '23-24' - 53.0% Target - 55%)
4.A.2 - % meeting standard on CAASPP Math - (BL - 38.8% '23-24' - 43.6% Target - 45%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

01.01: AVID - *We have TK-8 continuation of AVID through our organization of planners and communication with families. Evidence of effectiveness: Metric 4. A.1: % meeting standard on CAASPP ELA went from 50.4% (22-23) to 53.0% (23-24).*
01.02: MTSS (Academic) - *There is a credential teacher running the program, and trained aides to help support. Education partners report high satisfaction with the program. Evidence of effectiveness: Metric 4.A.1-SED: % meeting standard on CAASPP ELA (socio-economically disadvatnaged) went from 43.6% (22-23) to 46.9% (23-24).*
01.03: ELD Program - *Staffing the classroom with a fully credentialed teacher has proven to be effective. Educational partners reported the importance of staffing this position with a fully credentialed teacher. Evidence of effectiveness: Metric 4.D: % of English Learner Progress (CA Dashboard, Status) went from 48.3% (22-23) to 47.8% (23-24).* While we would like this number to be a bit higher, we consider this action effective, in light of the state EL Progress Indicator being 45.7% in 23-24 and similar county school districts being at 44.4%.
01.04: STEAM classes and STEAM units. - *Integrated STEAM units are effective in middle school because of a dedicated science teacher and the ability to collaborate with the 6th grade classroom. This is less effective in elementary classrooms. Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 38.8% (22-23) to 43.6% (23-24).*
01.05: Special Education Consortium - *Effectiveness is high because we have all vacancies filled and available for services. Evidence of effectiveness: Metric 4.A.1-SWD: % meeting standard on CAASPP ELA (students with disabilities) went from 21.9% (23-24) to 28.6% (23-24).*
01.06: Curriculum - *All students are learning from CASS-aligned math curriculum and participating in their education. Evidence of effectiveness: Metric 2.A: % implementation of CA State Standards for all students went from 89% (23-24) to 92.7% (24-25).*
01.07: Curriculum - *Teachers stated that these programs are effective at benchmark testing and at providing leveled instruction for students. Evidence of effectiveness: Metric 1.B.1: % of students with CA State Standards aligned core curriculum went from 100% (22-23) to 100% (23-24).*
01.08: After-school programs - *The action was affective in providing programs, although educational partners feel that the after school programs need improvement to be more successful. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 50.4% (22-23) to 53.0% (23 -24).*

01.09: STEP - *Students have the opportunity to learn and practice behavioral wellness skills and socialization. There are less physical altercations in comparison to the year before (1 to 6) as measured by behavior emergency reports. Evidence of effectiveness: Metric 4.A.2-SWD: % meeting standard on CAASPP Math (students with disabilities) went from 9.4% (23-24) to 9.5% (23-24).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.While we would like this number to be a bit higher, we consider this action effective, in light of the state EL Progress Indicator being 45.7% in 23-24 and similar county school districts being at 44.4%.

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

- 01.04: (Modified Wording) - STEAM classes and STEAM units.:
24-25: Develop and implement, on a regular basis, integrated STEAM units that include: science and engineering lab activities, are project based, are aligned with CASS, and utilize the new curriculum that is chosen after piloting.
Modified to read
25-26: Develop and implement, on a regular basis, integrated STEAM units that include: science and engineering lab activities, are project based, are aligned with CASS, and utilize the Foss Science curriculum in K-5.

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
01.01	AVID	01.01: Continue to implement AVID district-wide to assist students in reading, writing, computer science, critical thinking skills as well as deep content knowledge. (FTE @ $0 / FTE)	$11,000.00	No

01.02	MTSS (Academic supports)	01.02: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic intervention. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support.	$9,000.00	No
01.03	ELD Program	01.03: Staff an ELD classroom with a fully credentialed teacher. The ELD teacher provides additional services to the EL students and their families over the ELD base program. (1 FTE @ $169,778 / FTE)	$169,778.00	Yes
01.04	STEAM classes and STEAM units.	01.04: Develop and implement, on a regular basis, integrated STEAM units that include: science and engineering lab activities, are project based, are aligned with CASS, and utilize the Foss Science curriculum in K-5.	$0.00	No
01.05	Special Education Consortium	01.05: Participate in the Santa Ynez Valley Special Education Consortium (SEP)	$662,000.00	No
01.06	Curriculum	01.06: Continue to fully implement (using all support resources including digital resources) the most recent SBE approved, CASS-aligned math curriculum at all grade levels for all teachers including special ed teachers and intervention. (SEP)	$20,000.00	No
01.07	Curriculum	01.07: Continue to use additional CASS aligned instructional materials to support LI, EL, R-FEP, and FY. These materials and systems include: Lexia, Reading Plus, DreamBox and the extra support materials with the new ELA / ELD adoption.	$2,500.00	No
01.08	After-school programs	01.08: Continue to support after-school programs to include tutorial, enrichment activities, and the ASES program. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities.	$31,961.00	No
01.09	STEP	01.09: Continue the Structured Transitional Educational Program (STEP) special day class for students with moderate to severe social emotional and behavioral disabilities. This academic program allows students to learn in a smaller group setting or the least restrictive environment. (SEP)	$0.00	No

Goal

Goal #	Description	Type of Goal
02	Recruit, train,and retain high quality governance, management, faculty and staff.	Broad

State Priorities addressed by this goal.
1: Basics 2: State Standards

An explanation of why the LEA has developed this goal.
Analysis of metric 1.A: % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - 100% (21 -22) to 72.8% (22-23) to 82.2% (23-24) and metric 2.A: % implementation of CA State Standards for all students - 90% (22-23) to 89% (23-24) to 92.7% (24-25) shows that the outcome of this goal was maintained at a high level on the key indicators for this goal. Educational partner focus groups showed that having students be taught by highly qualified teachers and having instruction aligned to the standards was a top priority for a majority of educational partner groups. CESD will maintain the percentage of teachers teaching in their subject area at a high level along with ensuring rigorous implementation of CA standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
02.01	1.A: % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (BL Yr: 22-23)	72.8%	82.2%		100%	9.4%
02.02	2.A: % implementation of CA State Standards for all students (BL Yr: 23-24)	89%	92.7%		100%	3.7%
02.03	2.B: % implementation of SBE adopted ELD standards for all ELs (BL Yr: 23-24)	100%	100%		100%	0%

Goal Analysis for 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 following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
02.02: Instructional support positions - *CESD is consistently staffing all instructional aides positions for RTI and other instructionnal aide positions.*
02.03: Professional Development - *The district continues to provide ongoing PD for new curriculum adoptions. These workshops insures successful alignment between all grade levels.*

Challenges:
02.01: Intervention classrooms or position - *While the district has been successful at this action, it is still challenging to find the right people to fill these positions.*
02.03: Professional Development - *Making sure special education teachers participate in the successful implementations is challenge.*

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.

The following action had significant differences between the budgeted and the actual expenditures:
The reasons for the difference in budgeted and actual expenditures is:
- 02.03: The PD that was provided cost slightly more than budgeted.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.A - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching - (BL - 72.8% '23-24' - 82.2% Target - 100%)
2.A - % implementation of CA State Standards for all students - (BL - 89% '24-25' - 92.7% Target - 100%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

02.01: Intervention classrooms or position - *These positions were filled and have been great at supporting Tier 2 and Tier 3 students in language arts. Evidence of effectiveness: Metric 1.A: % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching went from 72.8% (22-23) to 82.2% (23-24). Metric 4.A.1: % meeting standard on CAASPP ELA went from 50.4% (22-23) to 53.0% (23-24).*
02.02: Instructional support positions - *All instructional aides are qualified and effective. These positions are filled and have been trained. They provide strong support to our unduplicated students. Evidence of effectiveness: Metric 4.A.1-SED: % meeting standard on CAASPP ELA (socio-economically disadvatnaged) went from 43.6% (22-23) to 46.9% (23-24).*
02.03: Professional Development - *The district continues to provide ongoing PD for new curriculum adoptions and for MTSS. These workshops are high quality and they ensure successful alignment between all grade levels. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 50.4% (22-23) to 53.0% (23-24).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

- 02.01: (Modified Budget) - Intervention classrooms or position:
The budgeted amount for next year is $67,182 less than the actual amount for 24-25. This is because the action was reduced from a 1.5 FTE to a 1.0 FTE.

- 02.04: (New Action) - Professional Development:
Provide PD to staff on language acquisition programs included training the ELD teacher on use of the ELD program, development of lesson plans for the language acquisition program including Mastery Connect for ELD Standards aligned assessments and use of the assessment systems for EL and LTEL students.

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

02.01	Intervention classrooms or position	02.01: Staff all intervention teaching assignments with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching to support the academic intervention of Tier 2 and Tier 3 students. (1 FTE @ $169,778 / FTE)	$169,778.00	Yes
02.02	Instructional support positions	02.02: Staff all appropriate instructional support positions to support the LEA's unduplicated students with additional small group and one on one instruction, including a 1.0 FTE instructional aide for the RTI program. (4.1 FTE @ $71,912 / FTE)	$294,843.00	Yes
02.03	Professional Development	02.03: Provide ongoing PD to continually improve implementation of the MTSS program and the ELA and Math curriculum at all grade levels TK-8 for all teachers including special ed teachers and intervention.	$11,082.00	No
02.04	Professional Development	02.04: Provide PD to staff on language acquisition programs included training the ELD teacher on use of the ELD program, development of lesson plans for the language acquisition program including Mastery Connect for ELD Standards aligned assessments and use of the assessment systems for EL and LTEL students.	$2,000.00	Yes

Goal

Goal #	Description	Type of Goal
03	Provide a productive learning and working environment that is physically, socially and emotionally safe.	Broad

State Priorities addressed by this goal.
1: Basics 5: Pupil Engagement 6: School Climate

An explanation of why the LEA has developed this goal.
Analysis of metric 1.C: % on the Facilities Inspection Tool overall rating - 97.8 (22-23) to 93.9% (23-24) to 96.5% (24-25) and metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - 92.3% (22-23) to 71.2% (23 -24) to 83.4% (24-25) shows that the outcome of this goal was maintained at a high level on the key indicators for this goal. Educational partner focus groups showed that having students be physically and emotionally healthy was a top priority for a majority of educational partner groups. CESD plans to maintain the outcomes on metrics for this goal at around the level of the last three years. This will partly be accomplished through continuing the MTSS intervention system and providing behavioral and social emotional interventions in addition to academic interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
03.01	1.C: *%* on the *Facilities Inspection Tool* overall rating (BL Yr: 23-24)	93.9%	96.5%		95%	2.6%
03.02	5.A: School attendance rate (BL Yr: 23-24)	90.2%	93.8%		95%	3.6%
03.03	5.B: % on Chronic absenteeism rate (CA Dashboard, Status) (BL Yr: 22-23)	16.2%	9.3%		9%	-6.9%
03.04	5.B-SED: % on Chronic absenteeism rate (CA Dashboard, Status - SED) (BL Yr: 23-24)	21.1%	12.1%		10.0%	-9%
03.05	5.C: % on Middle school dropout rate (BL Yr: 22-23)	0%	0%		0%	0%
03.06	6.A: % on Suspension rate (CA Dashboard, Status) (BL Yr: 22-23)	5.5%	1.5%		2.0%	-4%
03.07	6.A-HIS: % on Suspension rate (CA Dashboard, Status - Hispanic)	6.1%	1.8%		3%	-4.3%

	(BL Yr: 23-24)					
03.08	6.A-SED: % on Suspension rate (CA Dashboard, Status - SED) (BL Yr: 23-24)	6.5%	2.2%		3%	-4.3%
03.09	6.A-SWD: % on Suspension rate (CA Dashboard, Status - SWD) (BL Yr: 23-24)	10%	2.2%		4%	-7.8%
03.10	6.A-SYES: % on Suspension rate (CA Dashboard, Status - SYES) (BL Yr: 23-24)	6.5%	1.7%		3%	-4.8%
03.11	6.A-SYES-HIS: % on Suspension rate (CA Dashboard, Status - SYES-Hispanic) (BL Yr: 23-24)	6.8%	2.1%		3%	-4.7%
03.12	6.A-SYES-SED: % on Suspension rate (CA Dashboard, Status - SYES-SED) (BL Yr: 23-24)	7.3%	2.4%		3%	-4.9%
03.13	6.A-SYES-SWD: % on Suspension rate (CA Dashboard, Status - SYES-SWD) (BL Yr: 23-24)	10.9%	2.3%		4%	-8.6%
03.14	6.A-SYES-WHI: % on Suspension rate (CA Dashboard, Status - SYES-White) (BL Yr: 23-24)	6.3%	1.6%		3%	-4.7%
03.15	6.B: % on Expulsion rate (BL Yr: 22-23)	0%	0%		0%	0%
03.16	6.C.1: # on the *District School Climate Survey* overall index School Climate Rating (BL Yr: 23-24)	75.0	77.2		80	2.2
03.17	6.C.2: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) (BL Yr: 23-24)	71.2%	83.4%		80%	12.2%
03.18	6.C.3: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) (BL Yr: 23-24)	68.8%	72.7%		75%	3.9%

Goal Analysis for 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 following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
03.01: MTSS (Behavioral) - *CESD has been working with consultant Kim Breen. We ahve had multiple leadership days of planning. This has improved the SST process.*
03.02: MTSS (Social Emotional) - *We had regular skills groups delivered by more qualified facilitators. Counselor is, for first time ever, LMFA certified and we have no interns involved anymore.*
03.03: Athletics programs - *Boys won the 2024 basketball championship. Cheerleading is back up and running.*
03.04: Facilities maintenance - *CESD acquired two new electric school busses and two vans this year.*

Challenges:
03.01: MTSS (Behavioral) - *Getting the MTSS Leadership team to communicate successes to staff, getting substitutes teachers for staff release time and getting at-risk students' parents to attend SST's were all challenges this year.*
03.02: MTSS (Social Emotional) - *Staffing The Well and serving all students skills groups with high frequency had been challenging. Also, it feels like the skills group curriculum is becoming less targeted.*
03.03: Athletics programs - *Finding a cheer coach and sharing the gym with the charter school were challenges this year.*
03.04: Facilities maintenance - *We still need/have to hire certified and licensed bus drivers which is proving challenging.*

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 actions in this goal had significant differences between the budgeted and the actual expenditures:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the *Facilities Inspection Tool* overall rating - (BL - 93.9% '24-25' - 96.5% Target - 95%)
5.A - School attendance rate - (BL - 90.2% '24-25' - 93.8% Target - 95%)
6.D - % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - (BL - 71.2% '24-25' - 83.4% Target - 80%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

03.01: MTSS (Behavioral) - *The SST process has become more streamlined, digitized, and organized.*

03.02: MTSS (Social Emotional) - *Skills group facilitator able to more effectively reach learning goals for students. School Counselor (PHP) able to exit students after set amount of time.*
03.03: Athletics programs - *Boys and girls have access to volleyball, basketball, tennis, cheer, and a valley-wide track meet. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 68.8% (23-24) to 72.7% (24-25).*
03.04: Facilities maintenance - *The new buses and transportation they provide are working well. The campus is kept in good repair and is regularly maintained. Evidence of effectiveness: Metric 1.C: % on the Facilities Inspection Tool overall rating went from 93.9% (23-24) to 96.5% (24-25).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

No actions in this goal were added, completed, deleted or deleted and combined or had wording changes in the 2025-26 LCAP.

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
03.01	MTSS (Behavioral supports)	03.01: Continue to modify and expand the MTSS tiered intervention system for all students (K-8) in need of strategic or intensive behavioral (PBIS, Restorative Justice, anti-bullying), and social emotional (Second Step) interventions. This action is directed to improve a low indicator performance and to support implementation of technical assistance. (LPLP and TA)	$0.00	No
03.02	MTSS (Social emotional supports)	03.02: Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of social emotional intervention. Social emotional supports supports will include Second Step, and other appropriate interventions .This action is directed to improve a low indicator performance and to support implementation of technical assistance. (LPLP and TA)	$0.00	No

03.03	Athletics programs	03.03: Provide funds to support the boys and girls athletics programs at the Middle School.	$4,500.00	No
03.04	Facilities maintenance	03.04: Staff and fund the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation, including campus safety personnel.	$287,499.00	No

Goal

Goal #	Description	Type of Goal
04	Ensure student success by partnering with parents / guardians and the community.	Broad

State Priorities addressed by this goal.
3: Parental Involvement

An explanation of why the LEA has developed this goal.
Analysis of metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) - 59.1% (22-23) to 50% (23-24) to 60.0% (24-25) and shows that the outcome of this goal was maintained at a moderate level on the key indicators for this goal. Educational partner surveys showed that having parents and community be connected to the LEA was important and needed to be worked on an improved. Educational partners reviewed this and other data for this goal. They also discussed the common sense that when parents partner with schools and kids are supported in their learning, student learning increases. CESD plans to increase the outcomes on metrics for this goal by approximately 20% over the baseline year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
04.01	3.A.1: % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) (BL Yr: 23-24)	50%	60.0%		60.0%	10%
04.02	3.A.2: % of households responding to the *District Parent Survey* (BL Yr: 23-24)	17%	17%		20%	0%
04.03	3.B: # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) (BL Yr: 23 -24)	8.1	1.2		9.0	-6.9
04.04	3.C: # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) (BL Yr: 23-24)	1.7	2.4		2.0	.7

Goal Analysis for 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 following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
04.02: Parent Education Program - *This was not completed.*

Successes:
04.01: Family Support Services - *PHP has a new active relationship with communicating with our staff to accomodate refferals.*
04.03: Community relations and partnerships - *PHP is providing counseling services for students. THe YMCA supports lower campus with lunch supervision. YMCA provides afterschool program on upper campus. The Tribal hall supports our Chumash students with homework help.*

Challenges:
04.01: Family Support Services - *One challenge is scheduling counseling without losing core class time as well as PHP availability.*
04.02: Parent Education Program - *The district had applied for a Community Schools grant that was funding the Community Liaison position, When this funding fell through the position was eliminated and many of the planned parent education activities were not completed.*

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.

The following action had significant differences between the budgeted and the actual expenditures:
The reasons for the difference in budgeted and actual expenditures is:
- 04.01: This action was not properly budgeted for in the previous year's LCAP.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

3.A.1 - % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) - (BL - 50% '24-25' - 60.0% Target - 60.0%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

04.01: Family Support Services - *PHP has been very active provideing counseling services to our community. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 68.8%*

(23-24) to 72.7% (24-25).
04.03: Community relations and partnerships - *The LEA has continued to strengthen tribal relationships through regular ongoing collaboration. There is also continual communication between People Helping People and the valley pre schools. Evidence of effectiveness: Metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) went from 50% (23-24) to 60.0% (24-25).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness in italics.

04.02: Parent Education Program - *This action was ineffective because it was not started.*

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

- 04.01: (Modified Budget) - Family Support Services:
This action was not properly budgeted for in the previous year's LCAP. The actual expenditures show $30,000. The 2025-26 LCAP has been updated to show this.

- 04.03: (Modified Wording) - Community relations and partnerships:
24-25: Strengthen community relations and partnerships, including on-going communication and collaboration with the Tribal Education Program, People Helping People, YMCA, Valley Preschools through the use of a Community/Parent Liason and other through other means.
Modified to read
25-26: Strengthen community relations and partnerships, including on-going communication and collaboration with the Tribal Education Program, People Helping People, YMCA, Valley Preschools and other community service organizations.

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

04.01	Family Support Services	04.01: Provide counseling services to support student and family needs along with classes for parents to assist in supporting their children academically through the PHP (People Helping People) organization. PHP assists families and students with behavioral, social emotional and other situations that may benefits from community supported counseling services.	$30,000.00	No
04.02	Parent Education Program	04.02: Continue the district's Parent Education Program to strengthen families' understanding of classroom practice, school curriculum and child safety and development issues.	$0.00	No
04.03	Community relations and partnerships	*04.03*: Strengthen community relations and partnerships, including on-going communication and collaboration with the Tribal Education Program, People Helping People, YMCA, Valley Preschools and other community service organizations.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$182,564.00	$0.00

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
6.90%	0.00%	$0	6.90%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action # (s)	Identified Needs	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
02.01	An analysis of metric data shows that low income students performance on Metric 4. A.1-SED: % meeting standard on CAASPP ELA (socio-economically disadvatnaged) went from 43.6% (22-23) to 46.9% (23-24). Meanwhile Metric 4. A.1-NSED: % meeting standard on CAASPP ELA (non socio-economically disadvatnaged) went from 59.7% (22-23) to 60.4% (23-24). To improve performance the educational partners believe the LEA needs to continue providing additional instructional intervention support to all unduplicated students.	02.01: Intervention classrooms or position The district will continue to provide 1.0 FTE assigned to primarily assist low income students on interventions in ELA. This increased service does not replace, but supplements the core instruction of these students. The teachers also serve as an additional non academic support for these students. This action will address the unique need of the low income students by providing additional time for targeted ELA intervention instruction and also providing a highly qualified and trained teacher who specializes in closing the achievement gap listed in the unique need. An analysis of the students that would be served by this action over 90% were unduplicated students. The intervention will provide research based instruction designed to close the achievement gap between the SED and non-SED students. While ensuring that this action is principally directed towards unduplicated students, providing the	% meeting standard on CAASPP ELA (socio-economically disadvatnaged)

		intervention to this few students in need of the support who are not unduplicated will ensure that the all students are advancing and that instruction does not have to be slowed or remediated.	
02.02	An analysis of metric data shows that low income students performance on Metric 4. A.1-SED: % meeting standard on CAASPP ELA (socio-economically disadvatnaged) went from 43.6% (22-23) to 46.9% (23-24). Meanwhile Metric 4. A.1-NSED: % meeting standard on CAASPP ELA (non socio-economically disadvatnaged) went from 59.7% (22-23) to 60.4% (23-24). To improve performance the educational partners believe the LEA needs additional support for unduplicated students during the regular classroom instruction.	02.02: Instructional support positions The instructional aides in this action will provide instructional support to unduplicated students and will also support parents of unduplicated students when needed. This action will address the unique need of the low income students by providing additional support, particularly during ELA and Math instruction, to help the low income students close the achievement gap mentioned. This action will principally address the needs of unduplicated students but instructional aides will also help other students when needed.	% meeting standard on CAASPP ELA (socio-economically disadvatnaged)

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 # (s)	Identified Needs	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
01.03	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 48.3% (22 -23) to 47.8% (23-24). To improve performance the educational partners believe the LEA needs continue providing support of the ELD program and to supporting families of english learners.	01.03: ELD Program The ELD teacher provides additional services to the EL students and their families over the ELD base program. The district will provide an additional 1.0 FTE assigned to the ELD program and to work with parents of English learners in improving outcomes of this unduplicated group. Funding this position gives the unduplicated population someone who can provide services to ELs and parents of ELs in addition to the 30 minutes of ELD instruction they receive. This is also an increased service because this teacher is focused on the EL students and this content area, and thus is very skilled and knowledgeable on how to best improved the English Language proficiency of the EL students.	% of English Learner Progress (CA Dashboard, Status)
02.04	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 48.3% (22 -23) to 47.8% (23-24). To improve performance the educational partners believe the LEA needs improved instruction on the language acquisition program through PD designed to help teachers better utilize this program.	02.04: Professional Development This additional PD for ELD will provide improved instruction for ELs and especially the LEA's long term ELs..	% of English Learner Progress (CA Dashboard, Status)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Expenditures Table

LCAP Year 25-26	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	$2,644,322.00	$182,564.00	6.90%	0.00%	6.90%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,568,713.00	$51,961.00	$0.00	$85,267.00	$1,705,941.00	$907,898.00	$798,043.00

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	01	AVID	All	No	LEA-wide	All	All Schools	ongoing	$0	$11,000	$11,000.00	$0.00	$0.00	$0.00	$11,000.00	0.0%
01	02	MTSS (Academic supports)	All	No	LEA-wide	All	All Schools	ongoing	$6,000	$3,000	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0.0%
01	03	ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$169,778	$0	$169,778.00	$0.00	$0.00	$0.00	$169,778.00	0.0%

2025-26 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	04	STEAM classes and STEAM units.	All	No	LEA-wide	All	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
01	05	Special Education Consortium	Students with Disabilities	No	LEA-wide	Students with Disabilities	All Schools	ongoing	$0	$662,000	$662,000.00	$0.00	$0.00	$0.00	$662,000.00	0.0%
01	06	Curriculum	All	No	LEA-wide	All	All Schools	ongoing	$0	$20,000	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	0.0%
01	07	Curriculum	English Learners Foster Youth Low Income	No	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0	$2,500	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	0.0%
01	08	After-school programs	All	No	LEA-wide	All	All Schools	ongoing	$0	$31,961	$0.00	$31,961.00	$0.00	$0.00	$31,961.00	0.0%

2025-26 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	09	STEP	Students with Disabilities	No	LEA-wide	Students with Disabilities	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
02	01	Intervention classrooms or position	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$169,778	$0	$169,778.00	$0.00	$0.00	$0.00	$169,778.00	0.0%
02	02	Instructional support positions	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$294,843	$0	$240,658.00	$0.00	$0.00	$54,185.00	$294,843.00	0.0%
02	03	Professional Development	All	No	LEA-wide	All	All Schools	ongoing	$0	$11,082	$0.00	$0.00	$0.00	$11,082.00	$11,082.00	0.0%
02	04	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0	$2,000	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0.0%

2025-26 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
03	01	MTSS (Behavioral supports)	English Learners Foster Youth Low Income	No	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
03	02	MTSS (Social emotional supports)	English Learners Foster Youth Low Income	No	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
03	03	Athletics programs	All	No	LEA-wide	All	Specific Grade Spans: _____ _____ _ 6-8	ongoing	$0	$4,500	$4,500.00	$0.00	$0.00	$0.00	$4,500.00	0.0%
03	04	Facilities maintenance	All	No	LEA-wide	All	All Schools	ongoing	$267,499	$20,000	$267,499.00	$0.00	$0.00	$20,000.00	$287,499.00	0.0%
04	01	Family Support Services	All	No	LEA-wide	All	All Schools	ongoing	$0	$30,000	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0.0%

2025-26 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
04	02	Parent Education Program	All	No	LEA-wide	All	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
04	03	Community relations and partnerships	All	No	LEA-wide	All	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%

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
$2,644,322	$182,564	6.90%	0.00%	6.90%	$582,214	0.00%	22.02%	Total:	$582,214
								LEA-wide Total:	$410,436
								Limited Total:	$171,778
								Schoolwide Total:	$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
01	03	ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$169,778.00	0.0%
02	01	Intervention classrooms or position	Yes	LEA-wide	English Learners Low Income	All Schools	$169,778.00	0.0%
02	02	Instructional support positions	Yes	LEA-wide	Low Income	All Schools	$240,658.00	0.0%
02	04	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	0.0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$1,709,712.88	$1,713,380.00

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)
01	01	AVID	No	$11,000.00	$10,700.00
01	02	MTSS (Academic)	No	$9,000.00	$9,000.00
01	03	ELD Program	Yes	$157,202.88	$155,550.00
01	04	STEAM classes and STEAM units.	No	$0.00	$0.00
01	05	Special Education Consortium	No	$662,000.00	$628,900.00
01	06	Curriculum	No	$20,000.00	$19,000.00
01	07	Curriculum	No	$2,500.00	$2,500.00
01	08	After-school programs	No	$31,961.00	$31,360.00

2024-25 Annual Update Table

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)
01	09	STEP	No	$0.00	$0.00
02	01	Intervention classrooms or position	Yes	$235,805.00	$236,960.00
02	02	Instructional support positions	Yes	$286,488.00	$287,560.00
02	03	Professional Development	No	$11,544.00	$12,720.00
03	01	MTSS (Behavioral)	No	$0.00	$0.00
03	02	MTSS (Social Emotional)	No	$0.00	$0.00
03	03	Athletics programs	No	$5,000.00	$5,000.00
03	04	Facilities maintenance	No	$277,212.00	$284,130.00
04	01	Family Support Services	No	$0.00	$30,000.00
04	02	Parent Education Program	No	$0.00	$0.00

2024-25 Annual Update Table

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)
04	03	Community relations and partnerships	No	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$186,455.00	$622,211	$413,360	$208,851	0.00%	0.00%	0.00%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
01	03	ELD Program	Yes	$157,202.8848	$155,550	0.0%	0.0%
02	01	Intervention classrooms or position	Yes	$235,805	$26,880	0.0%	0.0%
02	02	Instructional support positions	Yes	$229,203	$230,930	0.0%	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 (Input Dollar Amount)	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 9)	13. LCFF Carryover Percentage (12 divided by 9)
$2,530,038	$186,455	0.00%	7.37%	$413,360	0.00%	16.34%	$0	0.00%

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

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).

Expenditures by Resource Code

	2024-2025			2025-2026			2026-2027		
	Allocation	In LCAP	Difference	Allocation	In LCAP	Difference	Allocation	In LCAP	Difference
LCFF	$5,627,156	$1,383,770	$4,243,386	$5,833,003	$1,386,149	$4,446,854	$5,627,156	$1,433,658	$4,193,498
LCFF, S&C	$185,153	$185,153	$0	$182,564	$182,564		$185,153	$185,153	
Title I	$61,707	$57,285	$4,422	$80,879	$54,185	$26,694	$61,707	$52,655	$9,052
Title II	$12,120	$11,544	$576	$13,454	$11,082	$2,372	$13,454	$10,737	$2,717
ESSA	$10,000		$10,000	$10,000		$10,000	$10,000		$10,000
M&O (Fed)	$30,000	$20,000	$10,000	$20,000	$20,000		$30,000	$20,000	$10,000
Forest	$3,000		$3,000	$3,000		$3,000	$3,000		$3,000
Other Federal	$62,380		$62,380				$62,380		$62,380
Mandated Cost	$7,101		$7,101	$7,101		$7,101	$7,101		$7,101
Lottery	$49,302	$20,000	$29,302	$50,778	$20,000	$30,778	$49,302	$20,000	$29,302
ELOP				$160,287		$160,287	$160,287		$160,287
ASES	$36,627	$31,961	$4,666	$36,627	$31,961	$4,666	$36,627	$31,961	$4,666
TUPE	$3,025		$3,025	$3,025		$3,025	$3,025		$3,025
Other State	$381,465		$381,465	$265,355		$265,355	$381,465		$381,465
Interest	$50,000		$50,000	$75,000		$75,000	$75,000		$75,000
Other Local	$433,903		$433,903	$507,395		$507,395	$507,395		$507,395

$6,952,939	$1,709,713		$7,248,468	$1,705,941		$7,213,053	$1,754,164	
$6,952,939	$1,709,713		$7,248,468	$1,705,941		$7,213,053	$1,754,164	
	$1,047,713			$1,043,941			$1,092,164	

Expenditures by Object Code

	2024-2025			2025-2026			2026-2027		
	SACS 01	In LCAP	Difference	SACS 01	In LCAP	Difference	SACS 01	In LCAP	Difference
1000	$2,222,704	$324,460	$1,898,244	$2,278,158	$250,316	$2,027,842	$2,222,704	$255,129	$1,967,575
2000	$868,496	$361,999	$506,497	$945,056	$374,474	$570,582	$868,496	$411,342	$457,154
3000	$1,531,721	$256,249	$1,275,472	$1,598,480	$283,108	$1,315,372	$1,531,721	$324,295	$1,207,426
4000	$335,062	$82,461	$252,601	$205,863	$81,961	$123,902	$335,062	$79,661	$255,401
5000	$1,065,847	$22,544	$1,043,303	$1,045,240	$54,082	$991,158	$1,065,847	$21,737	$1,044,110
6000				$55,000		$55,000			
7100									
7400	$1,489,445		$1,489,445	$1,702,707		$1,702,707	$1,101,994		$1,101,994
7300									
	$7,513,276	$1,047,713		$7,830,504	$1,043,941		$7,125,825	$1,092,164	

Priority 1: ☒

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

18%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0%

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

15

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. (1500 character limit)

Priority 2: [X] 89% 100% 92.7% 100%

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. (3000 character limit) 1263

The LEA uses an internally developed self assessment tool to measure the implementation of the CA State Academic Standards (CASS). The survey is taken by each teacher in a facilitated focus group environment. This setting allows the teachers to ask clarifying questions of the facilitator and each other. The self assessment tool asks questions about the number of students taught, how many have the most current CASS aligned curriculum, and what percentage of instruction in the various content areas is rigorously aligned to the most recently adopted CASS.

The LEA chose this particular tool because it focuses on the implementation of standards in the instructional process and gives the district one number to simply and effectively measure annual progress. In addition this tool was developed before the CDE's self-reflection tools and thus provides annual growth going back three academic years.

The 2023-24 and 2024-25 average response to the question, "Of the daily instruction your students receive from you, what percentage is rigorously aligned to the current CASS in your content area." was respectively, 89% and 92.7%. The 2023-24 and 2024-25 average response to the same question, but for ELD instruction only was 100% and 100%, respectively.

	Survey	Houses	Index	Input	Participation	Goal #	Goal
Priority 3: ☒	21	138	81.9	60.0	83.2	04	Ensure student success by partnering with

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

- The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- The key findings from the survey related to promoting parental participation in programs; and
- Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

(3000 character limit)

981

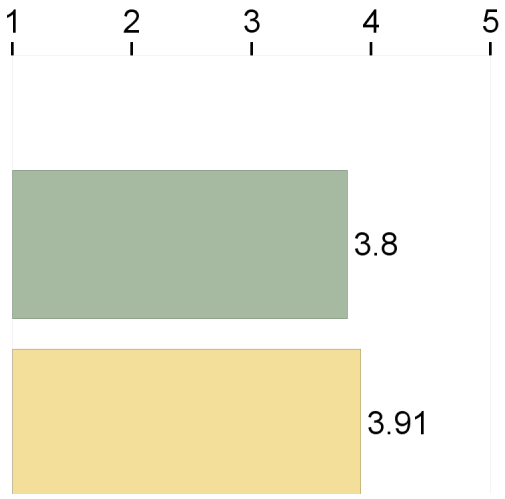
The parent survey was administered to a random sample of parents in all grades served by the LEA during the spring of 2025. The sample included 21 responses in an LEA with an estimated family count of 138 for a response rate of 15.2%.

The key findings of the survey were:
1. Parent Input: 60.0 of parents agreed with the statement that, The school or district actively seeks the input of parents before making important decisions.
2. Parent Participation: 83.2 agreed with the survey statements suggesting that, the district provides multiple forms of support to parents.

The LEA chose this parent survey tool because it is based on research by Michael Krist SBE President on what effective districts do to involve parents. It has also been used by the district for 4 years of LCAP, so there is longitudinal data to compare growth.

The survey assists the LEA in measuring the outcomes of goal 04 Ensure student success by partnering with parents / guardians and the community.

Priority 3 CDE Self Reflection Tool: Section 1

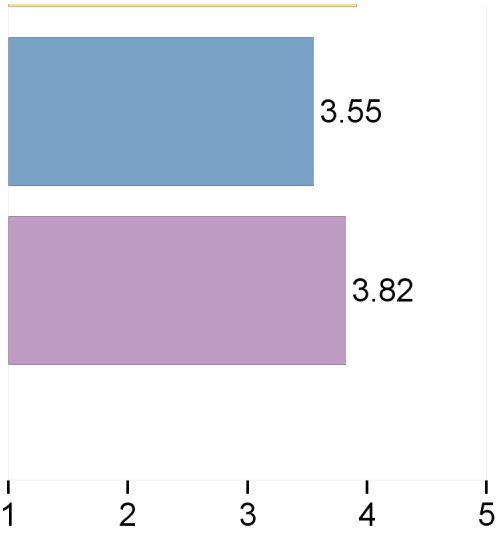


1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Relationships Between School Staff and Families. Following these is a list of actions that educational partners say are needed to build better relationships between school staff and underrepresented families.

Current Strengths:
Participating educational partners identified no current strengths

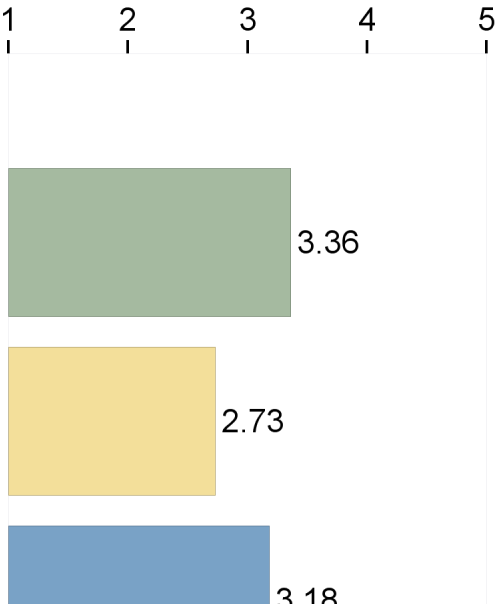
Current Focus Area:
- Communicating with families via social media
- Sending updates of classroom occurrences
- Setting up open lines of communication with all stakeholders
- Hosting before and after-school social functions
- Inviting parents to attend and participate in school functions
- Providing a variety of times for family information sessions
- Creating an anti-bullying environment
- Being equitable in holding kids accountable for following school policies
- Utilizing the community liaison to reach out to underrepresented families

Priority 3 CDE Self Reflection Tool: Section 2

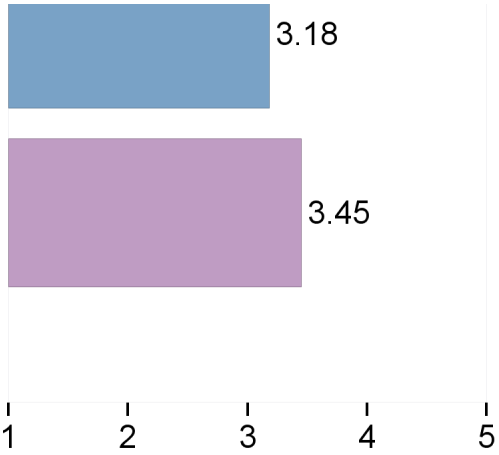
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and



students to discuss student progress and ways to work together to support improved student outcomes.



8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Partnerships for Student Outcomes. Following these is a list of actions that educational partners say are needed to build better partnerships for student outcomes with underrpresented families.

Current Strengths:
Participating educational partners identified no current strengths

Current Focus Area:
- Sending updates of classroom occurrences
- Communicating updates on behavior and grades
- Providing frequent positive communication
- Setting up open lines of communication with all stakeholders
- Providing a variety of times for family information sessions
- Being equitable in holding kids accountable for following school policies
- Utilizing the community liaison to reach out to underrepresented families
- Continuing to serve underrepresented populations through the adult education program
- Providing resources to help families guide their children academically
- Creating transparent plans for the future of the district / school

Priority 3 CDE Self Reflection Tool: Section 3



9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.



10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

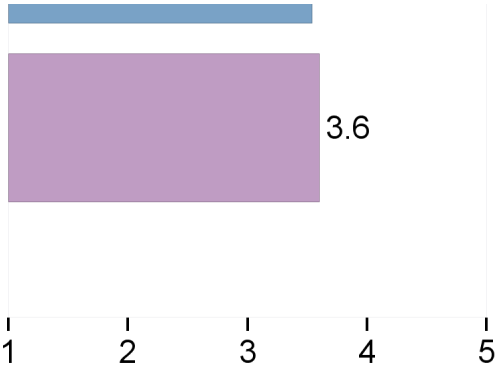


11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school



community.

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Seeking Input for Decision Making. Following these is a list of actions that educational partners say are needed to better seek input for decision making from underrepresented families.

Current Strengths:
Participating educational partners identified no current strengths

Current Focus Area:
- Collecting information from families through web surveys
- Providing families with a calendar of district meetings
- Ensuring underrepresented families are present at DELAC, SSC and other committee meetings
- Utilizing the community liaison to reach out to underrepresented families
- Continuing to serve underrepresented populations through the adult education program
- Providing workshops for parents on School Site Council purpose and rules
- Providing workshops for parents on ELAC and DELAC purpose and rules

Needed Action:
Participating educational partners identified no needed actions

Priority 6: ☒

Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.
(3000 character limit) 578

The *ESE Student Climate Survey* was administered to grades 5-8 by the LEA during the spring of 2025.

Two questions that were of particular import to the LEA in evaluating priority 6 were:
1. The questions relating to school connectedness. These questions differ slightly at each grade level, but they measure students' sense of connectedness to the school. 62.52% of students say they feel connected with their school.

2. The questions relating to school safety. These questions measure whether students feel safe at school. 71.66% of students say they feel safe at school.

Score

Priority 7: [X] 100%

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
(3000 character limit) 532

The district developed a self evaluation tool to determine the percentage of students (including unduplicated and exceptional needs students) that have access to each required course of study. This percentage is evaluated at each grade level and for each required course of study per Ed Code EC 51210 and 51220. These percentages are then aggregated to give the district a percentage score on the access that students have to the broad course of study. The self evaluation tool for the 2024-25 school year gave a score of 100%.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (3000 character limit) 418

The self evaluation tool for the 2024-25 school year gave a score of 100%. There is only one site per grade range; therefore, there are no access differences across sites. It was the determination of the district while using the self evaluation tool, that both the unduplicated sub group and the students with exceptional needs sub group had the same access to the broad range of study that the general population had.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
(3000 character limit) 254

One large barrier to providing a broad course of study to all students is the limited number of teachers within the district. With only 18.00 teachers for grades TK-8 it is a challenge to provide adequate access in areas like applied and performing arts.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (3000 character limit) 216

The district will work to increase student access to visual and performing arts as well as career technical education. The district will continue to look at ways to increase STEAM curriculum during the coming years.